

Music, Grade 3

TEKS Strand	Expectations
Foundations: Music Literacy	As students' knowledge of instruments expands, they compare traditional and non-traditional instruments. Computers are often used to diversify instrumentation in the classroom. All instruments may be used in live performances and individual compositions. The study of forms expands to include the rondo. Students begin to identify common characteristics within designated categories.
Creative Expression	Dynamics and tempo lessons are practiced in performance. Singing games become more intricate, with many of the patterns having stylized movements and rhythms. Adding ostinato or descant broadens students' experience with harmony. Scale notes used for reading may increase to include six notes and include the initial note of the scale in both octaves. Students recognize dotted half notes, enabling them to read and write music in 3/4 meter.
Historical and Cultural Relevance	Song literature is selected from diverse cultures, and instruments related to the selections are illustrated with recordings. Students refer to music common to specific historical periods, cultures, styles, and genres. Children use the common characteristics to analyze new musical literature.
Critical Evaluation and Response	By listening to compositions, students identify common musical elements and areas that need improvement. Students discuss and formulate criteria for concert etiquette and demonstrate such behavior at performances.
<p>Example:</p> <p>Ms. Handelmann has just completed reading an essay by composer and artist Tilman Kuntzel in which he describes how he and other children made musical instruments out of kitchen rubbish and utensils, using them to turn their own adventure stories into music. In his essay on home-buildable instruments, Tilman describes almost two dozen different instruments children can easily make. Ms. Handelmann develops a series of centers in which students make and explore sound by building instruments in the following ways:</p> <ul style="list-style-type: none"> • Fill a wooden or wood-like container, such as a coconut shell or walnut, with peas or rice and close the container or the two halves of the shell with tape. • Cover one end of a cardboard tube with aluminum or vellum paper. Sing into the other end. Variation: Cut a hole in the middle of the cardboard tube. Sing in there and cover the other holes with your hands. • Tube-trumpet: Pull one end of a rubber tube over a funnel or through a hole in the bottom of a yogurt cup. Blow with stretched lips in the tube as into a trumpet. • Pour different amounts of water into bottles. Blow across the edges of the bottles and you'll hear different tones. Smaller air volumes will produce higher tones than bigger volumes. To create a scale, start with bottles of the same size, and add as much water to each as you need to produce the desired tone 	
<p><u>Differentiation Strategies for Students with Special Needs</u></p>	