BUDGET OF WORK IN MUSIC – GRADE 3

Content	Content Standards	Performance Standards	Learning Competencies Grade 3	Code	Number of Days Taught	Target Date	Actual Date
Music Gr.3 – UNIT 1							
I. RHYTHM ● Sound and Silence ● Steady Beats ● Simple Rhythmic Pattern ● Ostinato	● demonstrates understanding of sound and silence, steady beats and rhythmic patterns	● performs simple ostinato patterns/simple rhythmic accompaniments on classroom instruments and other sound sources to a given song ● sings songs with correct rhythm	● relates images with sound and silence within a rhythmic pattern	**MU3RH-Ia-1**			
			● maintains a steady beat when chanting, walking, tapping, clapping, and playing musical instruments	**MU3RH-Ib-h-2**			
			● claps, taps, chants, walks, and plays musical instruments in response to sound with the correct rhythm o in measures of 2s, 3s, and 4s o echo clapping o marching o dancing the waltz	**MU3RH-Ia-c-3**			
			● claps the written stick notation on the board representing the sound heard	**MU3RH-Id-4**			
			● plays simple ostinato patterns with classroom instruments and other sound sources	**MU3RH-Id-h-5**			
			● creates simple ostinato patterns in measures of 2s, 3s, and 4s through body movements	**MU3RH-Ie-6**			
			● creates ostinato patterns in different meters using combination of different sound sources	**MU3RH-If-7**			
Music Gr.3 – UNIT 2							

II. MELODY ● Pitch ● Melodic Lines ● Melodic Patterns and Contour	● demonstrates understanding of the concepts of melody through singing and playing musical instruments	● sings the melody of a song with accurate pitch	● identifies the pitch of a tone as: o high – higher o moderately high – higher o moderately low – lower o low – lower	**MU3ME-IIa-1**			
			● matches the correct pitch of tones o with the voice o with an instrument	**MU3ME-IIa-2**			
			● relates movements with levels of pitch	**MU3ME-IIb-3**			
			● matches the voice with the pitches of a melody	**MU3ME-IIb-4** **MU3ME-IIc-4**			
			● recreates simple patterns and contour of a melody	**MU3ME-IIb-5**			
			● sings entire simple songs with accurate pitch o Favorite Children's Songs ▪ "Do – Re – Mi" ▪ "What Can We Do Today" o Folksongs ▪ "Manang Biday" ▪ "Paruparong Bukid" ▪ "Atin Cu Pung Singsing"	**MU3ME-IIc-6**			
III. FORM ● Musical Lines ● Musical Beginning, Middle, and End ● Repeats in music	● demonstrates understanding of the basic concepts of musical form	● performs a chosen song showing the basic concepts of musical lines, beginnings, endings and repeats through body movements	● identifies the beginning, middle, and ending of a song	**MU3FO-IId-1**			
			● identifies musical lines as o similar o same o different through movements and geometric shapes or objects	**MU3FO-IId-2**			
			● recognizes repetitions within a song	**MU3FO-IId-3**			
			● sings repetitions of musical lines independently	**MU3FO-IIe-4**			
			● plays repetitions of musical lines	**MU3FO-IIf-5**			

			• renders a song confidently, giving appropriate emphasis on the beginning and on the ending	**MU3FO-IIg-h-6**			
Music Gr.3 – UNIT 3							
IV. TIMBRE • Voice Production Techniques • Variation in Sound Quality o Similar o Different • Introduction to Musical Instruments	• demonstrates understanding of the concepts of timbre	• applies vocal techniques in singing to produce a pleasing vocal quality: o using head tones o employing proper breathing o using the diaphragm	• recognizes differences in sound quality coming from a variety of sound sources	**MU3TB-IIIa-1**			
			• responds to differences in sound quality with appropriate movement	**MU3TB-IIIa-2**			
			• recognizes musical instruments through sound	**MU3TB-IIIb-3**			
			• identifies and compares the voices of: o classmates as they sing or speak o selected popular singers in recordings	**MU3TB-IIIb-4**			
			• compares the use of the voice in speaking and in singing	**MU3TB-IIIb-5**			
			• uses the voice and other sources of sound to produce a variety of timbres	**MU3TB-IIIc-6**			
v. DYNAMICS • Volume of Sound in Music • Conducting and Dynamics	• demonstrates understanding of the concepts of dynamics and responds to conducting gestures using symbols indicating variances in dynamics	• sings songs with proper dynamics following basic conducting gestures	• interprets the dynamics of a song through body movements o small movement – soft o big movement – loud	**MU3DY-IIId-1**			
			• distinguishes “loud,” “medium,” and “soft” in music	**MU3DY-IIId-2**			
			• relates dynamics to the movements of animals e.g. o elephant walking – loud o mice scurrying – soft	**MU3DY-IIId-3**			
			• uses terms “loud,” “medium,” and “soft” (louder, softer) to identify changes and variations in volume	**MU3DY-IIIe-4**			
			• responds to conducting gestures of the teacher for “loud” and “soft” E.g.	**MU3DY-IIIe-h-5**			

			o *Teacher's palm down means "soft" and palm up means "loud."* o *Hands moving farther from each other mean sound becomes louder.*				
			● uses varied dynamics to enhance poetry, chants, drama, songs and musical stories	**MU3DY-IIIf-h-6**			
Music Gr.3 – UNIT 4							
V. TEMPO ● Speed of Sound in Music o Fast o Slow ● Conducting and Tempo	● demonstrates understanding of the concepts of tempo in order to respond to conducting symbols indicating variations in tempo	● enhances performance of poetry, chants, drama, and musical stories using a variety of tempo	● mimics animal movements according to speed o horse – fast o carabao – slow o turtle – slow o rabbit - fast o dog – fast	**MU3TP-IVa-1**			
			● sings songs with proper tempo following basic conducting gestures	**MU3TP-IVa-2**			
			● relates movement to changes and variations in tempo	**MU3TP-IVb-3**			
			● responds with movement to tempo changes o (i.e. doing locomotor and non-locomotor movements) to a variety of tempo in recorded music	**MU3TP-IVb-c-4**			
			● distinguishes among fast, moderate, and slow in music	**MU3TP-IVb-5**			
			● uses the terms: fast, moderate, and slow, (faster, slower etc.) to identify tempo changes and variations	**MU3TP-IVb-6**			
			● sings songs with designated tempo	**MU3TP-IVa-c-7**			

			E.g. o Lullaby – slow o Joyful songs – fast				
Music Gr.3 – UNIT 4							
VI. TEXTURE ● Single Melodic Line or Simultaneous Occurrence of Multiple Melodic Lines ● Distinction Between Thinness and Thickness in Music	● demonstrates understanding of the concepts of texture	● sings o "two-part rounds" o "partner songs"	● demonstrates the concept of texture by singing "two-part rounds" e.g. o "Are You Sleeping, Brother John?" o "Row, Row, Row Your Boat" o Musika Ay Di Kukupas	**MU3TX-IVd-f-1**			
			● demonstrates the concept of texture by singing "partner songs e.g. o "Leron, Leron Sinta" "Pamulinawen" o "Ten Little Indians" "He's Got the Whole World in His Hands	**MU3TX-IVd-f-2**			
			● distinguishes between single musical line and multiple musical lines which occur simultaneously	**MU3TX-IVd-f-3**			
			● distinguishes between thinness and thickness of musical sound	**MU3TX-IVg-h-4**			