

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 <ul style="list-style-type: none"> • Sound and Silence • Steady Beats • Simple Rhythmic Pattern • Ostinato 	<ul style="list-style-type: none"> • demonstrates understanding of sound and silence, steady beats and rhythmic patterns 	<ul style="list-style-type: none"> • performs simple ostinato patterns/simple rhythmic accompaniments on classroom instruments and other sound sources to a given song • sings songs with correct rhythm 	<ul style="list-style-type: none"> • relates images with sound and silence within a rhythmic pattern 	MU3RH-Ia-1			
			<ul style="list-style-type: none"> • maintains a steady beat when chanting, walking, tapping, clapping, and playing musical instruments 	MU3RH-Ib-h-2			
			<ul style="list-style-type: none"> • claps, taps, chants, walks, and plays musical instruments in response to sound with the correct rhythm <ul style="list-style-type: none"> o in measures of 2s, 3s, and 4s o echo clapping o marching o dancing the waltz 	MU3RH-Ia-c-3			
			<ul style="list-style-type: none"> • claps the written stick notation on the board representing the sound heard 	MU3RH-Id-4			
			<ul style="list-style-type: none"> • plays simple ostinato patterns with classroom instruments and other sound sources 	MU3RH-Id-h-5			
			<ul style="list-style-type: none"> • creates simple ostinato patterns in measures of 2s, 3s, and 4s through body movements 	MU3RH-Ie-6			
			<ul style="list-style-type: none"> • creates ostinato patterns in different meters using combination of different sound sources 	MU3RH-If-7			
Music Gr.3 – UNIT 2							

II. MELODY <ul style="list-style-type: none"> Pitch Melodic Lines Melodic Patterns and Contour 	<ul style="list-style-type: none"> demonstrates understanding of the concepts of melody through singing and playing musical instruments 	<ul style="list-style-type: none"> sings the melody of a song with accurate pitch 	<ul style="list-style-type: none"> identifies the pitch of a tone as: <ul style="list-style-type: none"> high – higher moderately high – higher moderately low – lower low – lower 	MU3ME-IIa-1			
			<ul style="list-style-type: none"> matches the correct pitch of tones <ul style="list-style-type: none"> with the voice with an instrument 	MU3ME-IIa-2			
			<ul style="list-style-type: none"> relates movements with levels of pitch 	MU3ME-IIb-3			
			<ul style="list-style-type: none"> matches the voice with the pitches of a melody 	MU3ME-IIb-4 MU3ME-IIc-4			
			<ul style="list-style-type: none"> recreates simple patterns and contour of a melody 	MU3ME-IIb-5			
			<ul style="list-style-type: none"> sings entire simple songs with accurate pitch <ul style="list-style-type: none"> Favorite Children’s Songs <ul style="list-style-type: none"> “Do – Re – Mi” “What Can We Do Today” Folksongs <ul style="list-style-type: none"> “Manang Biday” “Paruparong Bukid” “Atin Cu Pung Singsing” 	MU3ME-IIc-6			
III. FORM <ul style="list-style-type: none"> Musical Lines Musical Beginning, Middle, and End Repeats in music 	<ul style="list-style-type: none"> demonstrates understanding of the basic concepts of musical form 	<ul style="list-style-type: none"> performs a chosen song showing the basic concepts of musical lines, beginnings, endings and repeats through body movements 	<ul style="list-style-type: none"> identifies the beginning, middle, and ending of a song 	MU3FO-IIId-1			
			<ul style="list-style-type: none"> identifies musical lines as <ul style="list-style-type: none"> similar same different 	MU3FO-IIId-2			
			<ul style="list-style-type: none"> recognizes repetitions within a song 	MU3FO-IIId-3			
			<ul style="list-style-type: none"> sings repetitions of musical lines independently 	MU3FO-IIe-4			
			<ul style="list-style-type: none"> plays repetitions of musical lines 	MU3FO-IIIf-5			

			<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Voice Production Techniques Variation in Sound Quality <ul style="list-style-type: none"> Similar Different Introduction to Musical Instruments 	<ul style="list-style-type: none"> demonstrates understanding of the concepts of timbre 	<ul style="list-style-type: none"> applies vocal techniques in singing to produce a pleasing vocal quality: <ul style="list-style-type: none"> using head tones employing proper breathing using the diaphragm 	<ul style="list-style-type: none"> recognizes differences in sound quality coming from a variety of sound sources 	MU3TB-IIIa-1			
			<ul style="list-style-type: none"> responds to differences in sound quality with appropriate movement 	MU3TB-IIIa-2			
			<ul style="list-style-type: none"> recognizes musical instruments through sound 	MU3TB-IIIb-3			
			<ul style="list-style-type: none"> identifies and compares the voices of: <ul style="list-style-type: none"> classmates as they sing or speak selected popular singers in recordings 	MU3TB-IIIb-4			
			<ul style="list-style-type: none"> compares the use of the voice in speaking and in singing 	MU3TB-IIIb-5			
			<ul style="list-style-type: none"> uses the voice and other sources of sound to produce a variety of timbres 	MU3TB-IIIc-6			
v. DYNAMICS <ul style="list-style-type: none"> Volume of Sound in Music Conducting and Dynamics 	<ul style="list-style-type: none"> demonstrates understanding of the concepts of dynamics and responds to conducting gestures using symbols indicating variances in dynamics 	<ul style="list-style-type: none"> sings songs with proper dynamics following basic conducting gestures 	<ul style="list-style-type: none"> interprets the dynamics of a song through body movements <ul style="list-style-type: none"> small movement – soft big movement – loud 	MU3DY-III d-1			
			<ul style="list-style-type: none"> distinguishes “loud,” “medium,” and “soft” in music 	MU3DY-III d-2			
			<ul style="list-style-type: none"> relates dynamics to the movements of animals e.g. <ul style="list-style-type: none"> elephant walking – loud mice scurrying – soft 	MU3DY-III d-3			
			<ul style="list-style-type: none"> uses terms “loud,” “medium,” and “soft” (louder, softer) to identify changes and variations in volume 	MU3DY-III e-4			
			<ul style="list-style-type: none"> responds to conducting gestures of the teacher for “loud” and “soft” E.g. 	MU3DY-III e-h-5			

			<ul style="list-style-type: none"> o <i>Teacher's palm down means "soft" and palm up means "loud."</i> o <i>Hands moving farther from each other mean sound becomes louder.</i> 				
			<ul style="list-style-type: none"> • uses varied dynamics to enhance poetry, chants, drama, songs and musical stories 	MU3DY-III-f-h-6			
Music Gr.3 – UNIT 4							
V. TEMPO <ul style="list-style-type: none"> • Speed of Sound in Music <ul style="list-style-type: none"> o Fast o Slow • Conducting and Tempo 	<ul style="list-style-type: none"> • demonstrates understanding of the concepts of tempo in order to respond to conducting symbols indicating variations in tempo 	<ul style="list-style-type: none"> • enhances performance of poetry, chants, drama, and musical stories using a variety of tempo 	<ul style="list-style-type: none"> • mimics animal movements according to speed <ul style="list-style-type: none"> o horse – fast o carabao – slow o turtle – slow o rabbit - fast o dog – fast 	MU3TP-IVa-1			
			<ul style="list-style-type: none"> • sings songs with proper tempo following basic conducting gestures 	MU3TP-IVa-2			
			<ul style="list-style-type: none"> • relates movement to changes and variations in tempo 	MU3TP-IVb-3			
			<ul style="list-style-type: none"> • responds with movement to tempo changes <ul style="list-style-type: none"> o (i.e. doing locomotor and non-locomotor movements) to a variety of tempo in recorded music 	MU3TP-IVb-c-4			
			<ul style="list-style-type: none"> • distinguishes among fast, moderate, and slow in music 	MU3TP-IVb-5			
			<ul style="list-style-type: none"> • uses the terms: fast, moderate, and slow, (faster, slower etc.) to identify tempo changes and variations 	MU3TP-IVb-6			
			<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Single Melodic Line or Simultaneous Occurrence of Multiple Melodic Lines • Distinction Between Thinness and Thickness in Music 	<ul style="list-style-type: none"> • demonstrates understanding of the concepts of texture 	<ul style="list-style-type: none"> • sings <ul style="list-style-type: none"> o “two-part rounds” o “partner songs” 	<ul style="list-style-type: none"> • demonstrates the concept of texture by singing “two-part rounds” e.g. <ul style="list-style-type: none"> o “Are You Sleeping, Brother John?” o “Row, Row, Row Your Boat” o Musika Ay Di Kukupas 	MU3TX-IVd-f-1			
			<ul style="list-style-type: none"> • demonstrates the concept of texture by singing “partner songs” e.g. <ul style="list-style-type: none"> o “Leron, Leron Sinta” o “Pamulinawen” o “Ten Little Indians” o “He’s Got the Whole World in His Hands” 	MU3TX-IVd-f-2			
			<ul style="list-style-type: none"> • distinguishes between single musical line and multiple musical lines which occur simultaneously 	MU3TX-IVd-f-3			
			<ul style="list-style-type: none"> • distinguishes between thinness and thickness of musical sound 	MU3TX-IVg-h-4			