



# **Music Curriculum Year 3**

## Introduction

God created humans in His own image, yet each person has their own unique qualities. Arts education should encourage and assist students to use their God-given talents to the best of their ability.

In our Christian school, the teaching of music encourages students to express praise and worship to God. Singing and the playing of instruments are both excellent expressions of worship.

“The Lord is my strength and my song.” Exodus 15:2

“Come let us sing for joy to the Lord”. Psalm 95:1

“Shout for joy to the Lord, all the earth, burst into jubilant song with music; make music to the Lord with the harp and the sound of singing, with trumpets and the blast of the ram’s horn. Shout for joy before the Lord, the King.” Psalm 98:4-6

Students will be presented with a range of musical styles: Christian, traditional, classical, contemporary and folk, with the emphasis on enjoyment and appreciation. Music is a gift from God that should be nurtured in all students. It is a gift to all, and not only for those with exceptional talent. Music is therefore a very important element in the Christian curriculum.

Music will be integrated with our God-centred curriculum, where themes of God’s character and nature are studied. Teachers can select songs to support the theme, and also present songs that teach related Scripture verses.

## Content

**The following aspects of music will be incorporated into lessons throughout the year**

1. Creating, composing, experimenting with sound.
2. Learning and using the following skills: beat, rhythm, melody, dynamics, tempo through activities with songs based on the Pentatonic scale. The pentatonic scale uses the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 5<sup>th</sup> and 6<sup>th</sup> notes of the scale. (e.g. CDEGA)
3. Listening, recognizing musical features and appreciation of different musical styles.
4. Singing, moving to music, clapping, tapping and playing percussion instruments to music.

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## Year 3 songs from Beacon Media CDs:

*All Creation Sings, Sing a Joyful Song & Couldn't be Finer.*

### 1. God is Love

- My Dad (Sing a joyful Song Track 5)
- Wide wide as the ocean (Sing a Joyful Song Track 3)

### 2. God is Provider

- Just think of the fishes (All Creation Sings Track 19)
- God is a Provider (All Creation Sings Track 21)

### 3. God is our Saviour

- Jesus you are my King (Sing a Joyful Song Track 9)

### 4. God is Pure and Holy

- Holy Holy (Sing A Joyful Song Track 13)
- Give me ears to hear (Sing a Joyful Song Track 14)

### 5. God is Creator

- All Creation Sings (All Creation Sings Track 1)
- Sing a Joyful song (Sing a Joyful Song Track 1)

### 6. God is Wise

- He's wiser (All Creation Sings Track 5)

### 7. God is a Servant

What can I give? (Sing a Joyful Song Track 17)

Jesus take my hands (Sing a Joyful Song Track 17)

- **God is Protector** A great big Dad (Couldn't be Finer Track 7)
- What a mighty God we serve (All Creation Sings Track 10)

### 8. God is Truth

- Adam and Eve (Couldn't be Finer Track 10)
- Nicodemus (Sing a Joyful Song Track 11)

### 9. God is Lord and King

- God is greater (All Creation Sings Track 9)

## Year 3 Scripture songs (pentatonic)

### God is Love

Children obey your parents in the Lord for  
this is right E-phesians six verse one.

The musical notation consists of two staves in 2/4 time. The melody is written on a treble clef staff. The notes are: G4, A4, B4, C5, B4, A4, G4, F4, E4, D4, C4. The lyrics are written below the notes.

### God is Provider

He gives food to every living creature.  
Psalm one three six, twenty five.

The musical notation consists of two staves in 2/4 time. The melody is written on a treble clef staff. The notes are: G4, A4, B4, C5, B4, A4, G4, F4, E4, D4, C4. The lyrics are written below the notes.

### God is our Saviour

God so loved the world, that He gave His only son  
so that those who believe in Him, will have everlasting life  
John three six-teen

The musical notation consists of three staves in 4/4 time. The melody is written on a treble clef staff. The notes are: G4, A4, B4, C5, B4, A4, G4, F4, E4, D4, C4. The lyrics are written below the notes.

### God is Pure and Holy

The laws of the Lord are right and  
those who obey them are happy.  
Psalm nineteen verse eight.

This block contains three staves of handwritten musical notation in treble clef. The first staff is in 6/8 time and contains the lyrics 'The laws of the Lord are right and'. The second staff continues the melody with the lyrics 'those who obey them are happy.' and includes a fermata over the final note. The third staff concludes the piece with the text 'Psalm nineteen verse eight.' and a double bar line.

### God is Creator

God created them male and female cre-  
ated them in His image. Genesis one twenty seven

This block contains two staves of handwritten musical notation in treble clef. The first staff is in 2/4 time and contains the lyrics 'God created them male and female cre-'. The second staff continues the melody with the lyrics 'ated them in His image. Genesis one twenty seven' and ends with a double bar line.

### God is Wise

Pray to God to give you wisdom  
James chapter one verse five

This block contains two staves of handwritten musical notation in treble clef. The first staff contains the lyrics 'Pray to God to give you wisdom'. The second staff continues the melody with the lyrics 'James chapter one verse five' and ends with a double bar line.

### God is a Servant

Serve the Lord with all your heart

Romans twelve verse eleven

The image shows two staves of handwritten musical notation in 2/4 time. The first staff contains the melody for the phrase 'Serve the Lord with all your heart'. The second staff continues the melody with the text 'Romans twelve verse eleven'.

### God is Protector

I will never leave you or forsake you

Joshua one verse five

The image shows two staves of handwritten musical notation. The first staff contains the melody for the phrase 'I will never leave you or forsake you'. The second staff continues the melody with the text 'Joshua one verse five'.

### God is Truth

The word of the Lord is right and true. He's faithful in all he does.

The image shows two staves of handwritten musical notation in 3/4 time. The first staff contains the melody for the phrase 'The word of the Lord is right and'. The second staff continues the melody with the text 'true. He's faithful in all he does.'.

### God is Lord and King

Nothing will be im-possible with God. Luke chapter one thirty seven

The image shows two staves of handwritten musical notation in 2/4 time. The first staff contains the melody for the phrase 'Nothing will be im-possible with'. The second staff continues the melody with the text 'God. Luke chapter one thirty seven'.

## Beat activities:

### Revise from Years 1 and 2:

- “What is a beat?” A beat is a sound that keeps going in the same way, like a heartbeat.
- Clap beat for known rhymes or songs. (make sure children are clapping the *beat* (heartbeat) and not the *rhythm*. The *rhythm* is irregular and follows the *words* of the song. The beat is *regular*.)
- Keep beat to songs by clapping or using percussion instruments.
- Put beat in the feet, hands, and on different body parts.
- Pass an object on the beat.
- Walk or marching to the beat.

## Activities with percussion instruments:

### Revise from Years 1 and 2:

- Make instruments from blocks of wood or wooden sticks that can be tapped together and plastic containers with rice to be used as shakers.
- Children can play the beat on their percussion instruments to recording. It’s best not to have all playing at once. Ask the students to watch the teacher, who holds up the instrument to be played e.g. when the shaker is held up, only the shakers play. When the sticks are held up, only the sticks play.
- Stop/go. Make a traffic light sign on 2 pieces of card. When the green traffic light is held up, children play their instruments to recorded music. When the red traffic light is held up, they stop while the music keeps playing. Then green again.

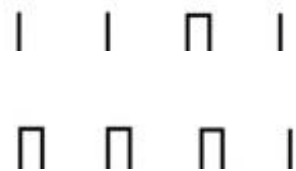
## Rhythm activities:

### Revise from Years 1 and 2:

- Explain that rhythm is different to beat. Rhythm is clapping the words.
- Perform word chants. (e.g. names of children in the class, fruits/vegetables, animal names)
- Clap rhythms to well-known songs.
- Echo claps: The teacher claps a rhythm and the class clap it back.
- Learn the symbol for ta and learn how to clap 2, 3 or 4 tas in a row from symbols on cards. Three tas in a row as follows would be 3 claps: | | |
- Learn the symbol for ti-ti and learn how to clap 2, 3 or 4 ti-tis in a row from symbols on cards. Three tas in a row as follows would be 6 claps, twice as fast as tas: □ □ □
- Explain the ta is like a walking sound, (step, step, step) and ti-ti is a running sound, ti-ti ti-ti ti-ti.
- Present children with a range of rhythm cards to clap, mixing up tas and ti-tis. Always keep to 2, 3 or 4 beats per card, e.g.



- Play games with the cards: Which card am I clapping?
- Children can learn to write the rhythms of the *action songs with games* listed on p. 4, e.g.  
 “Rain, rain go away, come again another day” is notated as this:



- Teach students that ‘zah’ is a beat of silence (the rest), and looks like this: Z
- Teach the additional pentatonic songs and ask children to clap rhythms, but when they come to a ‘zah’ in the music, they show open hands on the ‘zah’ (instead of a clap).  
 Example for ‘Hot Cross Buns’

Hot cross buns (rest)				Z
Hot cross buns (rest)				Z
One a penny, two a penny	∩	∩	∩	∩
Hot cross buns (rest)				Z

**Additional rhythm activities for Year 3**

- Write notation for dictated rhythms, showing beats as well as rhythms.
- Perform beat while partner performs rhythm.
- Sequence rhythm cards for pentatonic songs.
- Take down rhythmic dictation using the symbols for ta, ti-ti and zah.
- Fill in missing rhythms to known songs.
- Echo the rhythm names of a rhythm passage clapped by teacher, (known as “clever echo”.) e.g. The teacher claps | | ∩ |

The children clap and at the same time say, “ta, ta, ti-ti- ta”



## Melody

### Revise from Year 2

#### 1. Musical glasses

Fill glass jars or drinking glasses with water of different levels and tap with a metal spoon. Set out in order of the sounds they make, low to high sounds.

#### 2. High and low sounds

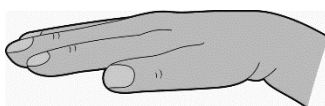
Hum two notes, one high followed by one low. Ask the children to hold their hand high, at chest level when you hum the high note and lower, at stomach level when you hum the low note. Then reverse and hum low followed by high.

#### 3. Simon says

Play this game by asking children to stand up when you hum 'low to high' and to sit down when you hum 'low to high', but they must only obey the instructions when you say 'Simon says' before you hum. They are out if they perform the wrong action, or if they perform an action when Simon did not say to do it.

#### 4. Pitch patterning

Sing the Pentatonic songs such as 'Five fat frogs' and ask the children to hold their hand high for the high sounds and low for the low sounds throughout the song.



Continue pitch patterning with new Pentatonic songs for Year 3.

## Loud/soft

Play percussion instruments or sing loudly / softly.

## Fast/slow

Play percussion instruments / move and sing to fast / slow music. Wave streamers or pieces of fabric in time to recorded music.