



Grade 3 Music

FRENCH IMMERSION Program

Discipline Overview

Arts education in Manitoba includes the disciplines of drama, visual arts, dance, and music. These disciplines represent expressive art forms and unique literacies that have the power to communicate and embody ideas and feelings by mobilizing the body, senses, mind, intellect, emotions, imagination, and intuition.

Arts education provides learners with the opportunity to get to know themselves better, to express themselves in a variety of ways, and to develop their perception, interpretation, and understanding of the world around them. It illuminates, deepens, and broadens the human experience. Drama, visual arts, dance, and music foster the development of global competencies and sustainable learning, diversify literacy choices, and contribute to learners' growth, well-being, and sense of identity.

Each of the arts education disciplines gathers four recursive learning areas highlighting important practices, skills, and abilities. These areas are *Making*, *Creating*, *Connecting*, and *Responding*. Arts language and practices (*Making*) are connected to how they may be used to create (*Creating*), to what understandings and significance the language and practices can communicate through diverse contexts (*Connecting*), and to how critical reflection about music transforms learning and develops identity and agency (*Responding*). Learning in these areas is not designed to be taught in isolation, but interdependently so that the learner can engage and mobilize these learning areas to stimulate and support artistic development. The butterfly images in [drama](#), [visual arts](#), [music](#), and [dance](#) illustrate recursive learnings in arts education.

Learning in arts education takes into account the role of the French Immersion Program, its vision, its foundations (language, culture, and identity), as well as the principles of learning and assessment. Students in arts education are exposed at the same time to artistic, cultural and language models. Learning in arts education thus contributes to the creation and vitality of a Francophone space where students can take action, define themselves and flourish.

Course Overview

In Grade 3, the learner

- develops language and practices for making music (*Making*)
- generates, develops, and communicates ideas for creating music (*Creating*)
- develops understandings about the significance of music by making connections to various contexts of times, places, social groups, and cultures (*Connecting*)
- uses critical reflection to inform music learning and to develop agency and identity (*Responding*)

Although these areas are distinct, their recursive learnings are designed to be achieved in an authentic and interdependent way. They are developed, recombined, and transformed across novel and varied contexts to deepen and broaden learning, which becomes more refined, sophisticated, and complex with time and new experiences.

Global Competencies in Music



Critical Thinking

Critical thinking in music consists of analyzing, synthesizing, interpreting, and evaluating the musical experience or work through observation, reflection, and reasoning in order to make informed judgments and choices to guide one's decisions and actions.

- Learners express their initial reactions by making personal connections and drawing on previous experiences.
- Learners use initial impressions as a starting point for reflection.
- Learners observe and describe the work or experience in music to facilitate interpretation, evaluation, and assessment.
- Learners determine how the musical elements are used, manipulated, and organized on the basis of observations, evidence, and analytical criteria.
- Learners analyze the work or experience in music while considering different perspectives and interpretations through listening, dialogue, questioning, and research to establish a common understanding.
- Learners give and justify their interpretations, preferences, and evaluations of work or experiences in music in order to make informed judgments and choices.
- Learners generate, co-construct, and weigh criteria to evaluate music experiences or work.



Creativity

Creativity in music is the ability to generate, imagine, develop, and transform ideas in order to invent, innovate, find solutions, or create music.

- Learners embrace ambiguity and are open to emerging and spontaneous ideas.
- Learners demonstrate curiosity, open-mindedness, flexibility, boldness, perseverance, and resilience.
- Learners generate ideas from a variety of sources (e.g., personal experiences, feelings, emotions, memories, observations, knowledge, current events, imagination, etc.) for creating music.
- Learners build on the ideas of others to create music.
- Learners experiment and develop ideas iteratively using music language (e.g., elements, terminology, techniques, tools, etc.).
- Learners evaluate, revise, refine, and share music in response to self-reflection or peer feedback.



Citizenship

Citizenship in music is linked to the ability to engage with cultural, social, political, environmental, and economic issues through artistic practices to facilitate a more humanitarian and sustainable world.

- Learners address and reflect on complex issues (ecological, social, political, and economic) in the creation, interpretation, and appreciation of music.
- Learners recognize the impact of principles of equity, human rights, and social justice on artists and their work.
- Learners explore the interconnectedness among themselves, others, and the natural world through works and experiences in music.
- Learners examine how music influences, comments on, and challenges identity, social, political, and cultural discourses by examining diverse viewpoints, experiences, and world views.
- Learners value other cultures, languages, and beliefs, and cultivate empathy, respect, inclusion, and compassion in order to navigate and negotiate the complexities of the contemporary world through musical experiences.
- Learners realize their potential through their artistic contributions.
- Learners engage with the arts community (e.g., artists, events, demonstrations, organizations, associations, community resources, innovations, etc.) and propose equitable solutions for the well-being of self, others, and the natural world.
- Learners apply ethical practices (e.g., copyright, intellectual property, etc.) to the creation, sharing, and consumption of music.



Connection to Self

Connection to self in music includes the development of one's identity, physical and spiritual well-being, resilience, autonomy, confidence, and perseverance. Practising music helps learners transform and develop, and it increases their self-esteem, motivation, and sense of belonging.

- Learners identify what contributes to their well-being in order to understand themselves better and to recognize their interests, values, strengths, challenges, and needs.
- Learners learn about the factors that shape their identity through musical experiences.
- Learners self-regulate, self-evaluate, and reflect on the musical experience to improve themselves.
- Learners set and pursue artistic goals for their learning in music, their well-being, and their future.
- Learners adapt to new experiences and renew their perception of self and the world with hope and perseverance.
- Learners recognize their role and the ways in which music shapes personal, cultural, and artistic identities and enhances life, learning, leisure, and work.



Collaboration

Collaboration in music is about learning from each other and working together toward a common goal to co-construct meaning using artistic language and processes related to music.

- Learners recognize and respect that others may have different perspectives, ideas, interpretations, and opinions about musical experiences.
- Learners understand that drawing on others' ideas can enrich their learning in music and deepen their thinking.
- Learners share their ideas and perspectives while valuing those of others.
- Learners apply the conventions of artistic performance (e.g., concerts, musical ensembles, etc.) by practising active listening.
- Learners give and accept feedback on their ideas and those of others.
- Learners share responsibilities and occupy various roles within a team.
- Learners engage with the community (e.g., artists, events, organizations, associations, community resources, etc.) to develop learning opportunities in music.
- Learners engage in the collective purpose or common goal while co-constructing music works and experiences with peers.



Communication

Communication in music is based on interaction with others or with a piece of music, enabling one to express or interpret messages, ideas, or emotions, and to respond to them using artistic languages and processes.

- Learners use musical language (e.g., elements, terminology, techniques, tools, etc.) to communicate ideas.
- Learners use various modes (e.g., oral, visual, sound/audio, media, gestural, symbolic, tactile, and spatial) and tools (ICT, digital, etc.) according to the learning context.
- Learners recognize the impact of their contributions to music on the development of their identity and relationships.
- Learners determine the artistic intent of a piece, taking into account the context and target audience.
- Learners seek to understand the messages in their music experiences through observation, active listening, questioning, and reflection.
- Learners examine and understand the ways in which music can communicate aspects of the person, culture, history, traditions, values, issues, and events.
- Learners deeply engage the body, senses, and imagination to express and communicate thoughts and feelings through music language.
- Learners make connections and build relationships through music experiences.
- Learners recognize the communicative power of music in building community.



Enduring Understandings

Making in Music

The learner develops language and practices for making music through listening and using oral, written, and visual music systems, tools, techniques, and elements of music. Music embodies and communicates ideas, feelings, and meaning through cognitive, physical, affective, and intuitive modes. The development of language and practices for making music illuminates, deepens, and broadens human experience through interactions, relationships, and individual and collective contributions.

Connecting in Music

The learner develops understandings about the significance, influence, impact, and role of music by making connections to the contexts of various times, places, social groups, and cultures. Engaging with music practices, forms, styles, traditions, and artists enables learners to understand the world around them and the perspectives of others. “Connecting” in music invites the learner to question the past, to challenge the present, and to shape the future.

Creating in Music

The learner engages in the creative process by generating, developing, and communicating ideas in music creation. The creative process in music provides opportunities for the learner to imagine possibilities, communicate complex ideas and emotions in unique and powerful ways, express the intangible, and explore identities. Through the creative process, learners explore multiple and sometimes unexpected ways to solve problems and find solutions. The divergent, open-ended creative thinking needed for the creative process is essential for all learning in today’s world.

Responding in Music

The learner uses critical reflection to inform music learning by responding, observing, describing, analyzing, and interpreting music experiences. The process of critical reflection in music enables learners to recognize different perspectives, challenge and construct ideas, beliefs, and values, and apply new understandings to their learning. This process informs the learner’s identity and agency and is necessary for transformative learning.



Learning Outcomes

Making (M-M): The learner develops language and practices for making music.

3-M-M1 The learner develops skills for singing, playing, improvising, and moving.

The learner is able to do the following:

- Match pitch and sing with accurate rhythm and expressive qualities, using increasingly complex textures (e.g., partner songs, two-part singing).
- Play a variety of instruments with increasing expressiveness and accuracy; demonstrate proper technique.
- Perform parts accurately within the beat in an ensemble.
- Improvise simple rhythmic and melodic questions, answers, and variations.
- Use movement to explore music concepts, enhance music making, and express ideas (e.g., use movement to show high and low, steady beat).
- Demonstrate appropriate interpersonal skills for making music collectively.

3-M-M2 The learner develops skills for making music through aural, written, and visual music systems.


The learner is able to do the following:

- Play and sing by ear, reproducing simple melodies, rhythms, and accompaniments.
- Read, write, and identify grade-appropriate rhythmic and melodic patterns using invented and standard music notation.
- Use invented music notation to represent sounds and/or sound stories.
- Respond appropriately to non-verbal cues and gestures when making music.

3-M-M3 The learner develops competencies for using elements of music in a variety of contexts.

The learner is able to do the following:

- Rhythm
 - Perform and respond to a steady beat and grade-appropriate rhythmic patterns independently, and identify and respond to simple, duple, and triple metres.

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- Melody
 - Describe and reproduce increasingly complex melodies.
 - Demonstrate an understanding of melodic design (e.g., home tone, step-wise motion, melodic contour).
 - Demonstrate the understanding that melodies are created from a particular set of tones (modes).
 - Demonstrate the understanding that melodic relationships can be transposed to different tonal centres.
 - Identify the difference between major and minor modes.
 - Texture and Harmony
 - Demonstrate the understanding that the layering of sounds creates texture and/or harmony.
 - Demonstrate and identify various ways of creating texture and harmony in music.
 - Use several layers of sound and increasingly complex patterns to create texture and harmony.
 - Expression
 - Use and identify grade-appropriate elements of musical expression.
 - Timbre
 - Identify, describe, and classify a wide variety of sounds from natural and constructed environments (e.g., instruments used by various cultures in Manitoba and countries around the world, orchestral instruments, electronic instruments, and sound sources).
 - Form
 - Use, identify, and describe grade-appropriate musical forms.

3-M-M4 The learner develops listening competencies for making music.

The learner is able to do the following:

- Listen with discrimination and purpose to
 - understand various cultural/historical/social contexts, music styles, genres, traditions, and so on
 - support enjoyment and understanding of music
 - make and interpret music expressively and creatively
 - inform music analysis, interpretation, appreciation, and evaluation
- Develop listening strategies (e.g., kinesthetic hearing, inner hearing, musical memory, playing/singing/composing by ear) for making and creating music.
- Listen to make informed decisions about and solve music challenges.



Creating (M-CR): The learner generates, develops, and communicates ideas for creating music.

3-M-CR1 The learner generates ideas for creating music using a variety of sources.

The learner is able to do the following:

- Draw inspiration from personal experiences and relevant sources (e.g., feelings; memories; imagination; themes; observations; visual stimuli; learning in other subject areas; poems; stories; music; daily, family, or community life) to ignite ideas and questions for musical creation.
- Consider other arts disciplines (dance, dramatic arts, media arts, visual arts) and other subject areas to inspire and trigger ideas for musical creation.
- Generate ideas from sound exploration and improvisation.
- Engage in collaborative brainstorming and idea generation as inspiration for musical creation.

3-M-CR2 The learner experiments with, develops, and uses ideas for creating music.


The learner is able to do the following:

- Experiment with sounds and music to test and elaborate ideas.
- Select, organize, and use, with increasing independence, a combination of sounds and/or musical ideas for composing and arranging musical pieces (e.g., select, refine, and organize motifs; choose form, dynamics, tempo, articulation).
- Explain own decisions about the selection and use of music elements, techniques, expressive devices, forms, and principles of composition in own ongoing work.
- Recognize and incorporate serendipitous discoveries into own music-making process, as appropriate.
- Develop and extend musical ideas individually and in collaboration with others.

3-M-CR3 The learner revises, refines, and shares music ideas and creative work.

The learner is able to do the following:

- Share music work in progress to inform revisions.
- Revise, refine, and rehearse in response to feedback from others (e.g., teacher, peers), keeping in mind the composer's intent and the audience.
- Make appropriate decisions as to whether own work is "finished."
- Share own musical ideas, compositions, and interpretations with others through performances, composition portfolios, and/or sound video recordings.



Connecting (M-C): The learner develops understandings about the significance of music by making connections to various contexts of times, places, social groups, and cultures.

3-M-C1 The learner experiences and develops an awareness of people and practices from various times, places, social groups, and cultures.

The learner is able to do the following:

- Perform, listen to, describe, and compare music representative of different times, places, social groups, and cultures (include music from past and present and from global, Canadian, and Manitoban cultures, including First Nations, Métis, and Inuit).
- Identify, share, and talk about examples of music experienced at home, at school, and in the community.
- Demonstrate an awareness of musicians from own community, Manitoba, Canada, and various global contexts.

3-M-C2 The learner experiences and develops an awareness of a variety of music genres, styles, and traditions.


The learner is able to do the following:

- Demonstrate an awareness that there are many different kinds of music.
- Demonstrate the understanding that musical works can be categorized according to common characteristics.
- Recognize that music is an art form, along with dance, dramatic arts, literary arts, and visual arts.

3-M-C3 The learner demonstrates an understanding of the roles, purposes, and meanings of music in the lives of individuals and in communities.

The learner is able to do the following:

- Describe a variety of purposes and roles for music in daily life, in own community, and in other places and times.
- Demonstrate an awareness of the meanings and/or purposes of music (e.g., for relaxing, working, dancing, celebrating) encountered in own performance and listening experiences.
- Demonstrate an appreciation of music as a means of experiencing and exploring own and others' lives (e.g., feelings, beliefs, stories, events, cultures).
- Demonstrate an awareness of ways in which music reflects, influences, and shapes issues and events, as well as traditions, values, beliefs, and identities of individuals and groups.
- Engage and/or interact appropriately as participants, audience members, and performers.



Responding (M-R): The learner uses critical reflection to inform music learning and to develop agency and identity.

3-M-R1 The learner generates initial reactions to music experiences.

The learner is able to do the following:

- Take time to perceive music experiences before sharing opinions and making judgments.
- Make personal connections to previous experiences with music and other art forms.
- Express first impression of own and others' music (e.g., thoughts, feelings, intuition, associations, questions, experiences, memories, stories, connections to other disciplines).

3-M-R2 The learner listens to, observes, and describes music experiences.

The learner is able to do the following:

- Discern details and listen for music elements (e.g., melody, rhythm, tempo, dynamics, pitch, timbre, harmony, texture).
- Use appropriate music terminology to observe and describe music experiences.
- Recognize different noticings and build common understanding about music.

3-M-R3 The learner analyzes and interprets music experiences.

The learner is able to do the following:

- Analyze how music elements communicate meaning.
- Reflect, share, and explain personal responses (e.g., feelings, thoughts, images evoked by various pieces of music and music-making experiences).
- Examine others' interpretations to understand diverse perspectives and inform new thinking about music.
- Co-construct criteria to critically analyze and evaluate music works, performances, and experiences.

3-M-R4 The learner constructs meaning and applies new understandings from music experiences.

The learner is able to do the following:

- Justify own preferences, ideas, and interpretations about music.
- Recognize and respect that individuals and groups may have different preferences, ideas, interpretations, and opinions about music.
- Make informed choices for decision-making about music.



Curriculum Implementation Resources

Curriculum implementation resources are frequently added. Please refer to https://www.edu.gov.mb.ca/k12/framework/immersion/arts/music/resources/grade_3.html.