



Workbook Preview



Ontario – Arts Curriculum

Grade 3 – Music

	Learning Experiences	Pages
C1.1	Sing, in tune, unison songs, partner songs, and rounds, and/or play accompaniments from a wide variety of cultures, styles, and historical periods	7-10, 38-40, 78-80
C1.2	Apply the elements of music when singing, playing an instrument, and moving	14-16, 20-23, 25-26, 51-54, 62-63
C1.1	<p>Preview of 15 activities from this unit that contains 27 activities in total.</p>	
C1.1		
C1.1		
C2.1		
C2.1		
C2.2	Describe ways in which the elements of music are used in the music they perform, listen to, and create	36-40, 42-43, 49-54, 56-61, 64-69, 76-77, 81-82
C2.3	Identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members	11, 17, 24, 35, 41, 48, 55, 73, 87
C3.1	Identify and describe ways in which music can be used in the community	74-75
C3.2	Identify, through performing and/or listening, a variety of musical forms or pieces from different communities, times, and places	20-23, 25-28, 78-80

Singing Together in Harmony

What Are Partner Songs?

Partner songs are when two different songs are sung at the same time. Each song has its own tune, but when we sing them together, they sound beautiful and full. This is called harmony.



Why Do We Sing Partner Songs?

Partner songs help us learn to play our part while others are singing something different. This makes us learn to sing and singing in tune. It also teaches teamwork because we have to work together to make the music sound good.

How Does It Feel?

At first, it might sound strange or tricky because the group is singing a different melody. But as we practise, the two songs blend together to make a richer, stronger sound.

Fun Fact

Many famous choirs and groups use partner songs to create amazing music. When we learn them, we are doing something real musicians do!

Fill In The Blanks

Fill in the blanks with the correct answer from the word bank.

- 1) When we do partner songs, it creates _____.
- 2) Partner songs help us stay on our own _____ while others are singing something different.
- 3) Singing partner songs teaches us how to work as a _____.
- 4) At first, partner songs might sound _____ or tricky.
- 5) As we practise, the two _____ together and make a _____ sound.

Short Answer

Answer the questions.

1) What are partner songs?

2) How do partner songs help us when singing with others?

3) Who else uses partner songs to make music sound amazing?

Activity: Mix & Match Melodies

Objective What are we learning more about?

Students will be able to sing two different songs at the same time to create harmony. They will practice listening carefully, staying on pitch, and working as a team to make a harmonious sound.

Materials What do we need for activity?

- ✓ Lyrics for "Row, Row, Row Your Boat" and "Brother John" (Frère Jacques).
- ✓ Open space for two groups to face each other.
- ✓ Music player or teacher for demonstration.



Instructions How do we complete the activity?

- 1) **Learn Each Song:** Practise singing "Row, Row, Row Your Boat" as a class. Then practise "Brother John." Make sure everyone is confident.
- 2) **Sing in Teams:** Split the class into two groups. Group A sings "Row, Row, Row Your Boat" while Group B sings "Brother John" at the same time.
- 3) **Switch Roles:** After one round, swap songs! Group A now sings "Brother John" and Group B sings "Row, Row, Row Your Boat."
- 4) **Harmony Challenge:** This time, try singing your song softly while the other group sings loudly. Can you still hear your group's melody?
- 5) **Bonus Twist:** Start the songs at different times, like a round. Listen carefully so you don't get mixed up!

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Sings Own Melody	Sings their assigned song without copying or getting mixed up with the other group's melody.
Listens to the Other Group	Pays attention to both songs at the same time to hear the harmony.
Stays on Pitch	Keeps their voice steady throughout the activity, even when other are singing.
Works Well in a Group	Cooperates respectfully with the singing team and supports group.
Tries the Bonus Challenge	Gives their best effort during the round (staggered start) version of the activity.

Rhythm Cards

Use these 4-beat rhythm combinations for your activity.

Row, row, row your boat,
Gently down the stream,
Merrily, merrily, merrily
Life is but a dream.
Row, row, row your boat,
Gently down the stream,
If you're a sailor,
Don't forget to scream (laugh!)

Are you sleeping? Are you sleeping?
Brother John, Brother John
Morning bells are ringing!
Morning bells are ringing!
Ding, dang, dong. Ding, dang, dong.

Reflection

Answer the questions below.

1) What did you enjoy most about singing the partner songs?

2) Was it easy to listen on your song while the other group sang? Why?

3) How did it sound when both songs were sung together?

4) What helped you work well with your group during the activity?

5) If you could do this activity again, what would you try to do even better?

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Sings On Melody	Did not stay on melody often got mixed up	Stayed on melody sometimes but made several mistakes	Stayed on melody most of the time with a few mistakes	Always stayed on melody without getting mixed up
Listens to Others	Did not listen to others often singing	Listened sometimes but was often distracted	Listened most of the time and adjusted when needed	Always listened carefully and adjusted to blend with others
Stays on Pitch	Was off pitch most of the time	Stayed on pitch sometimes but struggled to stay on	Stayed mostly on pitch with small slips	Sang in tune the whole time with clear, steady pitch
Works in a Group	Did not cooperate or distracted others	Worked in group sometimes but sometimes distracted	Worked respectfully with the group most of the time	Always worked kindly, encouraged others, and supported team
Tries Bonus Challenge	Did not attempt the round or gave up quickly	Tried the challenge but needed help to stay on track	Completed the challenge and stayed on track	Completed the round confidently and stayed on track

Teacher Comments – What Did They Do Well?**Mark****Student Comments – What Could You Do Better?**

The Colour of Sound

What Is Timbre?

Timbre (tɪmˈbrɪ) is what makes every sound special. It's like the "colour" of music. Even if two instruments play the same note, they sound different because of their timbre. A violin sounds smooth and sweet, but a trumpet sounds bright and bold. Timbre helps us tell them apart. So, what does an instrument sound like?



How Do Instruments Make Sound?

We can sort instruments into groups based on how they make sound:

- **Blowing:** Flutes, trumpets, and clarinets make sound when you blow air into them. These are called wind instruments. They sound soft or strong.
- **Shaking:** Maracas and tambourines make sound when you shake them. They are fun to play and add a lively sound. They sound bright and rattly.
- **Striking:** Drums, xylophones, and triangles make sound when you hit or tap them. These are percussion instruments. They sound deep, soft, or even ringing.

Each group has its own timbre. Your voice has its own timbre, so your friends know it's you when you sing or speak.

Why Is Timbre Important?

Timbre helps musicians tell stories through music. A soft flute can sound like a gentle breeze. A loud drum can sound like thunder. Together, these sounds create music full of feelings, colours, and energy.

Name: _____

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Curriculum Connection
C2.2

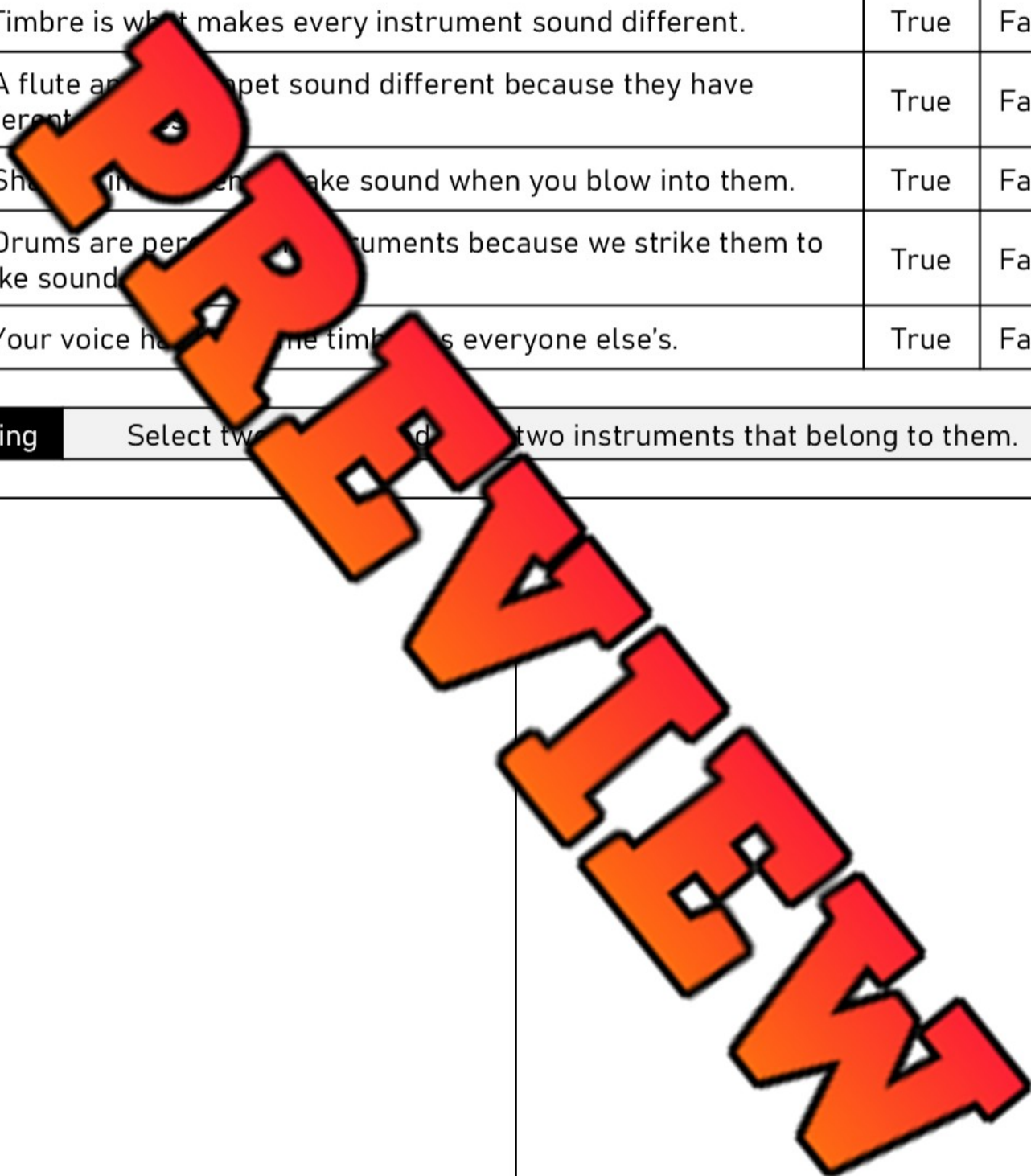
True or False

Is the statement true or false?

1) Timbre is what makes every instrument sound different.	True	False
2) A flute and a trumpet sound different because they have different timbres.	True	False
3) Shofars and oboes make sound when you blow into them.	True	False
4) Drums are percussion instruments because we strike them to make sound.	True	False
5) Your voice has the same timbre as everyone else's.	True	False

Drawing

Select two instruments and draw two instruments that belong to them.

	
Name:	Name:
Group:	Group:

Activity: Sound Detectives

Objective What are we learning more about?

Students will learn how different instruments make sound by classifying them into groups (e.g., struck, strummed, shaken, or blown). They will also describe the timbre (sound quality) of each instrument and play a guessing game to test their listening skills.

Materials What do we need for our activity?

- ✓ Pictures or real instruments for each group (e.g., drums, guitar, flutes)
- ✓ A music player or computer to play clips
- ✓ Chart paper or whiteboard for group sorting

Instructions How do we complete the activity?

- 1) **Warm-Up:** The teacher plays short sound clips of different instruments. Students close their eyes and guess which instrument makes each sound.
- 2) **Instrument Hunt:** Walk around the room to find instruments or pictures. Look closely at how they are played.
- 3) **Sort the Instruments:** Work in small groups to sort the instruments into four categories: **Struck**, **Strummed**, **Shaken**, and **Blown**. Write them on a chart.
- 4) **Describe the Sounds:** For each group, describe the timbre. Is it bright? Smooth? Rattly? Deep?
- 5) **Sound Detective Game:** Play a YouTube instrument guessing game. Listen carefully and raise your hand when you know which instrument is playing.
- 6) **Bonus Challenge:** Make your own sound! Use your voice, body, or objects in the classroom to create a timbre. Can your classmates guess how you made it?



Criteria Use the criteria below to complete the assignment.

Criteria	Description
Sorted Instruments	Placed instruments or pictures into the right groups struck, strummed, shaken, or blown.
Described the Sounds	Used words about how each instrument sounds (e.g., loud, soft, deep, rattly).
Listened Carefully	Focused and listened closely during the sound guessing game.
Worked as a Team	Shared ideas, took turns respectfully while sorting and discussing.
Tried the Bonus Challenge	Created their own instrument and let classmates guess how it was made.

Instruments Find pictures of these instruments and hand them around the class.

Group	
Struck	Drum, Triangle, Xylophone, Cymbals, Tambourine
Strummed	Guitar, Ukulele, Banjo, Harp, Mandolin
Shaken	Maracas, Egg Shakers, Cabasa, Tambourine (when shaken), Shekere
Blown	Flute, Trumpet, Recorder, Clarinet, Saxophone

Chart

When you find an instrument, draw it and describe what it sounds like.

Instrument Family	Draw the Instrument	How It's Played			Describe Its Sound
String Instrument		Blown	Strummed	Shaken	
Percussion		Blown	Strummed	Shaken	
Wind		Blown	Strummed	Shaken	
Brass		Blown	Strummed	Shaken	

Reflection

Answer the questions below.

1) Which group of instruments was your favourite to explore? Why?

2) How did you sort the sounds of the instruments you sorted? Give one example.

3) Was it easy or tricky to guess the instrument in the sound game? Why?

4) How did your group work together to sort the instruments? What went well?

5) If you could be a musician, which instrument would you choose to play and why?

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Sorted Instruments Correctly	Did not sort instruments or sorted most incorrectly into groups.	Sorted some instruments correctly but made many mistakes.	Sorted most instruments correctly with few mistakes.	Sorted all instruments correctly into their groups.
Described the Sounds	Used very few words.	Described some sounds with basic words but lacked detail.	Described most sounds with some variety and effort.	Gave clear and creative descriptions for all sounds.
Listened Carefully	Did not listen during the activity or often guessed or often distracted.	Listened during the activity but missed many instruments or often guessed.	Listened well and guessed most instruments correctly.	Listened carefully and guessed all or almost all instruments correctly.
Worked as a Team	Did not work well with others or distracted the group.	Worked with others but needed reminding to stay on task.	Worked respectfully with group most of the time.	Always worked well, shared ideas, and helped the group succeed.
Tried the Bonus Challenge	Did not attempt to create or share a sound.	Tried to create a sound but needed lots of help or gave up quickly.	Created a unique sound and shared it with the group successfully.	Created a unique sound and shared it confidently with classmates.

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

Game: Guess the Family!

Objective

What are we learning more about?

Students learn about timbre and instrument families by acting out how instruments are played and guessing their names and families. This activity builds listening, observation, and teamwork skills while making learning music fun.

Materials

What do we need for our game?

- ✓ Instrument cards (with pictures of instruments from strings, woodwinds, and brass)
- ✓ Small basket or container to hold cards
- ✓ Optional: Timer or music to add excitement!



Steps

How do we play the game?

- 1) **Get Ready:** The teacher places all the instrument cards in a basket. Review the four instrument families (strings, percussion, woodwinds, brass) and how each makes sound.
- 2) **Pick a Card:** One student comes to the front and picks a card and keeps it secret.
- 3) **Act It Out:** The student silently acts out how to play the instrument on the card (e.g., bowing a violin, striking a drum, blowing a recorder). No words or words are allowed!
- 4) **Guess the Instrument:** The rest of the class raise their hands.
 - 1) What instrument is it?
 - 2) Which family does it belong to?

If it gets difficult, the actor gives one "sound clue" by humming or tapping to match the timbre. Classmates get one more chance to guess.

- 1) **Keep Playing:** Switch players after each round. Keep score for teams or just play for fun!

Instrument Cards

Cut out these instrument cards for the game.

Instrument	Family
Violin	Strings
Trumpet	Brass
Clarinet	Woodwinds
Snare Drum	Percussion
Guitar	Strings
Saxophone	Woodwinds
Maracas	Percussion
Tuba	Brass
Xylophone	Percussion
Clarinet	Woodwinds
Harp	Strings
Cymbals	Percussion
French Horn	Brass
Recorder	Woodwinds
Tambourine	Percussion

Mapping the Beat

What Are Rhythm Maps?

A rhythm map is a musical treasure map. Instead of showing where to find gold, it shows how long or short sounds are in a song. Musicians use rhythm maps to see patterns and to help them know when to clap, tap, or play a note. These maps also make it easier to remember a song you're hearing it for the first time. By looking at a rhythm map, you can see the "shape" of the music and understand how the beats fit together.



What Symbols Do We See?

In a rhythm map, different symbols show how long or short each sound is:

- Dotted Half Note: This is a long sound that lasts for three beats.
- Sixteenth Notes: These are super quick sounds. Four of them fit into one beat.
- Quarter Notes: Each one lasts for one beat.
- Eighth Notes: Two of these fit into one beat.

When you learn these symbols, you can read rhythm like reading words in a book. You can even clap or tap the patterns to practise.

Why Are Rhythm Maps Important?

Rhythm maps help us understand music better. They show patterns that keep us in time and make music sound smooth. When a whole group uses a rhythm map, everyone can play or sing together like a team. Rhythm maps are like secret codes that make music fun and easy to follow!

Fill In The Blanks

Fill in the blanks with the correct answer from the word bank.

- 1) A dotted note lasts for _____ beats.
- 2) Four notes fit into _____ beat.
- 3) Two eighth notes to _____ beat.
- 4) Rhythm maps work great _____ that make music fun and easy to follow.

Matching

Draw a line connecting the symbol to the name of the note



1/4	1/8	1		1
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Word Search

Find the words in the wordsearch

Rhythm	Symbol
Beat	Notes
Pattern	Map
Quarter	Dotted

Q E I G I V R H A Q H B S
 X S S H F U F K L O G
 H V G Y F H G T P
 J H A X M J W O V L A
 J U S B N B D O T I E D D B T
 I T U E E O O F Q Z Y H F T T
 X Q M A P Z T L M J G E E R E
 R H Y T H M N E I R C D P P R
 Q U A R T E R C S P V K E Z N

Activity: Build Your Beat!

Objective

What are we learning more about?

Students will create and perform a 4-beat rhythm using rhythm sticks and rhythm cards. They will explore notation by using dotted half notes and sixteenth notes in their patterns. Afterward, they will draw their own rhythm maps to show what they created.

Materials

What do we need for activity?

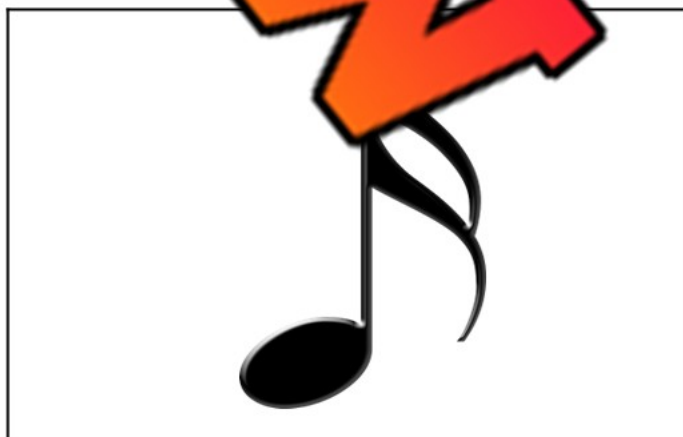
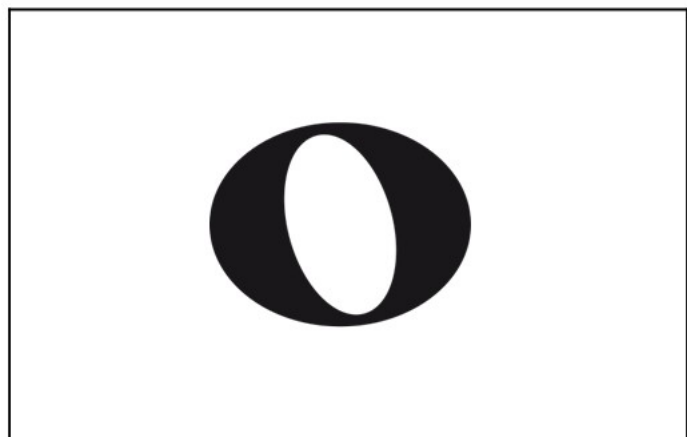
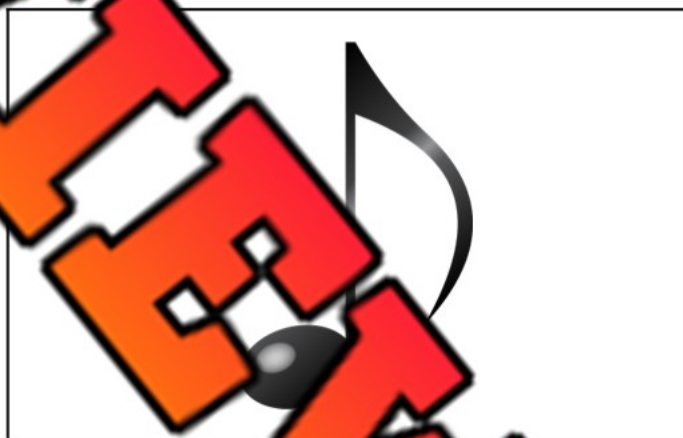
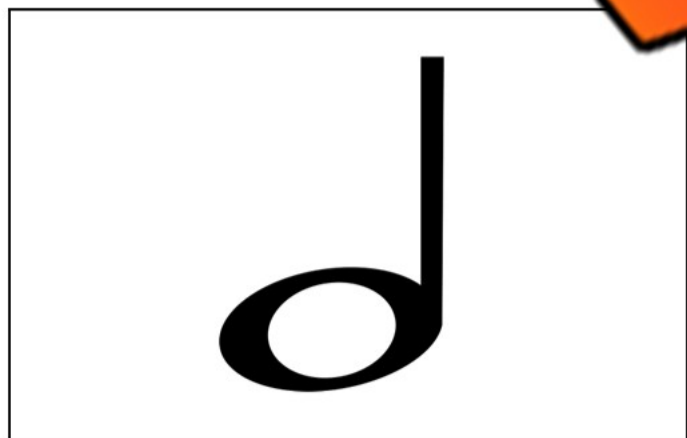
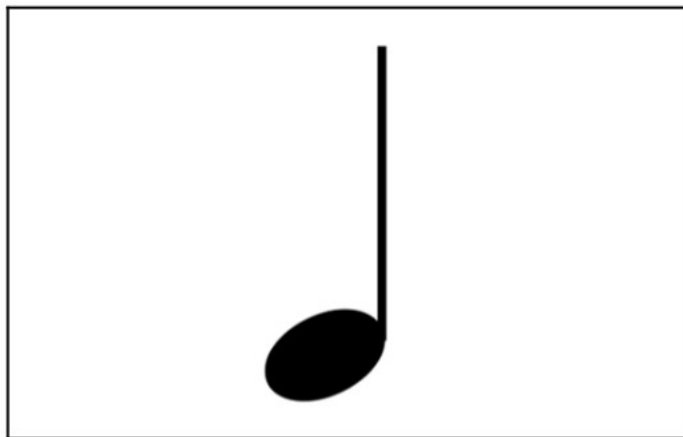
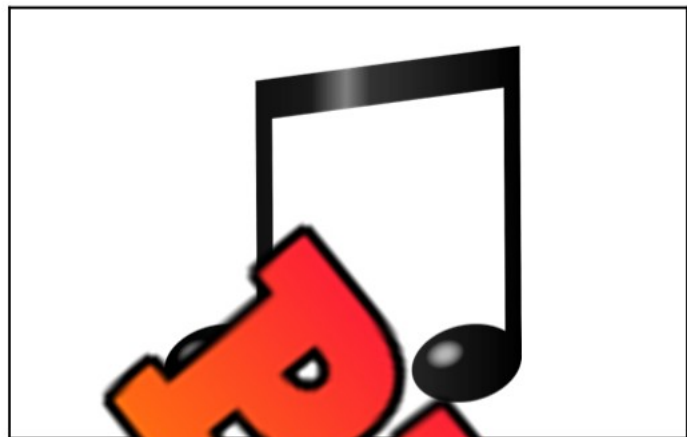
- ✓ Rhythm sticks (1 pair per student or group)
- ✓ Rhythm cards with symbols for dotted half note, sixteenth notes, quarter notes



Instructions

How do we complete activity?

- 1) **Warm-Up:** The teacher claps and says a rhythm pattern (like “clap-rest-clap-clap”). Students echo the pattern using rhythm sticks.
- 2) **Build Your Pattern:** Work in pairs or small groups. Use rhythm cards to create your own 4-beat rhythm. Your pattern must include a **dotted half note** or a **group of sixteenth notes**. Place the cards in a row to show your rhythm.
- 3) **Practise and Perform:** Use your rhythm sticks to practice your pattern. Play it several times until it sounds smooth. Share your rhythm with the class.
- 4) **Draw Your Rhythm Map:** On blank paper, draw a rhythm map that shows the pattern you created. Use music symbols and arrows to show the flow of your beats.
- 5) **Bonus Challenge:** Add an extra twist to your pattern, like a rest or an eighth note pair. Can your partner perform it too?



Criteria Use the criteria below to complete the assignment.

Criteria	Description
Creates	Built a rhythm pattern that includes a dotted half note or sixteenth notes.
Plays	Used rhythm sticks to perform the pattern with steady
Draws	Created a rhythm map that shows all the beats and
Lists	Listening carefully to classmates' patterns and
Tries the Bonus Challenge	Used an element like a rest or eighth note pair to

Planning Answer the questions below.

1) Which note would you like to use in your pattern? (dotted half note or sixteenth notes? Why?

2) How do you want your pattern to sound? Will it be long beats, short beats, or a mix of both?

3) Can you think of a creative way to make your rhythm interesting? (For example, adding a rest or repeating a beat)


Drawing

Draw a rhythm map that shows the pattern you created.



**Make A
Connection**

How is creating and playing a rhythm pattern like working in a music group or band?



Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Creates a 4-Beat Pattern	Did not create a pattern using required notes.	Created a pattern but left out a dotted half note or sixteenth notes.	Created a correct 4-beat pattern with required notes.	Created a clear and creative 4-beat pattern with all required notes.
Plays the Pattern Smoothly	Did not play the pattern smoothly.	Played the pattern with several mistakes and needed reminders.	Played the pattern with few mistakes and kept a steady beat most times.	Played the pattern smoothly with steady timing and confidence.
Draws a Clear Rhythm Map	Did not draw a clear rhythm map or drew an unclear one with missing parts.	Drew a rhythm map but missed some symbols or had errors.	Drew a mostly correct rhythm map with some effort and accuracy.	Drew a neat, detailed rhythm map with all symbols correct.
Listens and Responds	Did not listen or distracted others during the activity.	Some listened but needed reminders to stay focused.	Listened well and responded to classmates most of the time.	Always listened carefully and responded respectfully to classmates.
Tries the Bonus Challenge	Did not try to add extra elements to the pattern.	Attempted the bonus but needed help to complete it.	Added extra elements to the pattern.	Added creative extra elements and performed the pattern confidently.

Teacher Comments – What Did They Do Well?**Mark****Student Comments – What Could You Do Better?**

Activity: Layered Voices

Objective What are we learning more about?

Students will learn the concept of texture by singing "Three Blind Mice" as a round. They will practise entering at different times in groups and listen for how overlapping parts create a rich, full sound.



Materials What do we need for this activity?

- ✓ Lyrics and melody of "Three Blind Mice"
- ✓ Space for the class to sing in groups

Instructions How do we complete this activity?

- 1) **Learn the Song:** The teacher teaches the melody of "Three Blind Mice" to the whole class. Sing it together until everyone feels confident.
- 2) **Divide into Groups:** Split the class into 3 groups. Each group will sing the same song but start at different times.
- 3) **Sing in a Round:**
 - 1) Group 1 starts singing.
 - 2) When Group 1 reaches the second line, Group 2 begins.
 - 3) Group 3 enters after Group 2 reaches the second line.
 - 4) Continue until all groups have sung the song through.
- 4) **Listen and Discuss:** After singing, talk about how the overlaid voices sounded. Did it feel fuller or more exciting? Which parts were easier or harder to keep in time?
- 5) **Bonus Challenge:** Try singing the round again, but this time add gentle hand movements or clapping in rhythm with your group's part. Can you stay on your melody while doing actions?

Criteria Use the criteria below to complete the assignment.

Criteria	Description
Sings	Sang "Three Blind Mice" with the right notes and words.
Starts at the Right Time	Entered at the correct time when their group began the song.
Keeps a Steady Beat	Stayed on time with their group while others were singing different parts.
Listens to Other Groups	Did not get lost in the overlapping voices and didn't get distracted.
Adds Movements or Actions	Used hand movements or claps in rhythm while singing their part (e.g., clapping).

Lyrics These are the lyrics of the "Three Blind Mice" song.

Three blind mice, three blind mice,
See how they run, see how they run.
They all ran after the farmer's wife,
Who cut off their tails with a carving knife.
Did you ever see such a sight in your life,
As three blind mice?

Group Assessment

Rate your group's performance.

Criteria	Rating Description	Rate (colour the stars)
Singing the Melody	Our group sang "Three Blind Mice" clearly and used the correct notes and words throughout the round.	☆ ☆ ☆ ☆ ☆
Starting at the Right Time	Each member started at the right time and followed the round's pattern without confusion.	☆ ☆ ☆ ☆ ☆
Staying in Tune and Beat	We kept a steady rhythm and stayed in tune while other groups sang their parts.	☆ ☆ ☆ ☆ ☆
Listening to Others	Our group listened carefully to other groups, which helped us stay on track with our melody.	☆ ☆ ☆ ☆ ☆
Team Collaboration	All group members sang their parts confidently and supported each other during the performance.	☆ ☆ ☆ ☆ ☆
Adding Movements	We used hand actions or claps while singing and kept them in time with the music.	☆ ☆ ☆ ☆ ☆

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Sings the Melody Confidently	Could not sing a few notes or words.	Sang parts of the melody but made several mistakes.	Sang most of the melody with few mistakes.	Sang all notes and words clearly and confidently.
Starts at the Right Time	Entered at the wrong time.	Entered at the correct time sometimes but needed reminders.	Entered at the correct time most of the time.	Always entered at the right time without reminders.
Keeps a Steady Beat	Could not stay in the beat and lost the beat often.	Stayed in the beat sometimes but got off the beat several times.	Stayed mostly in time with group while others sang different parts.	Kept a steady beat throughout and stayed in time confidently.
Listens to Other Groups	Did not listen or got distracted during the activity.	Listened sometimes but needed reminders to stay focused.	Listened and stayed focused most of the time.	Always listened carefully and stayed on track with the melody.
Adds Movements or Actions	Did not attempt any movements or actions.	Tried actions but got off rhythm or needed reminders.	Used movements most of the time with few errors.	Used movements confidently and stayed in rhythm throughout the singing.

Teacher Comments – What Did They Do Well?**Mark****Student Comments – What Could You Do Better?**

Creating Soundscapes

What Is a Soundscape?

A soundscape is a way to tell a story using only sounds. Instead of using pictures, we use music, instruments, and even our voices to create a scene. A soundscape can show a place like a busy city or a quiet forest, or it can describe a feeling like happiness, fear, or excitement.

For example, soft sounds like raindrops, while loud, fast beats could sound like a storm. Something that feels peaceful, but sudden claps might make it feel like a surprise or a scare.



How Do We Make Soundscapes?

There are lots of ways to create soundscapes:

- Instruments: A drum for thunder, shakers for rain, a triangle for a magic sparkle, or a xylophone for birds singing.
- Voices and Body Sounds: Whisper like wind, hum like a bee, or clap for footsteps. Even stomping can sound like a heavy rain.
- Teamwork: When each person adds their sound, it becomes a "sound picture" together.

Why Are Soundscapes Important?

Soundscapes make stories come alive. They help us share emotions and create pictures in our minds. When we listen carefully, we can hear how moods change from quiet and peaceful to loud and energetic.

Creating soundscapes is fun because everyone gets to play a part. You can be the sound of rain, footsteps, animals, or even a rocket ship blasting off!

Fill In The Blanks

Fill in the blanks with the correct answer from the word bank.

- 1) A soundscape is a way to tell a _____ using only sounds.
- 2) Instead of _____, we use _____, instruments, and our _____ to create soundscapes.
- 3) A drum can sound like _____, and shakers can sound like _____.
- 4) When each student adds their sound, the class builds a _____ together.

True or False

Is the statement true or false?

- | | | |
|---|------|-------|
| 1) A soundscape uses only pictures and words to tell a story. | True | False |
| 2) Drums, shakers, and voices can be used to create a soundscape. | True | False |
| 3) Whispering in a soundscape can sound like wind. | True | False |
| 4) A soundscape always tells a happy story. | True | False |
| 5) Teamwork helps make a soundscape feel fuller and more interesting. | True | False |

Word Search

Find the words in the wordsearch.

Shaker	Voice
Thunder	Layer
Whisper	Picture
Stomp	Emotion

R S T L N Z G G A P E Z
 C V O P V T O I E I U
 R K M A N O H E G J L
 S I P N P E I U A Y A N T
 W H I S P E R C N S T O M P M
 Y S A Y C P O S E D L A Y E R
 L Y S K Y D C U D Z E Y X H B
 T S M V E T P I C T U R E E A
 O N A O Z R E M O T I O N R B

Activity: Painting a Poem with Sound

Objective What are we learning more about?

Students will explore timbre (sound quality) and dynamics (loud/soft sounds) by creating a soundscape for a poem. They will use instruments, voices, and objects to match words or phrases with sound effects and perform the poem as a group.

Materials What do we need for our activity?

- ✓ A short, Grade 1-friendly poem (provided by the teacher)
- ✓ Classroom instruments (drums, bells, triangles, xylophones, etc.)
- ✓ Everyday objects (paper shakers, maracas, etc. for tapping, etc.)



Instructions How do we complete the activity?

- 1) **Listen and Imagine:** The teacher reads the poem aloud slowly. Students close their eyes and imagine what sounds they hear in the poem. They write down words for each part of the poem.
- 2) **Plan Your Sounds:** As a class, discuss which instruments, voices, or objects could match different words or lines. For example, a drum for “storm” or a soft shaker for “falling leaves.”
- 3) **Practise the Soundscape:** In small groups, assign each student a part of the poem. Practise performing the poem together, adding sound effects as they go.
- 4) **Perform Together:** Perform the poem as a whole class. Listen for the layers of sound and how they change the mood of the poem.
- 5) **Bonus Challenge:** Perform the poem twice—once using **quiet dynamics** and again with **loud dynamics**. Which one changes the mood more?

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Appropriate Sounds	Selected sounds that matched the words or mood of the poem.
Plays at the Right Time	Used effects at the correct part of poem without missing cues.
Uses Dynamics Effectively	Changed between soft and loud sounds to show mood or emotion.
Works as a Team	Shared ideas and worked respectfully with classmates during planning and performance.
Performs Confidently	Participated fully in the soundscape performance with clear and strong sounds.

Poem

Read the poem for the above activity.



The Rainy Day Parade

Pitter-pitter on the roof,
Rain drops with steady proof.
Thunder and lightning flashes,
Wind swirls with sudden dashes.

A drumroll sound, a snap, a quick clap,
Umbrellas open in a flap.
Children laugh and puddles splash,
Boots go splish and splash.

Then the rain slows, sun peek
Birds start singing, sky turns blue
The parade of sounds comes to an end,
A quiet calm, like a sleeping friend.

Name: _____

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Curriculum Connection
C1.3, C1.5

Drawing

Draw two instruments you liked in the above activity.

PREVIEW

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Chooses Appropriate Sounds	Chose no sounds or did not choose sounds that fit the poem's mood.	Chose some fitting sounds but made several errors.	Chose fitting sounds for most parts of the poem.	Chose creative and fitting sounds for all parts.
Plays at the Right Time	Did not play sounds at the right time.	Added sounds at the right time sometimes.	Added sounds at the right time most of the time.	Always added sounds at the correct time.
Uses Dynamics Effectively	Did not change between soft and loud sounds.	Used soft and loud sounds but not consistently.	Used soft and loud sounds well most of the time.	Used dynamics skillfully to show mood and emotion.
Works as a Team	Did not share ideas or work with others.	Shared ideas and worked with others some of the time.	Worked respectfully with group most of the time.	Always worked respectfully and supported the group.
Performs Confidently	Did not participate or made very little effort.	Participated with reminders and some hesitation.	Participated confidently most of the time.	Participated fully with confidence and clear sounds.

Teacher Comments – What Did They Do Well?**Mark****Student Comments – What Could You Do Better?**

Growing Louder in Music

What Is a Crescendo?

A crescendo is when music starts soft and slowly grows louder, like hearing a whisper turn into a shout. The rain goes from gentle drops to a downpour. The word comes from Italian and means "grow".

Composers use crescendos to make their music exciting and to grab the listener's attention. A quiet beginning builds up to a big, powerful sound that can make strong emotions.



How Can We Show a Crescendo?

We can show a crescendo in many ways:

- Size – Start with small hand movements and grow them bigger as the music gets louder.
- Movement – Walk slowly at first, then move faster and more energetically.
- Shape – Draw a line that grows thicker or higher to represent the sound getting louder.

Why Is Crescendo Important?

Crescendos help us understand how music changes over time. They add drama and excitement, making the music feel like it's going somewhere. When we practise showing crescendos with our voices, instruments, or bodies, we start to feel the power of music's rise.

Matching

Draw a line to match the words to their meaning.

Crescendo

Starting with small hand movements and growing them bigger.

Movement

Drawing a line that gets thicker or higher.

Shape

Helps us feel the rise of music and adds drama and excitement.

Importance of Crescendo

When music starts soft and slowly grows louder.

Moving slowly at first, then moving faster and more dramatically.

Short Answer

Answer the questions now.

1) Where does the word "crescendo" come from?

2) Why do composers use crescendos in their music?

3) Give one example of how a crescendo feels in real life.

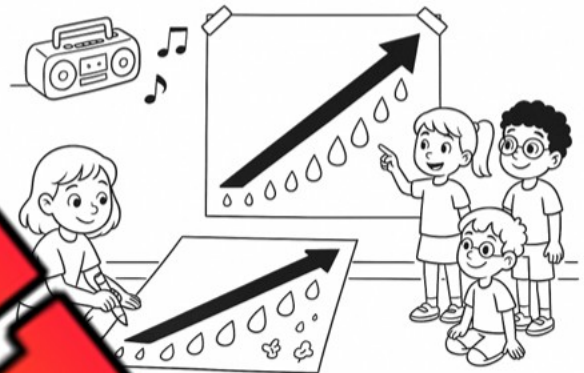
Activity: Drawing a Crescendo

Objective What are we learning more about?

Students will learn the concept of dynamics in music by listening to a song that slowly gets louder. They will create a drawing that shows a crescendo using lines or shapes that grow in size. This helps students understand how music can rise in volume and energy.

Materials What do we need for this activity?

- ✓ A song that slowly gets louder (audio provided)
- ✓ Drawing paper or chart paper
- ✓ Markers, crayons, or colored pencils
- ✓ Open space for a group art display
- ✓ (Optional) Ruler for straight lines



Instructions How do we complete the activity?

- 1) **Listen to the Song:** Sit quietly and listen to a song that slowly gets louder. Pay attention to how the music starts soft and then gets louder.
- 2) **Plan Your Drawing:** Imagine how you can show the music's volume using a line or shape. Think about how it could grow taller, wider, or thicker.
- 3) **Create Your Crescendo Art:** On your paper, start with a line or shape on the left side. As the music gets louder, make your line or shape grow across the page. You can also use colours to show how the sound changes.
- 4) **Group Crescendo Wall:** When finished, hang your drawings together in order. This will make a big class art piece showing a "visual crescendo."
- 5) **Bonus Challenge:** Add tiny pictures or symbols (like rain drops growing into a storm) along your line to show how the sound changes.

Songs

Play the tunes below for the activity.

Song Title	Composer/Artist	Why It Works for Crescendo
Peer Gynt (Morning Mood)	Edvard Grieg	Starts soft and builds gently like a sunrise.
Boléro	Maurice Ravel	Repeats the melody with growing instruments and volume.
Also sprach Zarathustra (Intro)	Franz Strauss	Famous for its gradual build into a loud, powerful climax.
In the Hall of the Mountain King	Edvard Grieg	Starts softly and speeds up with rising intensity and volume.
Canon in D (build sections)	Johann Pachelbel	Overlaid layers instruments slowly for a swelling effect.
The Blue Danube (Opening)	Johann Strauss II	Starts with a waltz and builds into a fuller waltz.
Let It Go (Frozen)	Idina Menzel	Builds in strength and emotion, progressing to the chorus.
Shake It Off (chorus)	Taylor Swift	The pre-chorus rises into the louder, energetic chorus.

Game: Music Match Madness

Objective What are we learning more about?

Students will learn key music concepts—Pitch, Duration, Timbre, and Dynamics—by playing a memory matching game. They will match terms to their definitions or examples and practise explaining the concepts aloud, helping them remember music vocabulary in a fun and active way.

Materials What do we need for our game?

- ✓ A set of cards with terms: "piano," "crescendo," "half note," "canon," "pitch contour"
- ✓ A matching set of cards with definitions and examples



Steps How do we play the game?

1. Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards (provided).
2. Have each group lay all the cards face down on a table or the floor.
3. The students take turns flipping over two cards at a time, trying to find a matching term and its definition.
4. If a student finds a match, they remove those cards from the game and keep them.
5. If the cards do not match, they are turned back over, and the next student takes a turn.
6. The game continues until all the cards have been matched.
7. After the game, review the terms and definitions with the class.
8. Discuss why these terms are important to understand and how they relate to the topic.

Cards

Memory Game Cards

Term/Symbol	Description
Piano	Play softly
Fortissimo	Play loudly
Crescendo	Music grows louder
Decrescendo	Music grows softer
Dotted Half Note	A note that lasts for 3 beats






Cards

Memory Game Cards

Term/Symbol	Description
Canon	A song where one group starts and others join later
Quarter Rest	
Staccato	Notes are short and detached
Legato	Notes are smooth and connected
Timbre	The unique sound or tone quality of a voice or instrument

Cards

Memory Game Cards

Term/Symbol	Description
	One eighth note
	Two eighth notes joined together
	Quarter Note
	Whole Note
	1/16

Activity: Hear the Beat of Canadian History

Objective What are we learning more about?

Students will listen to a song from Canada's history, such as a Métis jig or a settler fiddle tune. They will use their listening skills to describe the music's tempo, mood, and style. This activity helps students connect music to culture and form.

Materials What do we need for our activity?

- ✓ Audio recording of a song, such as a fiddle tune, or other Canadian history song
- ✓ Speakers or music player
- ✓ Student checklist worksheet (with sections like tempo, dynamics, instruments)



Instructions How do we complete the activity?

- 1) **Listen Carefully:** Play the chosen song once with the students. Tell students to listen quietly and imagine what is happening.
- 2) **Talk About What You Hear:** As a class, discuss the music. How fast was the music fast or slow? What instruments could you hear? How did it make you feel?
- 3) **Complete Your Checklist:** Students fill out their checklist by writing down for things they hear.
- 4) **Draw the Music:** Students draw a scene or people they imagine while listening to the music.
- 5) **Class Reflection:** Share checklists and drawings. Ask: How does this song tell us about the culture it comes from?

Checklist

Check off the elements you hear in the music.

Music Element Description		✓	X
The music has a clear and steady beat that is easy to follow.			
The tempo (speed) of the music is mostly...	Fast	Slow	Both
The music includes fiddles or drums.			
The dynamics (volume) change throughout the song (soft, loud, or both).	Soft	Loud	Both
The melody has repeating patterns that you can hear more than once.			
The music creates a feeling, like excitement, happiness, or calmness.			
The rhythm of the instruments matches the lyrics and feels lively.			
The song feels connected to a cultural event or tradition (like a festival or gathering).			
The instruments and rhythm sound like they could be used for dancing or celebrations.			
The music is easy to listen to and makes you want to move or clap along.			

Drawing

Draw the scene or people you imagined while listening to the music.

**Reflection**

Answer the questions below

1) What instruments did you hear in the song? Which one stood out the most to you?

2) Did the song remind you of any special events, celebrations, or places? Explain.

Activity: Creating Music for a Baseball Star!

Objective What are we learning more about?

Students learn how music can express personality and energy. They will choose a baseball player and create a musical idea (like a rhythm, melody, or sound effect) that matches the player's personality or abilities. This helps students practise creativity and expression while connecting music to real-life roles.

Materials What do we need for our activity?

- ✓ Recordings of baseball players' entrances
- ✓ Rhythm instruments (drum, tambourines)
- ✓ Classroom xylophones or keyboard (if available)
- ✓ Speakers or a music player for presentation



Instructions How do we complete the activity?

- 1) **Pick Your Player:** Each student (or group) chooses a baseball player, or they can pick another athlete. Think about the player's personality: are they strong, fast, calm, or powerful?
- 2) **Listen and Get Inspired:** Play a few famous entrances to sports music. Discuss how the music in each entrance shows energy and style.
- 3) **Create Your Musical Idea:** Students create a short rhythm, melody, or sound effect that matches their chosen player's personality (e.g., strong = strong drum beats; speed = fast clapping). They can use classroom instruments or body percussion (claps, stomps, snaps).
- 4) **Rehearse and Share:** Practise performing the musical idea as a group or individually. Then present it to the class, explaining why the music fits the player.
- 5) **Optional twist:** Add simple movements or actions (like swinging a bat or running) to match the music's energy.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Chose a Player Thoughtfully	Picked an athlete and thought about their personality and strengths.
Created a Matching Musical Idea	Created a rhythm, melody, or sound effect that matched the player's style or abilities.
Used Instruments or Body Sounds	Played classroom instruments or used claps/stomps to show the musical idea.
Worked With Focus	Stayed on task while creating and practising the musical idea.
Explained Their Choice	Shared why their music fits the player's personality or abilities.

Planning

Answer the questions below.

1) Who is the basketball player (or other athlete) you chose? What is their name?

2) How would you describe this player's personality? (e.g., strong, fast, calm, energetic)

3) What are this player's abilities? (e.g., power, speed, focus, teamwork)

4) What instruments or sounds could you use to show their personality? (e.g., drums, claps, xylophone)

5) Can you think of a short rhythm or melody that matches their style? What does it sound like?

6) Will you add any actions or movements to match your music? What could they be?

Peer-Assessment

Rate your friend's performance.

My name is _____.		
Whose performance are you rating? _____		
	Rating Description	Rate (Colour the stars)
Chose a Player Thoughtfully	They picked a player and thought about their personality and strengths.	☆☆☆☆☆
Created Matching Music	They picked a melody, or sound effect, that matched the player's style or abilities.	☆☆☆☆☆
Used Instruments or Body Sounds	They used instruments or body sounds to show the player's idea.	☆☆☆☆☆
Focused While Creating	They stayed on task and worked carefully on their idea.	☆☆☆☆☆
Explained Their Choice	They explained why their music matched the player's personality and abilities.	☆☆☆☆☆
Showed Creativity	Their music idea was original and showed effort in trying something unique.	☆☆☆☆☆
Matched the Player's Energy	The music felt strong, fast, or calm to match the player's strengths or style.	☆☆☆☆☆
Added Extra Details	They added movement, sound effects, or other details to make it exciting.	☆☆☆☆☆

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Chose a Player Thoughtfully	Did not choose a player or did not think about the player's personality or strengths.	Chose a player but gave little thought to personality or strengths.	Chose a player and considered personality or strengths.	Thought carefully about the player's personality and strengths.
Created a Matching Musical Idea	Created a musical idea that did not fit the player.	Created a simple idea but it only somewhat fits the player.	Created a clear idea that matches the player's style.	Created a strong idea that fits the player perfectly.
Used Instruments or Body Sounds	Did not use instruments or body sounds.	Used instruments or sounds but not most of the time.	Used instruments or sounds most of the time.	Used instruments or sounds confidently and effectively.
Worked With Focus	Was often distracted and did not stay on task.	Stayed on task but needed reminders.	Worked with focus most of the time.	Stayed fully focused and worked carefully throughout.
Explained Their Choice	Gave no explanation or the explanation didn't match the music.	Gave a simple explanation with little connection to the music.	Gave a clear explanation of the music.	Explained confidently how the music fits the player.

Teacher Comments – What Did They Do Well?**Mark****Student Comments – What Could You Do Better?**