

TEMPLATE 3: UNPACKING OF LEARNING COMPETENCIES

GRADE	THREE
QUARTER	1
KEY STAGE	K - 3
KEY STAGE STANDARDS	The learner demonstrates understanding of fundamental processes through performing, creating, and responding, aimed towards the development of appreciation of music and art, and acquisition of basic knowledge and skills.
DOMAIN	RHYTHM
PERFORMANCE STANDARDS	<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
CONTENT STANDARDS	<ul style="list-style-type: none"> • demonstrates understanding of the basic concepts of rhythm

WEEK	DOMAIN	LEARNING COMPETENCIES	CODE	NUMBER OF DAYS TAUGHT	REMARKS
1	I. RHYTHM	1. Relates images with sound and silence within a rhythmic pattern	MU3RH-Ia-1	1	
2 to 8	1. Sound and Silence 2. Steady Beats 3. Simple Rhythmic Pattern 4. Ostinato	2. maintains a steady beat when chanting, walking, tapping, clapping, and playing musical instruments	MU3RH-Ib-h-2	1	

1 to 3		3. claps, taps, chants, walks, and plays musical instruments in response to sound with the correct rhythm 3.1 in measures of 2s, 3s, and 4s 3.2 echo clapping 3.3 marching 3.4 dancing the waltz	MU3RH-la-c-3	1	
4		4. claps the written stick notation on the board representing the sound heard	MU3RH-lb-4	1	
4 to 8		5. plays simple ostinato patterns with classroom instruments and other sound sources	MU3RH-lb-h-5	1	
5		6. creates simple ostinato patterns in measures of 2s, 3s, and 4s through body movements	MU3RH-le-6	1	
6		7. creates ostinato patterns in different meters using combination of different sound sources	MU3RH-lf-7	2	
periodic Test				2	
Total				10	

TEMPLATE 3: UNPACKING OF LEARNING COMPETENCIES

GRADE	THREE
QUARTER	2
KEY STAGE	K - 3
KEY STAGE STANDARDS	The learner demonstrates understanding of fundamental processes through performing, creating, and responding, aimed towards the development of appreciation of music and art, and acquisition of basic knowledge and skills.
DOMAIN	MELODY, FORM
PERFORMANCE STANDARDS	<ul style="list-style-type: none"> • sings the melody of a song with accurate pitch • sings, plays, and performs (through body movements) a chosen song showing the basic concepts of musical lines, beginnings, endings and repeat
CONTENT STANDARDS	<ul style="list-style-type: none"> • demonstrates understanding of the basic concepts of melody • demonstrates understanding of the basic concepts of musical form

WEEK	DOMAIN	LEARNING COMPETENCIES	CODE	NUMBER OF DAYS TAUGHT	REMARKS
1	II. MELODY	1. identifies the pitch of a tone as: 1.1 high – higher 1.2 moderately high – higher 1.3 moderately low – lower 1.4 low – lower	MU3ME-IIa-1	1	
1	1. Pitch 2. Melodic Lines 3. Melodic Patterns and Contour	2. matches the correct pitch of tones 2.1 with the voice 2.2 with an instrument	MU3ME-IIa-2		

2	III. FORM	3. relates movements with levels of pitch	MU3ME-IIb-3	1	
2	1. Musical Lines 2. Musical Beginning, Middle, and End 3. Repeats in music	4. matches the voice with the pitches of a melody	MU3ME-IIb-c-4	1	
2		5. recreates simple	MU3ME-IIb-5		
3		6. sings entire simple songs with accurate pitch 6.1 Favorite Children's Songs 6.1.1 "Do – Re – Mi" 6.1.2	MU3ME-IIc-6	2	
4		7. identifies the beginning, middle, and ending of a song	MU3FO-IId-1	1	
4		8. identifies musical lines as 8.1 similar 8.2 same 8.3 different through movements and geometric shapes or objects	MU3FO-IId-2		
5		9. recognizes repetitions within a song	MU3FO-IId-3		
5		10. sings repetitions of musical lines independently	MU3FO-IIf-4	1	
6		11. plays repetitions of musical lines	MU3FO-IIf-5	1	

7 to 8		12. renders a song confidently, giving appropriate emphasis on the beginning and on the ending	MU3FO-IIg-h-6		
periodic Test				2	
Total				10	

TEMPLATE 3: UNPACKING OF LEARNING COMPETENCIES

GRADE	THREE
QUARTER	3
KEY STAGE	K - 3
KEY STAGE STANDARDS	The learner demonstrates understanding of fundamental processes through performing, creating, and responding, aimed towards the development of appreciation of music and art, and acquisition of basic knowledge and skills.
DOMAIN	TIMBRE, DYNAMICS
PERFORMANCE STANDARDS	<ul style="list-style-type: none"> • applies vocal techniques in singing to produce a pleasing vocal quality: 1. using head tones 2. employing proper breathing 3. using the diaphragm • sings songs with proper dynamics following basic conducting gestures
CONTENT STANDARDS	<ul style="list-style-type: none"> • demonstrates understanding of the basic concepts of timbre • demonstrates understanding of the basic concepts of dynamics in order to respond to conducting gestures using symbols indicating variances in dynamics

WEEK	DOMAIN	LEARNING COMPETENCIES	CODE	NUMBER OF DAYS TAUGHT	REMARKS
1	IV. TIMBRE	1. recognizes differences in sound quality coming from a variety of sound sources	MU3TB-IIIa-1	1	
1	1. Voice Production Techniques 2. Variation in Sound Quality 2.1 Similar 2.2 Different 3. Introduction to Musical Instruments	2. responds to differences in sound quality with appropriate movement	MU3TB-IIIa-2		
2	IV. DYNAMICS	3. recognizes musical instruments through sound	MU3TB-IIIb-3	1	
2	1. Volume of Sound in Music 2. Conducting and dynamics	4. identifies and compares the voices of: 4.1 classmates as they sing or speak	MU3TB-IIIb-4		
2		5. compares the use of the voice in speaking and in singing	MU3TB-IIIb-5		
3		6. uses the voice and other sources of sound to produce a variety of timbres	MU3TB-IIIc-6	1	
4		7. interprets the dynamics of a song through body movements 7.1 small movement – soft 7.2 big movement – loud	MU3DY-IIId-1	1	

4		8. distinguishes “loud,” “medium,” and “soft” in music	MU3DY-IIIId-2		
4		9. relates dynamics to the movements of animals e.g. 9.1 elephant walking – loud 9.2 mice scurrying – soft	MU3DY-IIIId-3		
5		10. uses terms “loud,” “medium,” and “soft” (louder, softer) to identify changes and variations in volume	MU3DY-IIIf-4	1	
5		11. responds to conducting gestures of the teacher for “loud” and “soft” E.g. 11.1 Teacher’s palm down means “soft” and palm up means “loud.”	MU3DY-IIIf-h5		
5 to 8		11.2 Hands moving farther from each other mean sound becomes louder.		1	
6 to 8		12. uses varied dynamics to	MU3DY-IIIf-h6	2	
periodic Test				2	
Total				10	

TEMPLATE 3: UNPACKING OF LEARNING COMPETENCIES

GRADE	THREE
QUARTER	4
KEY STAGE	K - 3

KEY STAGE STANDARDS	The learner demonstrates understanding of fundamental processes through performing, creating, and responding, aimed towards the development of
DOMAIN	TEMPO, TEXTURE
PERFORMANCE STANDARDS	<ul style="list-style-type: none"> enhances performance of poetry, chants, drama, musical stories, and songs by using a variety of tempo sings 1. "two-part rounds"
CONTENT STANDARDS	<ul style="list-style-type: none"> demonstrates understanding of the concepts of tempo in order to respond to conducting symbols indicating variations in tempo demonstrates understanding of the basic concepts of texture

WEEK	DOMAIN	LEARNING COMPETENCIES	CODE	NUMBER OF DAYS TAUGHT	REMARKS
1	V. TEMPO	1. mimics animal movements according to speed 1.1 horse – fast 1.2 carabao – slow 1.3 turtle – slow 1.4 rabbit - fast 1.5 dog – fast	MU3TP-IVa-1	1	
1	1. Speed of Sound in Music 1.1 Fast 1.2 Slow 2. Conducting and Tempo	2. sings songs with proper tempo following basic conducting gestures	MU3TP-IVa-2	1	
2 to 3	VI. TEXTURE	3. relates movement to changes and variations in tempo	MU3TP-IVb-3		

2	1. Single Melodic Line or Simultaneous Occurrence of Multiple Melodic Lines 2. Distinction Between Thinness and Thickness in Music	4. responds with movement to tempo changes 4.1 (i.e. doing locomotor and non-locomotor movements) to a variety of tempo in recorded music	MU3TP-IVb-c-4	1	
2		5. distinguishes among fast, moderate, and slow in music	MU3TP-IVb-5		
3		6. uses the terms: fast, moderate, and slow, (faster, slower etc.) to identify tempo changes and variations	MU3TP-IVb-6		
1 to 3		7. sings songs with designated tempo E.g. 7.1 Lullaby – slow 7.2 Joyful songs – fast	MU3TP-IVa-c-7	1	
4 to 7		8. demonstrates the concept of texture by singing “two-part rounds” E.g. 8.1 “Are You Sleeping, Brother John?” 8.2 “Row, Row, Row Your Boat” 8.3 “Musika Ay Di Kukupas”	MU3TX-IVd-f-1	1	
4 to 7		9. demonstrates the concept of texture by singing “partner songs	MU3TX-IVd-f-2	1	

		E.g. 9.1 "Leron, Leron Sinta" 9.2 "Pamulinawen" 9.3 "It's A Small World" 9.4 "He's Got the Whole World in His Hands"			
4 to 7		10. distinguishes between single musical line and multiple musical lines which occur simultaneously	MU3TX-IVd-f-3	1	
7 to 8		11. distinguishes between thinness and thickness of musical sound	MU3TX-IVg-h4	1	
periodic Test				2	
Total				10	