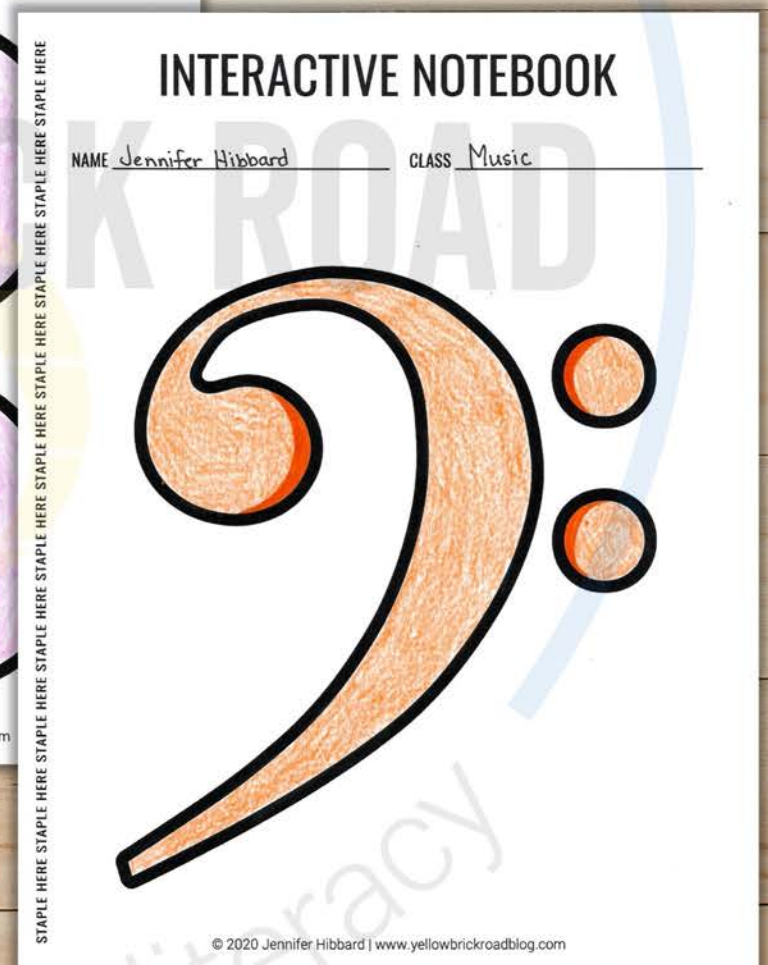
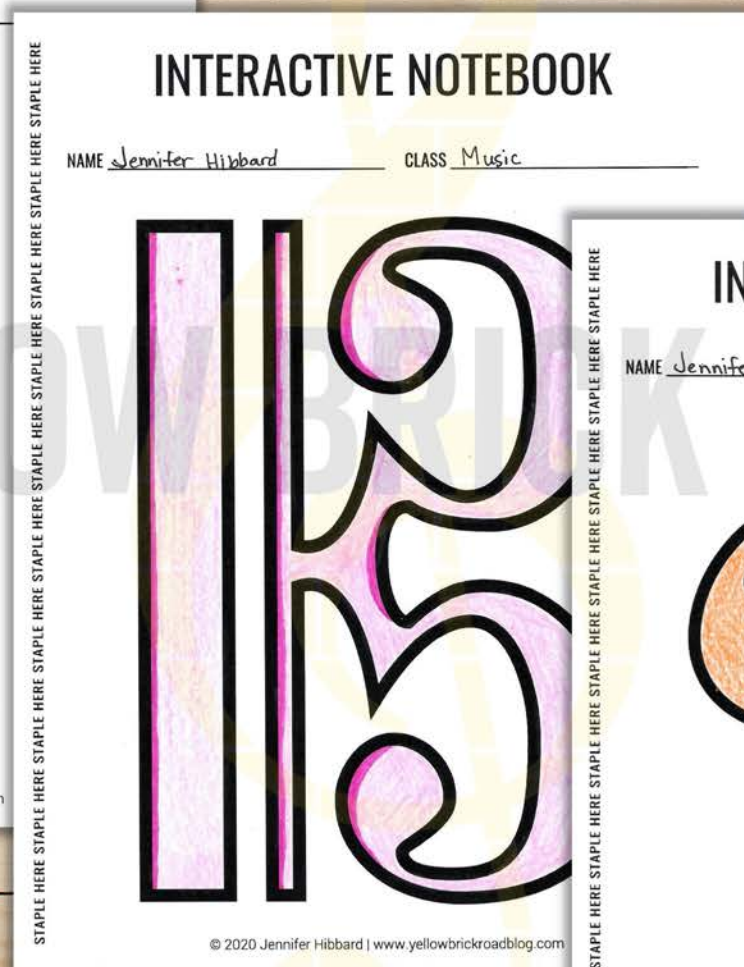
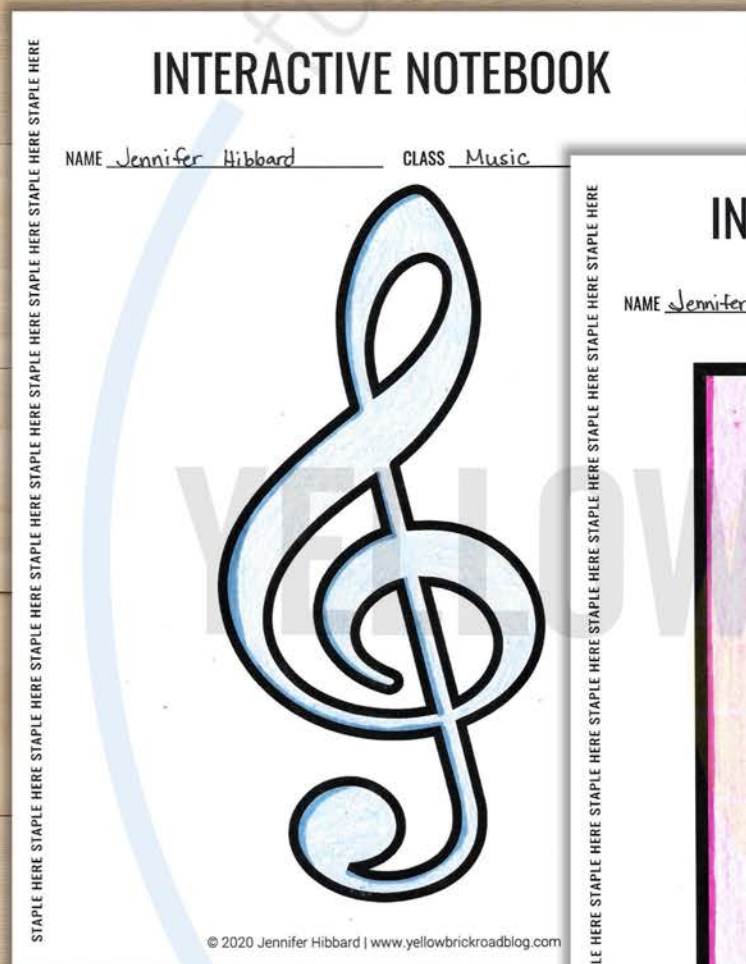


3 PRE-MADE COVER OPTIONS



plus one blank cover that students can customize

CHECKLIST FOR CONCEPTS

3 rd GRADE INTERACTIVE NOTEBOOK CHECKLIST	
☐ TEMPO	• the speed of the beat
☐ RHYTHM	• the length of musical sounds
☐ PITCH	• how high or low a note sounds
☐ DYNAMICS	• the louds and softs of music
☐ FORM	• the overall plan of a piece of music
☐ TIMBRE	• the special sound that an instrument or object makes
☐ HARMONY	• the combination of different musical notes played or sung at the same time to produce a pleasing sound
☐ RECORDER	
☐ STAFF & SYMBOLS	
☐ COMPOSERS	
☐ CONDUCTORS	
☐ LISTENING REFLECTIONS	

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Students keep track of what they've covered throughout the year

EASY BINDING



additional space on the
left side for binding

you can:
staple the notebook
together or punch holes
and add it to a three-
pronged folder



3rd GRADE INTERACTIVE NOTEBOOK CHECKLIST

- | | |
|---|--|
| ☐ TEMPO | <ul style="list-style-type: none">the speed of the beat |
| ☐ RHYTHM | <ul style="list-style-type: none">the length of musical sounds |
| ☐ PITCH | <ul style="list-style-type: none">how high or low a note sounds |
| ☐ DYNAMICS | <ul style="list-style-type: none">the louds and softs of music |
| ☐ FORM | <ul style="list-style-type: none">the overall plan of a piece of music |
| ☐ TIMBRE | <ul style="list-style-type: none">the special sound that an instrument or object makes |
| ☐ HARMONY | <ul style="list-style-type: none">the combination of different musical notes played or sung at the same time to produce a pleasing sound |
| ☐ RECORDER | |
| ☐ STAFF & SYMBOLS | |
| ☐ COMPOSERS | |
| ☐ CONDUCTORS | |
| ☐ LISTENING REFLECTIONS | |

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INPUT PAGES

TEMPO		
Tempo is the...	speed of the beat.	Write or draw a description of this tempo. Example: "Slowly like a sloth"
Lento	slowly	Slowly like a sloth
Adagio	slow & stately	like painting a fence
Andante	at a walking pace	like an elephant walking
Allegro	fast, quick & bright	like a butterfly
Presto	very fast	like a jet
Accelerando	to gradually get faster	getting faster like a car
Decelerando	to gradually get slower	getting slower like a train stopping

BIND HERE BIND HERE BIND HERE BIND HERE BIND HERE BIND HERE BIND HERE BIND HERE BIND HERE BIND

TEMPO

Tempo is the...
Lento
Adagio
Andante
Allegro
Presto
Accelerando
Decelerando

TEMPO

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input pages consist of the information students are given, such as musical terms and concepts

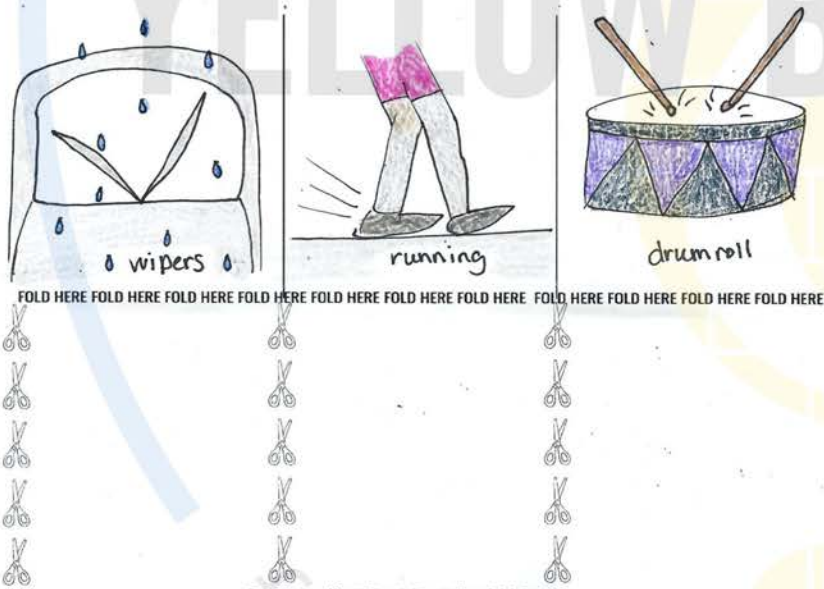
OUTPUT PAGES

TEMPO REFLECTIONS

Label each metronome with the meaning and/or description of the tempo.



1. Think about three objects/things that can show tempo, such as animals, machines, or tools.
2. Choose three to draw in the spaces below.
3. Draw the objects/things in accelerating order. [Example: snail, squirrel, cheetah]
4. Draw objects/things in a decelerating order on the back side of the flaps.



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4. Draw objects/things in a decelerating order on the back side of the flaps.



output pages are where students record how they've analyzed & evaluated the information to create or compose something entirely new and unique

INPUT PAGE

Rhythm is the...	length of musical sounds.	Write or draw a description of each rhythm. Example: "one sound that lasts one beat."
Whole Note		1 note = 4 beats
Whole Rest		1 silence = 4 beats
Dotted Half Note		1 sound = 3 beats
Half Note		1 sound = 2 beats
Half Rest		1 silence = 2 beats
Quarter Note		1 sound = 1 beat
Quarter Rest		1 silence = 1 beat
Barred Eighth Notes		2 sounds = 1 beat
Barred Sixteenth Notes		4 sounds = 1 beat

RHYTHM	
Rhythm is the...	
Whole Note	
Whole Rest	
Dotted Half Note	
Half Note	
Half Rest	
Quarter Note	
Quarter Rest	
Barred Eighth Notes	
Barred Sixteenth Notes	

RHYTHM

Students write down important info, then fold the flap over to test their memory of each term

OUTPUT PAGE

RHYTHM REFLECTIONS
Fill in the rhythms that correspond with each word.

playground	slide	swing	hopscotch	teeter totter

merry-go-round	running	water fountain	frisbee	hoop

1. Use the rhythms you wrote above to compose new rhythm patterns.
2. Compose four separate rhythm patterns and write them in the boxes below.
3. Draw an icon to represent the rhythm instruments and body percussion.
4. Fold the flap and choose different body percussion movements for each pattern.

RHYTHM PATTERNS				INSTRUMENT OR BODY PERCUSSION

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students apply,
analyze, and create

RHYTHM REFLECTIONS
Fill in the rhythms that correspond with each word.

playground	slide	swing	hopscotch	teeter totter

merry-go-round	running	water fountain	frisbee	hoop

1. Use the rhythms you wrote above to compose new rhythm patterns.
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RHYTHM PATTERNS				INSTRUMENT OR BODY PERCUSSION

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students compose and then
perform with body percussion

INPUT PAGE

STAPLE HERE STAPLE HERE STAPLE HERE STAPLE HERE STAPLE HERE STAPLE HERE

PITCH		
Pitch is...	how low or high a note sounds.	Write a letter name that can accompany each sign. Example: "F G A Bb C D E F"
do'		C
ti		A
la		G
so		F
fa		E
mi		D
re		C
do		

FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE

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STAPLE HERE STAPLE HERE STAPLE HERE STAPLE HERE STAPLE HERE STAPLE HERE

PITCH	
Pitch is...	
do'	
ti	
la	
so	
fa	
mi	
re	
do	

PITCH

© 2020

Students write down important info, then fold the flap over to test their memory of each concept

OUTPUT PAGE

PITCH REFLECTIONS

1. Compose a melody in do pentatonic.
2. It should be at least 4 measures in length, not including any repeats.
3. The clef, key signature, and time signature should be indicated on the staff.



1. Create a mnemonic device for the line notes of the treble clef.
2. Example: E=every G=good B=bird D=does F=fly
3. Cut and fold, then label the back flap with the accompanying Solfège syllables for each pitch.

E	G	B	D	F
every	good	bird	does	fly

FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE

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PITCH REFLECTIONS

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3. Cut and fold, then label the back flap with the accompanying Solfège syllables for each pitch.

E	G	B	D	F
mi	so	ti	re	fa



students analyze and compose using what they've learned from the input page

INPUT PAGES

DYNAMICS

Dynamics are the...

louds & softs of music.

Write the abbreviation or symbol that goes with each dynamic.

piano	soft	p
mezzo piano	moderately soft	mp
mezzo forte	moderately loud	mf
forte	loud	f

STAFF & SYMBOLS

Describe each term. Example: indicates the G above middle C.

treble clef		shows G above middle C
bass clef		shows F below middle C
music staff		5 lines 4 spaces
line notes		on a line
space notes		in a space
ledger line		notes extended above/below staff
time signature		beats/measure. which note gets beat
2/4		2 beats/measure
3/4		3 beats/measure
4/4		4 beats/measure

COMPOSERS

Name the historical period in which each composer belongs.

NAME	HISTORICAL PERIOD	WELL-KNOWN PIECE
Hildegard Von Bingen	Medieval	O Frondens Virga
Francesco Landini	Medieval	Ecco la Primavera
Maddalena Casilana	Renaissance	Mon non plus il me sçait
Caterina Assandra	Renaissance	Duo Seraphim
Barbara Strozzi	Baroque	Aria damigiane
Johann Sebastian Bach	Baroque	Prelude & Fugue in C Major
Chevalier de Saint-Georges	Classical	Sonata for Flute and Harp
Ludwig Van Beethoven	Classical	Moonlight Sonata
Flora Chumace		

CONDUCTING

Fill in the missing conducting patterns.

conducting tools	baton	hands and arms
conducting pattern	visual pattern that shows the tempo of the music	
conducting in 2	conducting to show two beats per measure	

RHYTHM

Rhythm is the...

length of musical sounds.

Write or draw a description of each rhythm. Example: "one sound that lasts one beat."

Whole Note		1 note = 4 beats
Whole Rest		1 silence = 4 beats
Dotted Half Note		1 sound = 3 beats
Half Note		1 sound = 2 beats
Half Rest		1 silence = 2 beats
Quarter Note		1 sound = 1 beat
Quarter Rest		1 silence = 1 beat
Barred Eighth Notes		2 sounds = 1 beat
Barred Sixteenth Notes		4 sounds = 1 beat

FORM

Form is the...

overall plan of a piece of music.

Write the abbreviation or symbols that go with each form.

binary		AB
ternary		ABA
rondo		ABACADA

TIMBRE

Timbre is the...

special sound that an instrument or object makes.

Describe the timbre. Example: "crassy".

THUNDER		heavy
RAIN		gentle
GARBAGE TRUCK		noisy
LAWN MOWER		rough
CHILD'S SINGING VOICE		pure
ADULT'S SINGING VOICE		resonant
CLARINET		reedy
OBOE		piercing
SAXOPHONE		mellow
TRUMPET		bright
TUBA		deep
PIANO		pure
XYLOPHONE		metallic
CYMBALS		dark
SNARE DRUM		bright
VIOLA		smooth
CELLO		mellow
THEREMIN		unique

HARMONY

Harmony is the...

combination of different musical notes played or sung at the same time to produce a pleasing sound.

Describe each term. Example: "two half steps".

Step		2 half steps
Step		2 half steps
Skip		3 or 4 half steps
Skip		3 or 4 half steps
Leap		5 or more half steps
Leap		5 or more half steps
Repeat		no distance
Repeat		no distance

There are input pages for each concept covered; including tempo, rhythm, pitch, dynamics, form, timbre, texture, harmony, recorder, staff & symbols, instruments & voices, composers, and conducting

OUTPUT PAGES

DYNAMICS REFLECTIONS

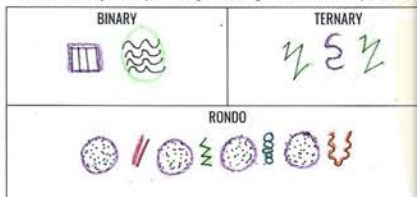
Write in the appropriate dynamic and dynamic symbol for each situation.

- A child building a sand castle piano p
- A large group of children playing on a playground forte f
- Two adults talking about work mezzo piano mp
- The sound of a car engine as it drives further away decrescendo
- The sound of a horse galloping toward you crescendo

- Write a short story about a student who travels to another country and discovers new music, instruments, and meets new friends.
- Use dynamic terms as much as possible to describe the student's experience as they explore a new country.

FORM REFLECTIONS

- How would you explain musical form to someone you just met?
- What pictures or diagrams would you create to help them better understand musical form?
- Create and label your own picture/diagram showing musical form in the space below.



- Compose three rhythm patterns and write them below.
- Make sure they follow a rondo form.
- Fold each flap up and compose a new rhythm pattern or repeat one you've already written.
- Experiment folding up different flaps to see what new forms appear.

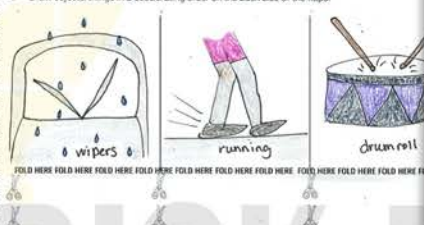


TEMPO REFLECTIONS

Label each metronome with the meaning and/or description of the tempo.



- Think about three objects/things that can show tempo, such as animals, machines, or tools.
- Choose three to draw in the spaces below.
- Draw the objects/things in accelerating order. (Example: snail, squirrel, cheetah)
- Draw objects/things in a decelerating order on the back side of the flaps.

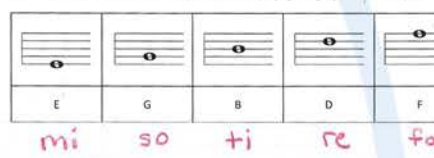


PITCH REFLECTIONS

- Compose a melody in do pentatonic.
- It should be at least 4 measures in length, not including any repeats.
- The clef, key signature, and time signature should be indicated on the staff.

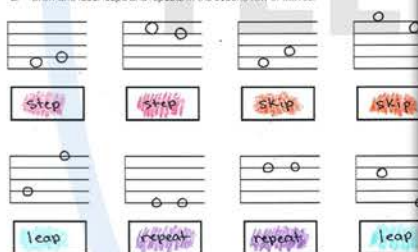


- Create a mnemonic device for the line notes of the treble clef.
- Example: E-every G-good B-bird O-does F-fly
- Cut and fold, then label the back flap with the accompanying Solfège syllables for each pitch.



HARMONY REFLECTIONS

- Draw and label steps and skips in the first row of staves.
- Draw and label leaps and repeats in the second row of staves.

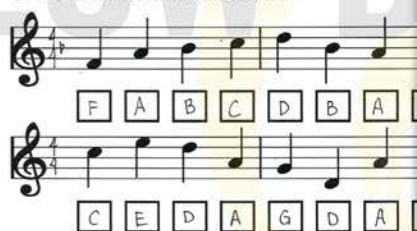


- Compose a melody using only intervals of a step on the staff at the bottom of the page.
- Then, fold along the line and compose a melody using only leaps on the back flap.
- In the space below, name the melody you liked best and explain why.



STAFF & SYMBOLS REFLECTIONS

- Draw in the missing clef, time signature, and key signature.
- Then, write the letter name of each note in the boxes.



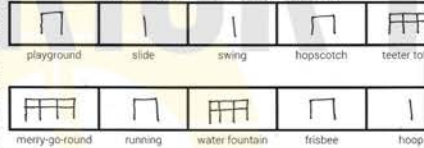
UNRAVEL THE SYMBOLS

- The top example shows symbols and notes in the wrong place.
- Copy the symbols to the bottom staff so that they're in the right place.
- Then, organize the notes into a melody of your choice.

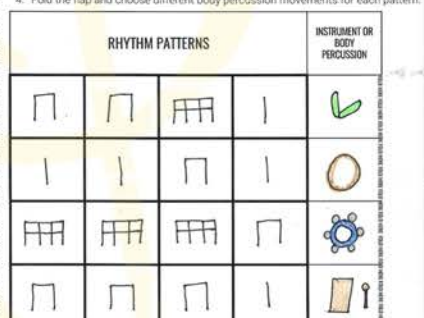


RHYTHM REFLECTIONS

Fill in the rhythms that correspond with each word.

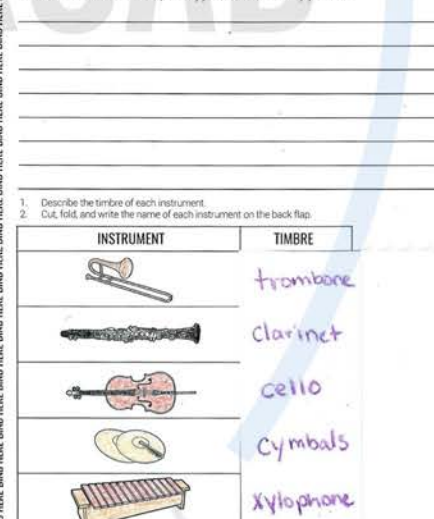


- Use the rhythms you wrote above to compose new rhythm patterns.
- Compose four separate rhythm patterns and write them in the boxes below.
- Draw an icon to represent the rhythm instruments and body percussion.
- Fold the flap and choose different body percussion movements for each pattern.



TIMBRE REFLECTIONS

- Imagine you are choosing instruments for music in movies.
- Choose two or more instruments that you would use for a joyful movie scene.
- Name the instruments and explain why you chose them for the joyful scene.

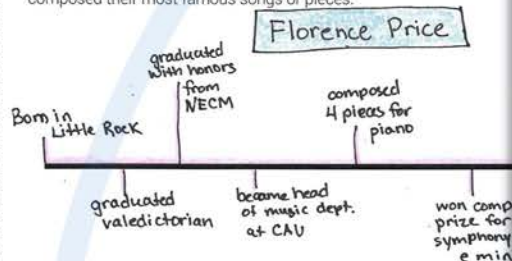


There are output pages for each concept covered; with creative ways students can show higher order thinking by analyzing, evaluating, and creating.

LISTENING REFLECTIONS & PROMPTS

COMPOSER REFLECTIONS

Create a timeline in the space below of your favorite composer. Include important events such as their birth, the years they became involved in music, influential moments, and when they composed their most famous songs or pieces.



Using the information above, discuss this composer's lasting effect on unique advancements or compositional techniques did they bring to the composer's music will still be heard hundreds of years from now? Why?

Florence Price was a prodigy who excelled at both music composition. She won numerous awards and with other gifted musicians and composers of her time was the first Black woman to have a composition a major American orchestra. Her strength, courage is a testament to Black girls and women today that in all musical spaces; including Western Art Music recent discovery of more of her works and her resurhalis shows that her music and her story will be

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LISTENING REFLECTIONS

COMPOSER	TITLE
Price	Ethiopia's Shadow in America

Label each box with a music element you'd like to discuss. Then, listen to the music and describe what you heard.

Dynamics	Timbre
Pitch	Rhythm

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LISTENING REFLECTION WRITING & DRAWING PROMPTS

- Complete the prompts below on a separate piece of paper.
- Place a checkmark next to each prompt you complete.

- ☐ **Music makes me feel...**
 - Describe the emotion evoked from a specific song or piece.
- ☐ **My favorite song/piece is...**
 - Explain why this piece is your favorite.
- ☐ **While listening to the music I noticed...**
 - Write about the music element of your choice.
- ☐ **My favorite composer is...**
 - Describe what makes this person/their music inspirational.
- ☐ **Music in movies affects me because...**
 - Analyze why music in movies is so effective.
- ☐ **When I hear a crescendo, I think...**
 - Analyze how this dynamic change affects the audience.
- ☐ **Draw your earliest musical memory.**
 - Include any people or places that are important to the memory.
- ☐ **Imagine a scene or story in your mind as you listen to music.**
 - Write or draw what you've imagined.
- ☐ **Draw a picture incorporating musical signs and symbols.**
 - For example, you could draw a shape made entirely of musical symbols.
- ☐ **Draw and color a picture using only the tone colors (timbre) represented by the music you hear.**
 - In art, we would call this monochromatic.

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students write about composers, reflect on performances, and choose writing and drawing prompts to complete