



# Music

Student Activity Book



Trumpet

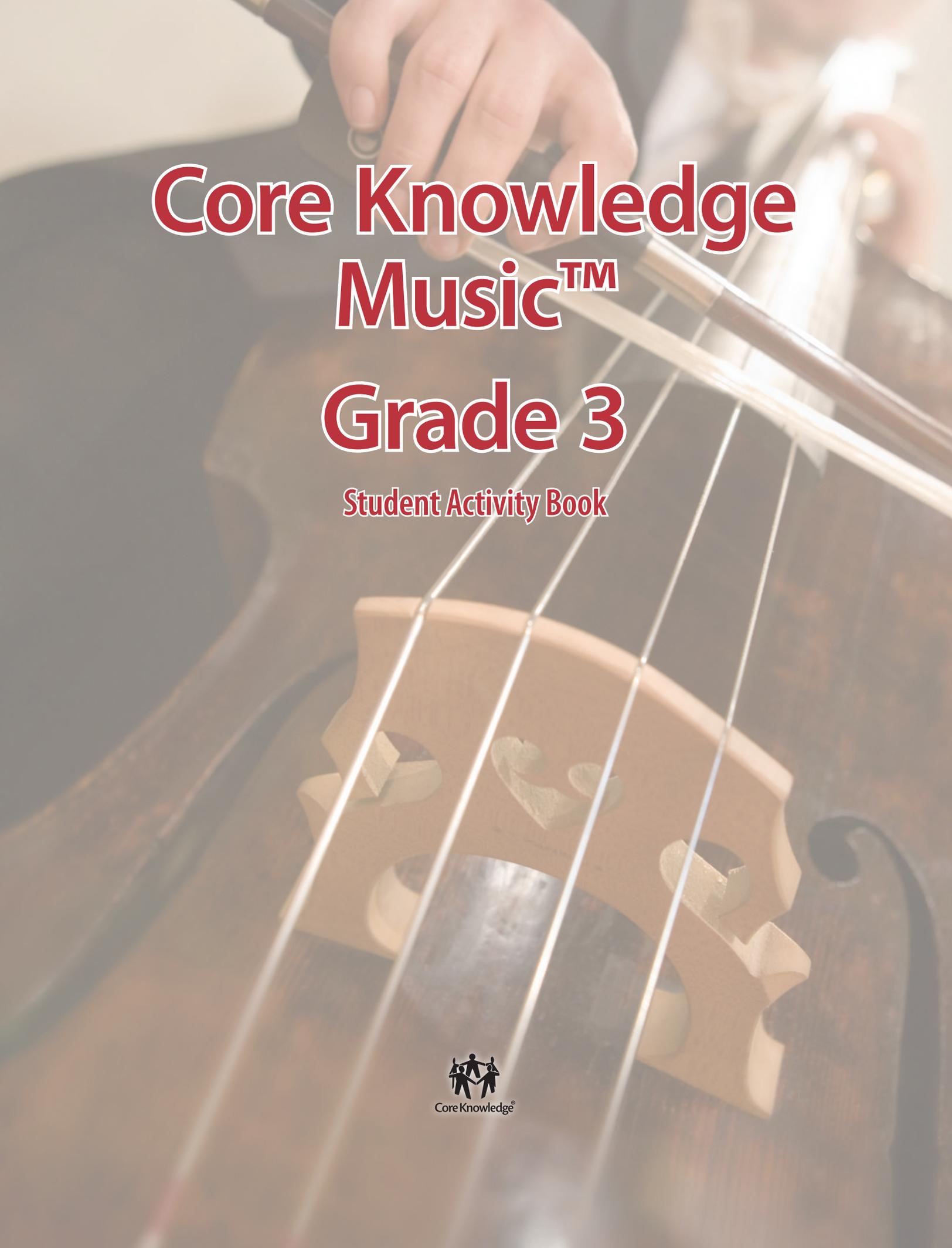


Treble staff with musical notes



Students singing in unison





# Core Knowledge Music™

## Grade 3

Student Activity Book



Core Knowledge®

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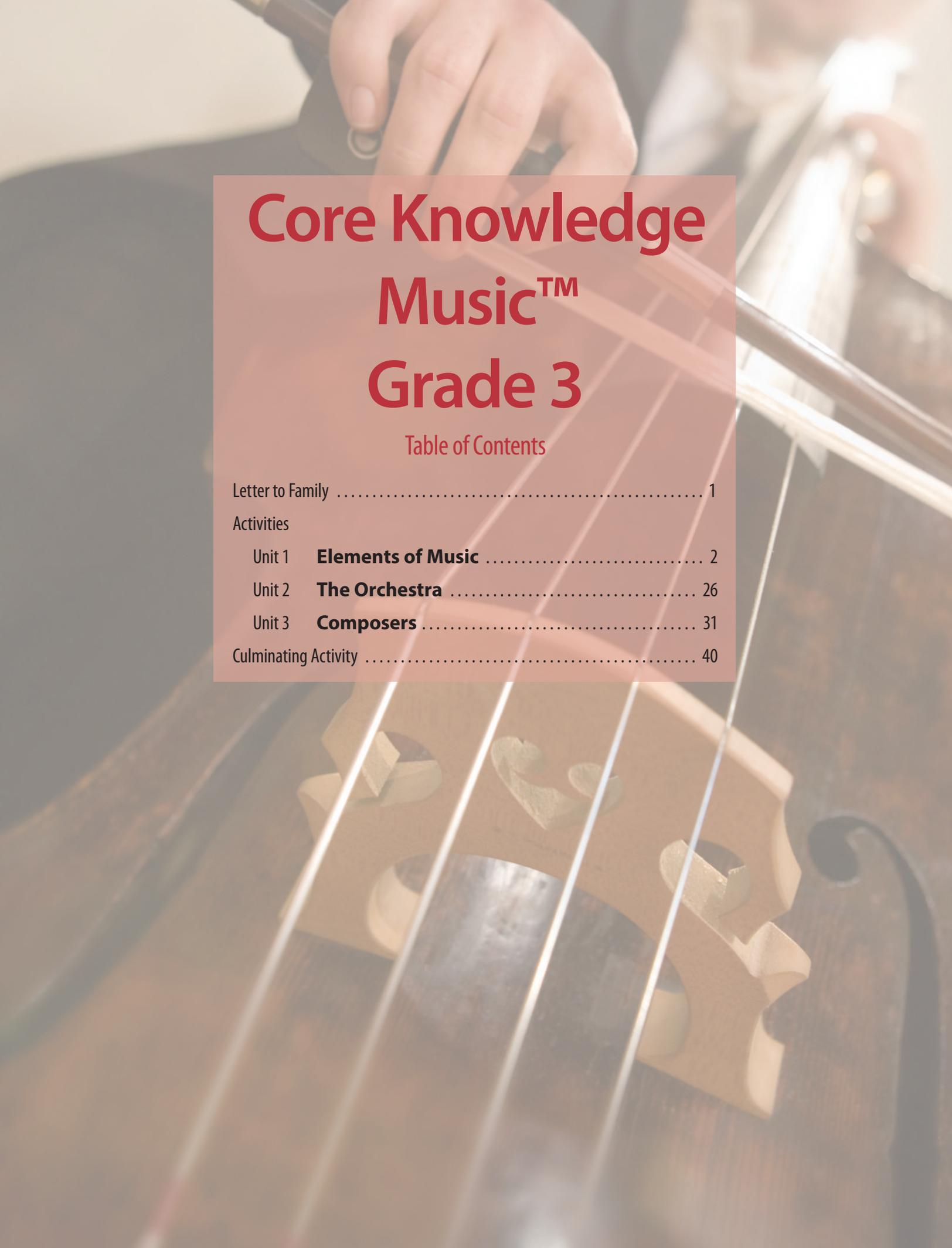
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# Core Knowledge Music™ Grade 3

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Dear Family Member,

We warmly welcome your student and you to the Grade 3 Core Knowledge Music (CKMusic) program. This Student Activity Book is part of a K–8 curriculum that will help your student learn about and create music in the classroom. Here’s what your student will learn throughout the year during our three units of study:

**Unit 1: *Elements of Music***

This introductory unit covers elements of music such as rhythm, tempo, melody, and pitch. Students will also be listening to famous musical pieces such as *Rhapsody in Blue* and *Swan Lake* and will even get to explore some well-known children’s favorites such as “Jingle Bells” and “Alouette.”

**Unit 2: *The Orchestra***

Instrument families, brass instruments, and woodwind instruments with and without reeds are explored in this unit that focuses on the orchestra. Through listening to selections that showcase these orchestral elements, such as “The Stars and Stripes Forever” and *Fanfare for the Common Man*, students will deepen their understanding of what makes up an orchestra.

**Unit 3: *Composers***

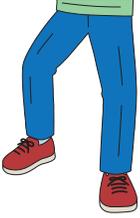
Students will learn about composers such as Tchaikovsky, Sousa, Copland, Boulanger, and Rimsky-Korsakov. In their exploration of these composers, students will listen to famous pieces such as “Simple Gifts,” “Cantique,” and “The Sea and Sinbad’s Ship” from *Scheherazade*. With opportunities to reflect on the connection between music and the story it tells, students will expand their growing musical knowledge and interest.

Check in with your child throughout the year to see what they’re learning about the world of music! If you have any concerns about your student’s participation in these music units, please feel free to address them directly with your student’s teacher.

NAME: \_\_\_\_\_

## Steady Beat

Listen to “My Bonnie Lies over the Ocean.” Choose a body percussion action for each beat and write the number of the action in the boxes. Choose from the actions below or make up your own.

1	2	3	4
			



## Beat and Meter

Clap the rhythms of the sequences. Whisper the beat as you clap.

Whole note = 4 beats each	Half note = 2 beats each	Quarter note = 1 beat each	Eighth note = ½ beat each

1. 1 + 2 + 3 + 4 + | 1 + 2 + 3 + 4 + ||

2. 1 + 2 + 3 + 4 + | 1 + 2 + 3 + 4 + ||

3. 1 + 2 + 3 + 4 + | 1 + 2 + 3 + 4 + ||

4. 1 + 2 + 3 + 4 + | 1 + 2 + 3 + 4 + ||



## “Draw Me a Bucket of Water”



*Draw me a bucket of water  
For my oldest daughter.  
There's none in the bunch,  
We're all out the bunch.  
You go under, sister Sally.*

*Draw me a bucket of water  
For my oldest daughter.  
There's one in the bunch  
And three out the bunch.  
You go under, sister Sally.*

*Draw me a bucket of water  
For my oldest daughter.  
There's two in the bunch  
And two out the bunch.  
You go under, sister Sally.*

*Draw me a bucket of water  
For my oldest daughter.  
There's three in the bunch  
And one out the bunch.  
You go under, sister Sally.*

*Frog in the bucket, and I can't get it out.  
Frog in the bucket, and I can't get it out.  
Frog in the bucket, and I can't get it out.  
Frog in the bucket, and I can't get it out.*

---

Please note that lyrics printed in this book may vary slightly from the song versions included in the CK Spotify Playlist.



## “The Earth Is Our Mother”



*The earth is our mother.  
We must take care of her.*

*Hey yanna, ho yanna, hey yan yan.*

*Her sacred ground we walk upon  
With every step we take.*

*The earth is our mother.  
She will take care of us.*

---

Please note that lyrics printed in this book may vary slightly from the song versions included in the CK Spotify Playlist.



## Tempo

We will listen to three musical examples. For each example, circle the tempo. Then represent the tempo with an action from the list.

*Adagio*



*Moderato*



*Allegro*

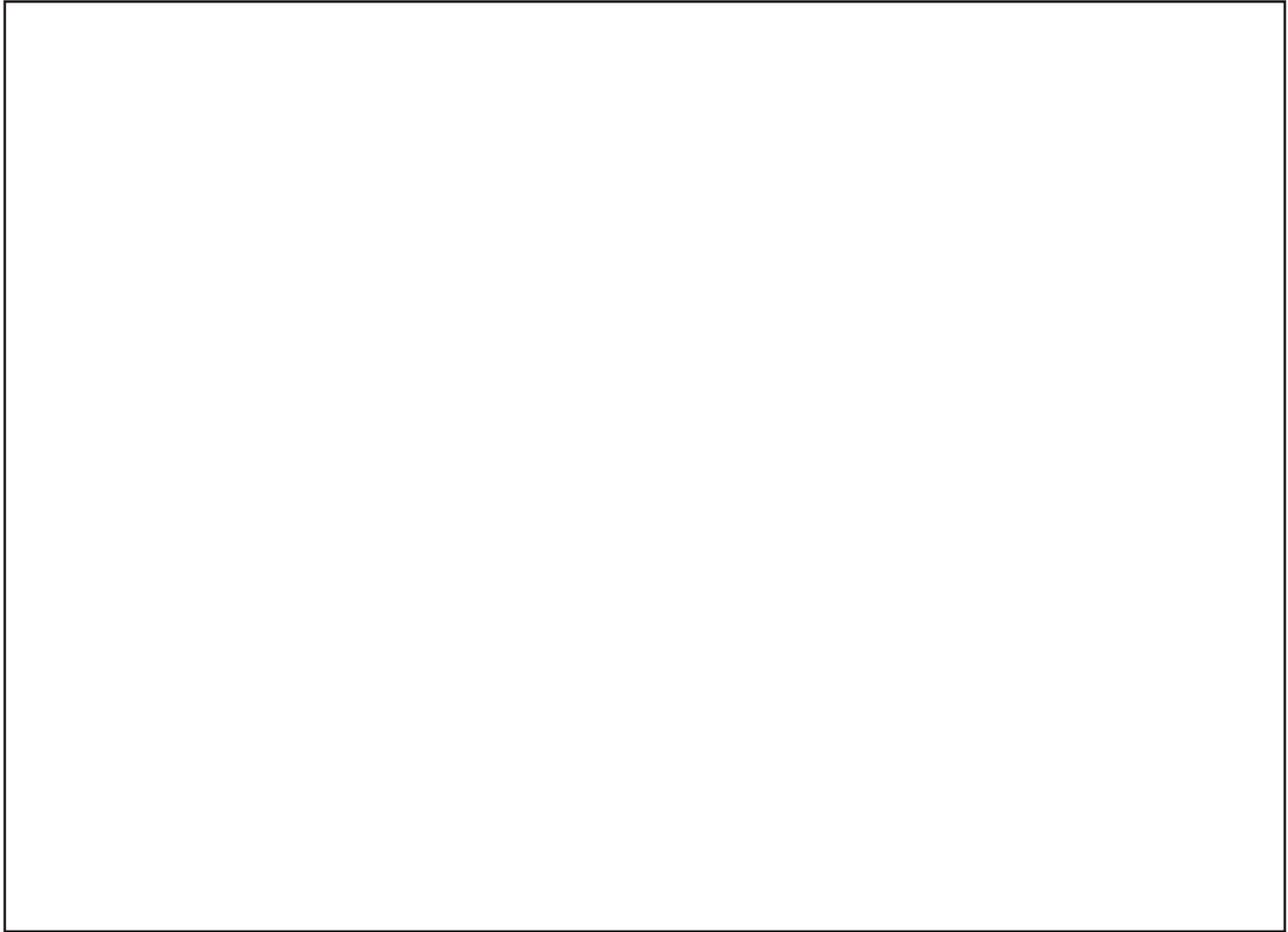


1. *adagio*                      *moderato*                      *allegro*
  - a. walk slowly
  - b. jump in place
  - c. run in place
  
2. *adagio*                      *moderato*                      *allegro*
  - a. walk slowly
  - b. jump in place
  - c. run in place
  
3. *adagio*                      *moderato*                      *allegro*
  - a. walk slowly
  - b. jump in place
  - c. run in place

NAME: \_\_\_\_\_

## Melody and Pitch

Listen to *Rhapsody in Blue*. Imagine you are on a roller coaster of sound. Draw a line that represents your ride. Include loops and climbs for when the melody goes up, and use dips for when it goes down. Then answer the question.



What feelings does the clarinet melody make you feel? Write one or two sentences that explain your feelings.

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---

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## Solfège Syllables and Signals

Say each solfège syllable. Copy the hand movement as you say each syllable.

\_\_\_\_\_

do re mi fa sol la ti do

NAME: \_\_\_\_\_

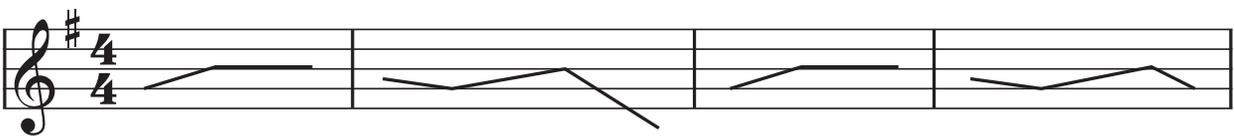
## The Melody of “Alouette”

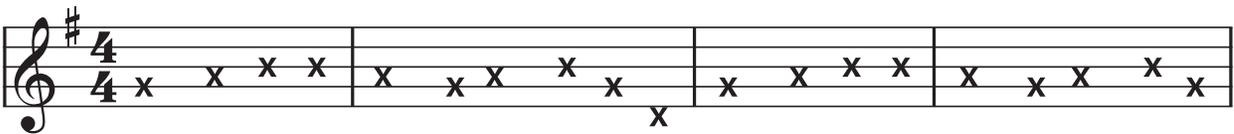
Sing the first four measures of “Alouette” three times.

The first time, look at #1 and follow the simple lines going up and down. The lines match the movement of the melody.

The second time, look at #2 and move your body up and down with each *x*.

The third time, look at #3 and sing the melody using the solfège syllables that are below the notes.

1. 

2. 

3. 

sol la ti ti, la sol la ti sol mi, sol la ti ti, la sol la ti sol



## “He’s Got the Whole World”

*He’s got the whole world in His hands.*

*He’s got the whole wide world in His hands.*

*He’s got the whole world in His hands.*

*He’s got the whole world in His hands!*

*He’s got you an’ me, sister, in His hands.*

*He’s got you an’ me, brother, in His hands.*

*He’s got you an’ me, sister, in His hands.*

*He’s got the whole world in His hands!*

*He’s got the little tiny baby in His hands.*

*He’s got the little tiny baby in His hands.*

*He’s got the little tiny baby in His hands.*

*He’s got the whole world in His hands!*

*He’s got all of us here in His hands.*

*He’s got all of us here His hands.*

*He’s got all of us here in His hands.*

*He’s got the whole world in His hands!*

*(The last verse is repeated.)*

*He’s got the whole world in His hands!*



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## “The Rattlin’ Bog”

*Chorus:*

*Hi ho, the rattlin’ bog,  
The bog down in the valley-o,  
Hi ho, the rattlin’ bog,  
The bog down in the valley-o.*

*Now in the bog, there was a tree,  
A rare tree, a rattlin’ tree,  
The tree in the bog,  
And the bog down in the valley-o.*

*Chorus*

*And on that tree, there was a branch,  
A rare branch, a rattlin’ branch,  
The branch on the tree, and the tree in  
the bog,  
And the bog down in the valley-o.*

*Chorus*



---

Please note that lyrics printed in this book may vary slightly from the song versions included in the CK Spotify Playlist.

NAME: \_\_\_\_\_

## Call-and-Response

On the lines below, write your call and your response.

Call:

---

---

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---

---

---

---

---

---

---

Response:

---

---

---

---

---

---

---

---

---

---

NAME: \_\_\_\_\_

## Verse and Refrain

### Song 1: "In the Good Old Summer Time"

**Refrain (Chorus)** Write the words that repeat (the refrain):

---

---

---

**Verse** Choose one verse. What story does it tell?

---

---

---

### Song 2: "This Little Light of Mine"

**Refrain (Chorus)** Write the refrain:

---

---

---

**Verse** Choose one verse. What story does it tell?

---

---

---

## Partner Songs

### Choose a Song

Write the name of the song you will perform: \_\_\_\_\_

### Part 1: Practice

Practice singing your song together. Follow good practice techniques:

- Are you and your partner singing at the same tempo? *Circle one:* **Yes** **No**
- Are you singing in tune together? *Circle one:* **Yes** **No**
- Are you listening to each other and adjusting your singing? *Circle one:* **Yes** **No**

### Part 2: Listen

Listen to other pairs perform their songs. Be a good audience:

- Are you listening quietly and respectfully? *Circle one:* **Yes** **No**
- Are you watching the performers? *Circle one:* **Yes** **No**

### Part 3: Respond

Respond to the performances. After each pair sings, write down one or two compliments: things you liked about how they sang, ways they did a good job, or other nice things you can say about the performance. Use a separate sheet of paper if more than three pairs perform.

*Example: I liked how you both started at the same time. You blended your songs well.*

Pair 1: \_\_\_\_\_

Pair 2: \_\_\_\_\_

Pair 3: \_\_\_\_\_



## “Alouette”

A - lou - et - te gen - tille A - lou - et - te,

A - lou - et - te, je te plu - me - rai.

Je te plu - me - rai la tête, je te plu - me - rai la tête,

Je te plu - me - rai la tête, a - lou - ette, a - lou - ette,

O! A - lou - et - te,

gen - tille A - lou - et te, A - lou - et - te,

je te plu - me - rai.



## Notes and Rests

Clap the rhythms of each line. Whisper as you are counting a note held for more than one beat, and be silent when you are counting rests.

Whole note and whole rest = 4 beats each	Half note and half rest = 2 beats each	Quarter note and quarter rest = 1 beat each	Eighth note and eighth rest = ½ beat each

1.

2.

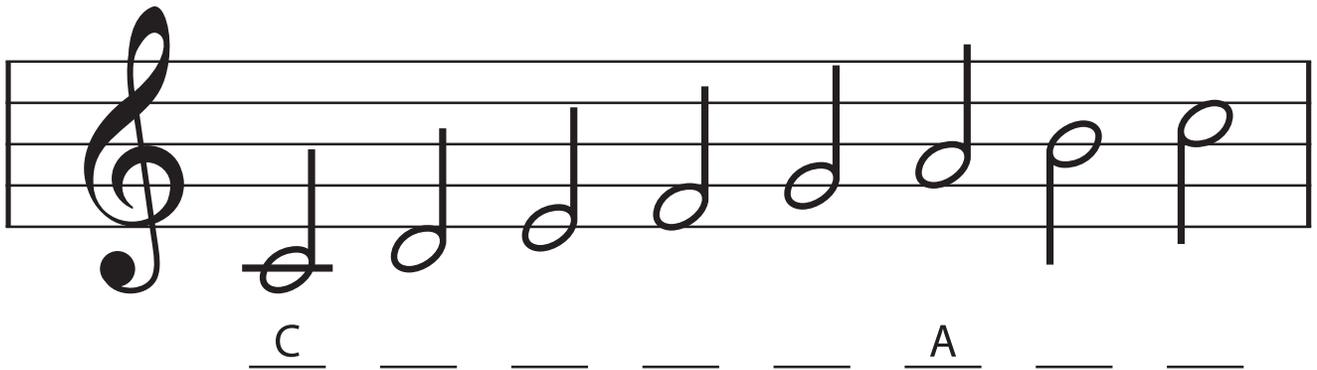
3.

4.

NAME: \_\_\_\_\_

### Naming Notes

Look at the notes on the staff. Then fill in the missing letter names for the notes.



A musical staff in treble clef containing eight half notes. The notes are positioned on the following lines and spaces from left to right: first line (C), first space (D), second line (E), second space (F), third line (G), third space (A), fourth line (B), and fourth space (C). Below the staff, the letter 'C' is written under the first note, and 'A' is written under the sixth note. There are blank lines for the other notes.

Next, draw half notes on the lines and spaces of this staff. Pick any order you want, but use each note only once. Then write the note names below.



A blank musical staff in treble clef. Below the staff are eight horizontal lines for writing note names.

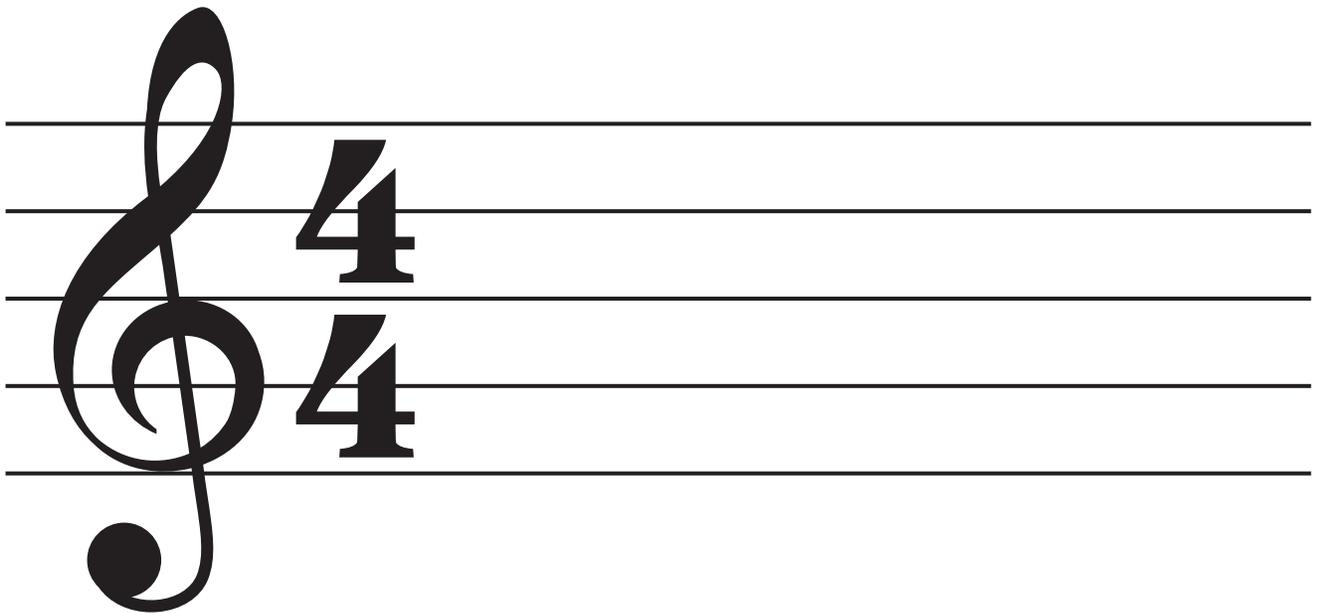
NAME: \_\_\_\_\_

### Solfège Melody

Create your own melody using solfège syllables. Your melody should be eight syllables long.

\_\_\_\_\_

Notate your melody on the staff using whole, half, quarter, and eighth notes.



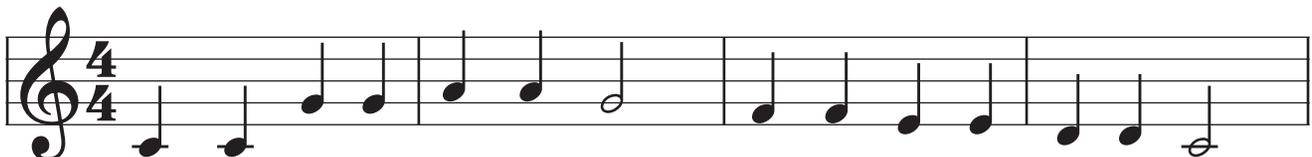
A musical staff with a treble clef and a 4/4 time signature. The staff consists of five horizontal lines. The treble clef is on the left, and the time signature '4/4' is written in the center of the staff.

## Which Time Signature?

Sing each song below with your class. Practice conducting along with the music.

Circle the first measure of each song, and count the beats in that measure. Then write the correct time signature for each song.

### 1. "Twinkle, Twinkle, Little Star"



Twin - kle, twin - kle, lit - tle star, How I won - der, what you are.

Time signature \_\_\_\_\_

### 2. "America (My Country, 'Tis of Thee)"



My coun - try tis of thee, Sweet land of li - ber - ty,

Time signature \_\_\_\_\_

### 3. "You're a Grand Old Flag"



You're a grand old flag, you're a high fly - ing flag and for - e - ver in peace may you wave.

Time signature \_\_\_\_\_



## “Simple Gifts”

*'Tis the gift to be simple, 'tis the gift to be free,  
'Tis the gift to come down where you ought to be.  
And when we find ourselves in the place just right,  
'Twill be in the valley of love and delight.*

*When true simplicity is gained,  
To bow and to bend we shan't be ashamed.  
To turn, turn will be our delight  
'Till by turning, turning, we come round right.*

*'Tis the gift to be simple, 'tis the gift to be free,  
'Tis the gift to come down where you ought to be.  
And when we find ourselves in the place just right,  
'Twill be in the valley of love and delight.*

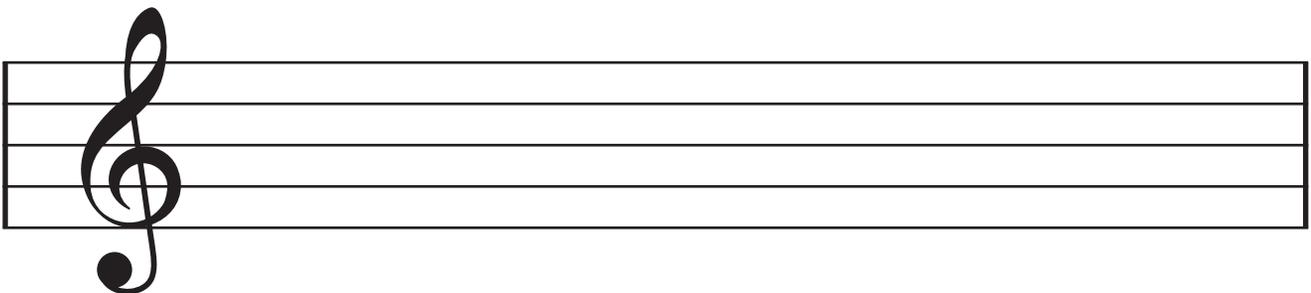
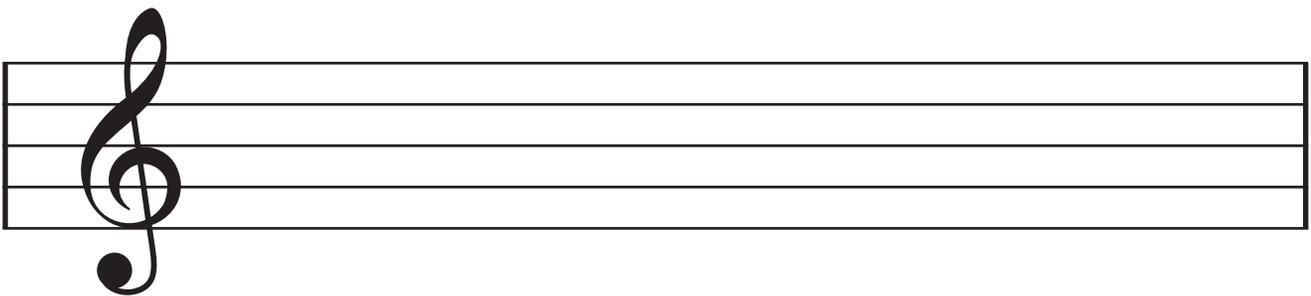
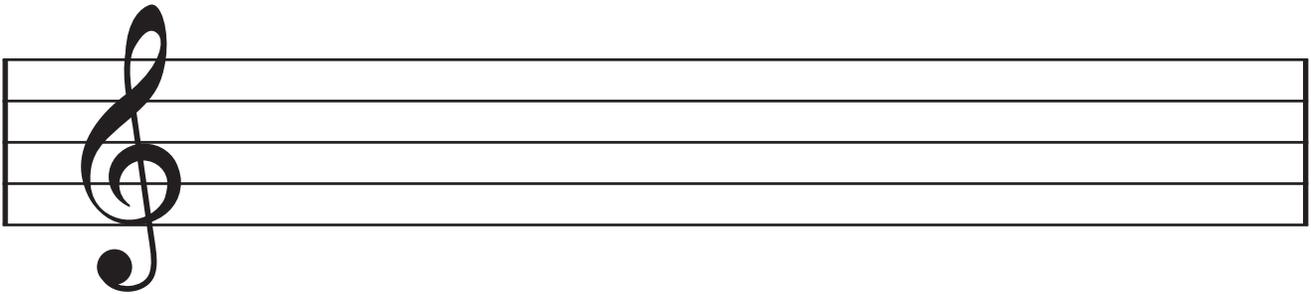
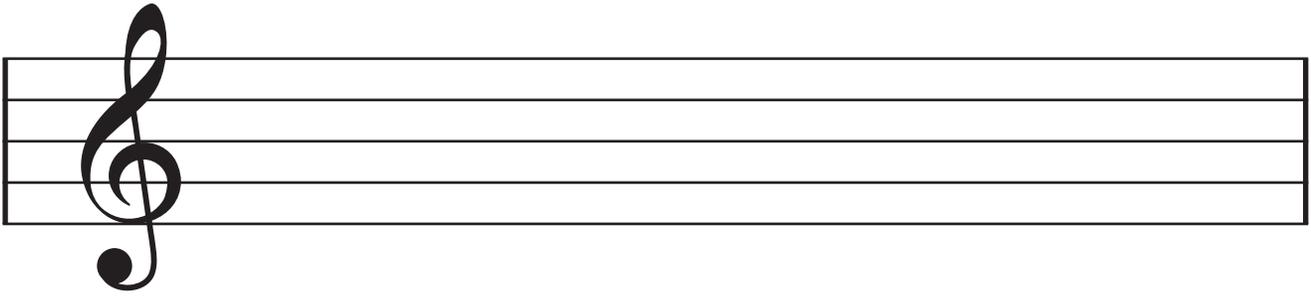


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NAME: \_\_\_\_\_

## Repeat Sign

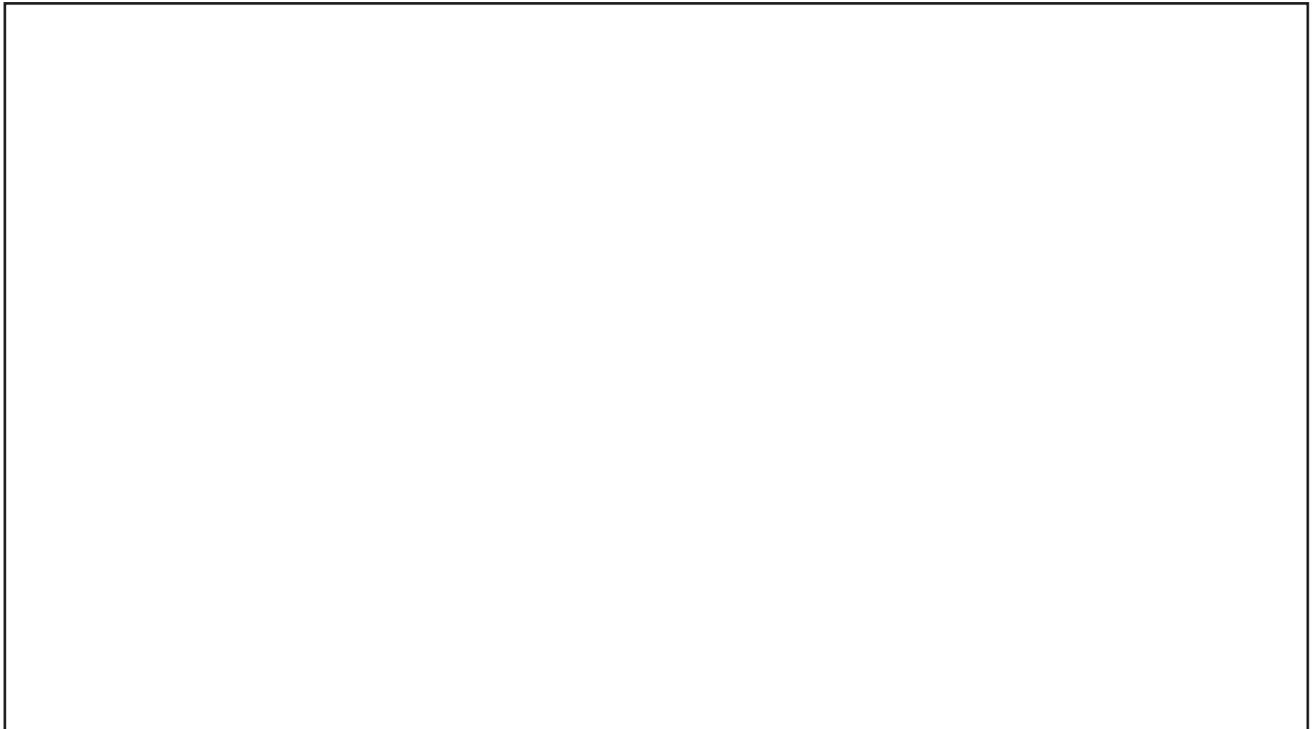
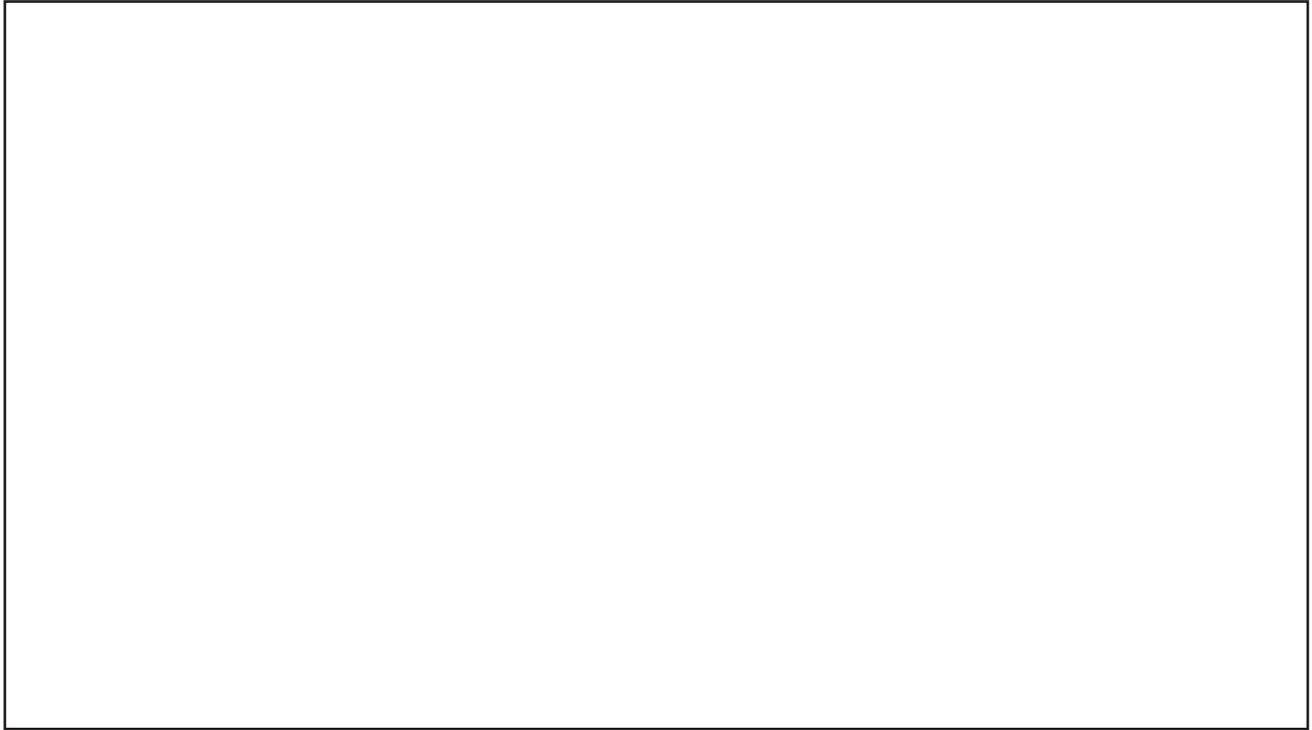
Create a short musical phrase or melody using the notation symbols you have learned, including the repeat sign. You may use instruments to help you compose before writing. Draw a repeat sign at the end of each staff to show the phrase or melody is played again.



NAME: \_\_\_\_\_

## Dynamics

Listen to the songs. Write or draw your responses to the music, focusing on how the dynamics affected your listening experience.



## Timbre

Listen to each instrument. On the lines below, write a word that describes each instrument's timbre.

1. Flute



\_\_\_\_\_

2. Trombone



\_\_\_\_\_

3. Piano



\_\_\_\_\_

### Unit 1 Assessment

1. Listen to the music. After each one, write the tempo you hear: *adagio* (slow), *moderato* (medium), or *allegro* (fast).

Music A: \_\_\_\_\_ Music B: \_\_\_\_\_ Music C: \_\_\_\_\_

2. Listen to the musical. After each one, write the dynamic you hear: *piano* (soft) or *forte* (loud).

Music D: \_\_\_\_\_ Music E: \_\_\_\_\_

3. Draw the shape of the melody you hear. Use a curving line to show if the melody goes up, goes down, or stays the same.

4. Look at the notes on the treble clef staff. Then fill in the missing letter names for the notes. Circle the treble clef.

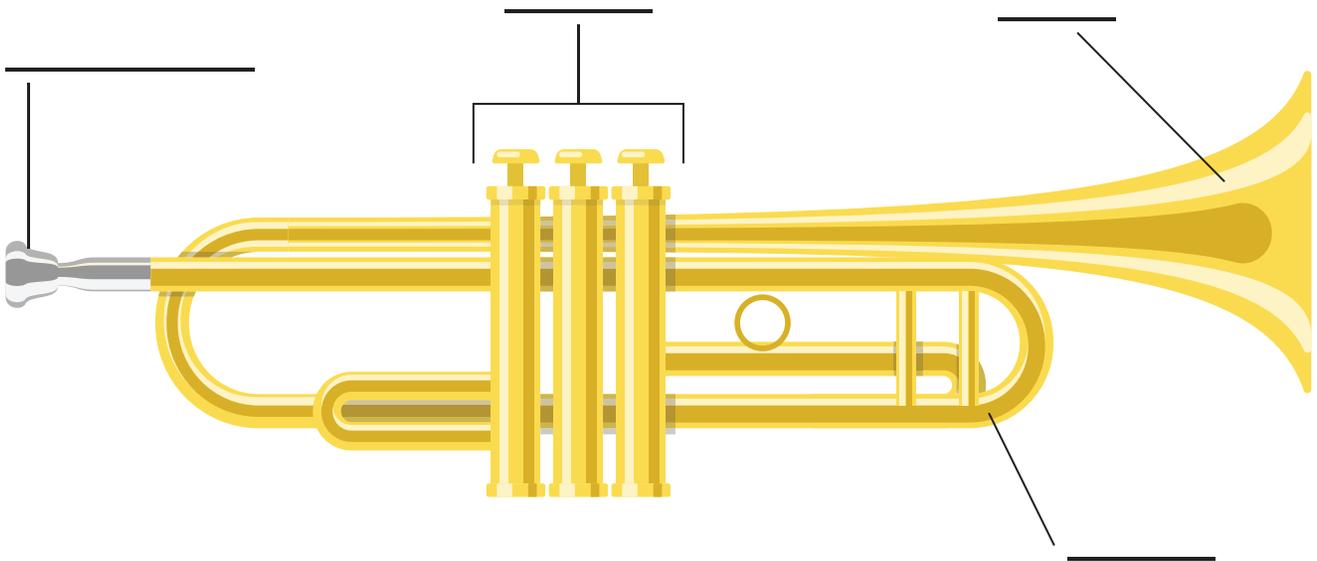
C    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    A    \_\_\_\_\_    \_\_\_\_\_



## The Trumpet

The trumpet is a powerful brass instrument. Label the parts of the trumpet using the numbers.

Trumpet Parts			
1. bell	2. mouthpiece	3. slide	4. valves



NAME: \_\_\_\_\_

## Brass Instruments

Match the name of each brass instrument to its picture.

1. Tuba
2. Trumpet
3. French horn
4. Trombone



Create your own brass instrument. Draw it in the box.

This instrument is called \_\_\_\_\_.

I play it by \_\_\_\_\_.

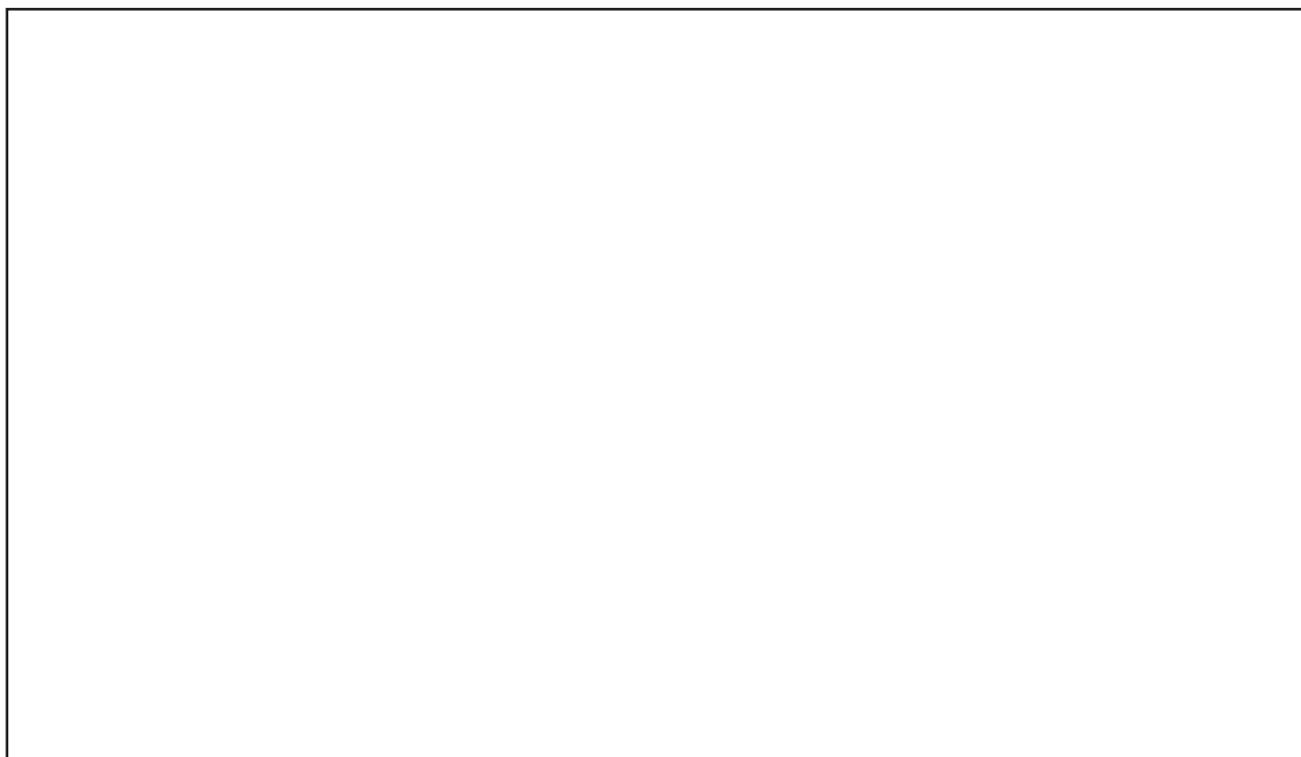
NAME: \_\_\_\_\_

## Woodwinds Without Reeds

Fill in the chart below to compare the flute and the piccolo.

	<b>Flute</b>	<b>Piccolo</b>
<b>Size</b>		
<b>Pitch</b>		
<b>Timbre</b>		

Draw a flute or a piccolo in the box.



## Woodwinds with Reeds

Match the name of each woodwind to its picture.

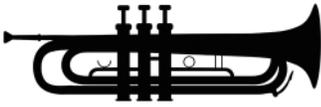
1. Oboe
2. Bassoon
3. Clarinet
4. Saxophone



Listen to the beginning of *Rhapsody in Blue*. Make a drawing that represents the clarinet's melody.

## Unit 2 Assessment

Draw a circle around each brass instrument. Draw a square around each woodwind instrument.



Read the sentences below. Fill in each blank with a word from the word bank.

Word Bank					
air	buzzing	reed	slide	valves	vibrates

1. Brass instruments make sound when the player's lips start \_\_\_\_\_ into the mouthpiece.
2. The \_\_\_\_\_ in a trombone is used to change the pitch, making the sound higher or lower.
3. \_\_\_\_\_ on instruments like the trumpet help change the flow of \_\_\_\_\_, which changes the pitch.
4. A \_\_\_\_\_ is a thin piece of material that \_\_\_\_\_ to create sound in some woodwind instruments.

## Tchaikovsky Biography

**Read about Tchaikovsky. Then answer the questions.**

Pyotr Ilyich Tchaikovsky (/chy\*kof\*skee/) was born in Russia on May 7, 1840. His family was known for working in the military. His dad was an important officer, and his grandfather helped doctors in the army.

Tchaikovsky's family loved music and art. When he was five years old, he learned to play the piano. He was very good at it! But even though his family liked music, they wanted him to join the military, too.



So when Tchaikovsky was ten, he went to a special school to prepare for a military career. He worked in a military job for four years, but he knew music was still what he loved most.

When he was twenty-one, Tchaikovsky started taking music lessons. Soon, he became a student at a music school in Russia. He became a great composer.

Tchaikovsky wrote many kinds of music. Some of his most famous were ballets, like *Swan Lake*, *Sleeping Beauty*, and *The Nutcracker*. Ballets are stories told through dance and music.

Tchaikovsky's music is still loved and played today. He is remembered as one of the best composers who ever lived.

1. What instrument did Tchaikovsky start playing when he was five years old?

---

2. Name one of the famous ballets that Tchaikovsky wrote.

---

NAME: \_\_\_\_\_

## *Swan Lake* Review

Pay close attention as you listen to parts of *Swan Lake* again. Fill in the chart using the prompts by writing words or drawing pictures. Think about how the music makes you feel and what it makes you imagine. Then give your review of the music by using the chart to answer the questions.

	<b>Your Notes</b>
The instruments you hear:	
The tempo (fast or slow) and dynamics (loud or soft):	
The kind of mood the music creates (happy, sad, exciting, mysterious, other):	
What the music reminds you of (a dance, story, feeling, other):	

1. What is the name of the music? Who is the composer? \_\_\_\_\_

\_\_\_\_\_

2. How would you describe the music? How does it make you feel? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. What is your opinion of the music? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Sousa Biography

**Read about John Philip Sousa. Then write two interesting facts about Sousa, and draw a picture to go with each fact.**

John Philip Sousa (/soo\*za/) was a famous American composer. He was known as “The March King” because he wrote so many great marches.

Sousa was born in Washington, D.C. His dad played the trombone in the U.S. Marine Band, so Sousa grew up listening to band music. When he got older, Sousa also joined the Marine Corps. He led the U.S. Marine Band for twelve years. Then he started his own band and traveled, playing music he wrote.

Sousa wrote many famous marches, such as “The Washington Post March” and “The Stars and Stripes Forever.” Marches are a style of music with a strong, steady beat that makes you want to march along. They are usually written for bands rather than orchestras. Bands do not have string instruments such as violins and cellos. Instead, they have a lot of woodwind, brass, and percussion instruments. Sousa was very good at making band music sound exciting and interesting. His most famous march, “The Stars and Stripes Forever,” is played at many patriotic events in the United States.



**Fact:** \_\_\_\_\_ **Fact:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



NAME: \_\_\_\_\_

## A Marching Routine

Think up a marching routine for “The Washington Post March.” Draw or write about your routine in the boxes below.



How do the marchers move in your routine?

What do some of the marchers play, wave, or perform with in your routine?

## Copland Biography

Read about Aaron Copland. Then complete the timeline about his life.

Aaron Copland (/co\*pland/) was an American composer who was born in **1900** in New York City.

In **1915**, Copland decided he wanted to write music. He went to France to study with a famous teacher. When he came back to the United States, he didn't want his music to sound like the European music he had studied. He wanted it to sound American.

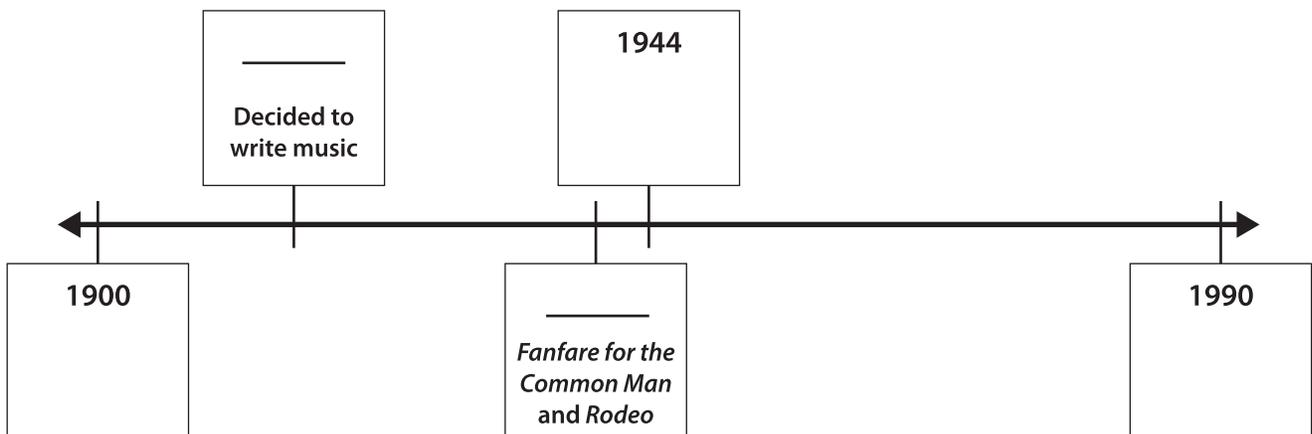
One of his most famous pieces is called *Fanfare for the Common Man*. He wrote it in **1942**. A fanfare is a short, loud, and exciting piece, often played by brass instruments such as trumpets. You might have heard *Fanfare for the Common Man* in movies or at special events. Copland's fanfare is special because it's not just for kings or queens but for regular, or "common," people.



Another famous piece by Copland is from his ballet *Rodeo*. It's called "Hoedown," and it was also written in **1942**. It's based on old-fashioned cowboy tunes. It's very lively and makes you want to dance.

Copland also wrote music about early American life, like his ballet *Appalachian Spring*. It was written in **1944**. In it, he used a simple song called "Simple Gifts," which was originally written to be sung by a religious group called the Shakers.

Copland died in **1990**. His music is loved because it tells stories about America and captures the adventurous spirit of the American past.



NAME: \_\_\_\_\_

## “Simple Gifts”

Illustrate what you hear while listening to “Simple Gifts.”

A large, empty rectangular box with a thin black border, intended for a student to draw or illustrate their interpretation of the music "Simple Gifts".

## Boulanger Biography

**Read about Nadia Boulanger. Then answer the questions.**

Nadia Boulanger (/boo\*lahn\*zhay/) was a very important person in the world of music. She was born in Paris, France, on September 16, 1887.

Nadia came from a family of musicians. Her dad taught singing at a famous music school in Paris. Nadia went to that school also. She learned about the music of many famous composers.

Even though she wrote some music of her own, Nadia became most famous for being a teacher. She was one of the best music composition teachers in the world. Many famous composers studied with her. One of her best-known was Aaron Copland.

Nadia Boulanger helped many musicians become great composers. She loved music and wanted to share her knowledge with others. She lived a long life and died in Paris in 1979.

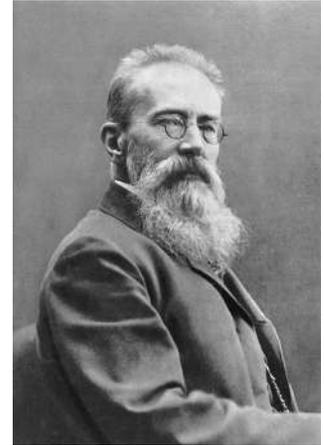


1. Nadia Boulanger was most famous for being a \_\_\_\_\_.
2. Nadia Boulanger helped many musicians become great \_\_\_\_\_.

NAME: \_\_\_\_\_

## Rimsky-Korsakov

Listen to “The Sea and Sinbad’s Ship” from Rimsky-Korsakov’s *Scheherazade* again. As you listen, think about the story of Sinbad’s first voyage. How does the music help you imagine the story? After you listen, answer the questions.



1. What instruments do you hear? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. How does the music change? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What parts of the music make you think of the sea? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. What parts of the music make you think of Sinbad’s adventures? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. How does the music make you feel? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Show What You Know

Complete the sentences with the correct words. Only some of the words will be used. There are a few extra words that do not fit for any sentence.

Word Bank			
stories	ballet	Concert	March
Nights	teacher	Simple	Orchestra

- John Philip Sousa is known as “The \_\_\_\_\_ King.”
- Aaron Copland used a Shaker song in his piece “\_\_\_\_\_ Gifts.”
- Scheherazade* is based on the stories of *The Thousand and One* \_\_\_\_\_.
- Nadia Boulanger was not only a composer but also a famous \_\_\_\_\_.
- The music of *Swan Lake* is a \_\_\_\_\_.

Answer the questions in complete sentences.

- What is a march, and what makes it good for marching? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- Describe one way that music can tell a story without words. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

NAME: \_\_\_\_\_

## What I Learned This Year

Choose one of the activities below. Brainstorm for it in the box before you begin. First, write down the simple **story or feeling** you want your project to express. Your plan might include a list of the instruments you want to use or a sketch of your picture or musical instrument.

- Create a short musical piece (using instruments or voice) that tells a story.
- Research and deliver a short presentation about the life and work of your favorite composer you learned about this year, including examples of their music.
- Create a simple musical instrument from household materials and/or craft supplies and demonstrate how it works.



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