CAISL
Carlucci American International School of Lisbon

GRADE 4 MUSIC FRAMEWORK

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YEARLY PERFORMANCES

CAISL students learn skills in Music through the preparation for the performances for the school community. The performances are the demonstration of student learning and it is important that each student participates in these performances. Not doing so diminishes their learning as well as their joy of learning and sharing music.

- Winter Showcase- Students work on vocal skills to perform 4-5 songs with Grade 3 students with Winter related themes.
- Spring Show- This performance is related to the Hooked-on-Books title chosen for the year.

THEMES

- World music drumming
- Beginning percussive improvisation and composition
- Beginning soprano recorders
- Winter Showcase Repertoire – students perform 4-5 unison and emerging choral pieces related to Winter and seasonal themes.
- Spring Show Repertoire - Activities may consist of playing Taiko Drums, marimbas, choral singing, and/or movement depending on the author/theme of the year.

MUSICAL SKILLS AND CONCEPTS

- Mallet technique and leveled borduns
- Ostinatos (body percussion, barred instruments, and vocal)
- Canon/rounds
- Instruments of the orchestra
- Questions/Answers on instruments
- Syncopation

PERFORMANCE INDICATORS

CREATE

Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural). DOK 3
Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters. DOK 3
Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context. DOK 2
Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time. DOK 4 E
Present the final version of personal created music to others and explain connection to expressive intent. DOK 3

PERFORM

Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance. DOK 2
When analyzing selected music, read and perform using iconic and/or standard notation. DOK 2
Demonstrate and describe how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre). DOK 2 E
Apply teacher-provided and collaboratively- developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances. DOK 3 E
Rehearse to refine technical accuracy, expressive qualities, and address performance challenges. DOK 1
Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation. DOK 2 E
Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre. DOK 2

RESPOND

Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. DOK 1
Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural). DOK 2
Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent. DOK 2 E

CONNECT

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. DOK 1
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. DOK 2 E