

Select a Course:	Music Grade 4
Teacher:	CORE Music Grade 4
Course:	Music Grade 4
Year:	2016-17
Months:	- All -

August	<p>Enduring Understandings ✕ Essential Questions ✕ Standards ✕ Knowledge & Skills ✕ Academic Language ✕</p>					
September	<p>Major / Minor Students will differentiate between major and minor tonality using whole-body listening to aurally evaluate the expressive quality of music.</p> <p>Enduring Understandings ✕ Essential Questions ✕ Standards ✕ Knowledge & Skills ✕ Academic Language ✕</p> <table border="1"> <tr> <td> <p>Enduring Understandings</p> <ul style="list-style-type: none"> Students will understand that: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Music is a communication tool comprises of different elements that cohesively work together to create unique and sophisticated products. Knowledge and manipulation of these elements create different styles of music. </td> <td> <p>Essential Questions</p> <ul style="list-style-type: none"> What types of music best express different moods? How do we discern musical creators' and performers' expressive intent? </td> <td> <p>Standards</p> <p>MU:Re8.1.4.a - Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.</p> <p>MU:Pr4.3.4.a - Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).</p> </td> <td> <p>Knowledge & Skills</p> <p>Students should know and be able to do: Aurally identify major and minor tonality.</p> </td> <td> <p>Academic Language</p> <ul style="list-style-type: none"> Tier 2 Purposeful listening Tier 3 Tonality Major Minor </td> </tr> </table>	<p>Enduring Understandings</p> <ul style="list-style-type: none"> Students will understand that: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Music is a communication tool comprises of different elements that cohesively work together to create unique and sophisticated products. Knowledge and manipulation of these elements create different styles of music. 	<p>Essential Questions</p> <ul style="list-style-type: none"> What types of music best express different moods? How do we discern musical creators' and performers' expressive intent? 	<p>Standards</p> <p>MU:Re8.1.4.a - Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.</p> <p>MU:Pr4.3.4.a - Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).</p>	<p>Knowledge & Skills</p> <p>Students should know and be able to do: Aurally identify major and minor tonality.</p>	<p>Academic Language</p> <ul style="list-style-type: none"> Tier 2 Purposeful listening Tier 3 Tonality Major Minor
<p>Enduring Understandings</p> <ul style="list-style-type: none"> Students will understand that: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Music is a communication tool comprises of different elements that cohesively work together to create unique and sophisticated products. Knowledge and manipulation of these elements create different styles of music. 	<p>Essential Questions</p> <ul style="list-style-type: none"> What types of music best express different moods? How do we discern musical creators' and performers' expressive intent? 	<p>Standards</p> <p>MU:Re8.1.4.a - Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.</p> <p>MU:Pr4.3.4.a - Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).</p>	<p>Knowledge & Skills</p> <p>Students should know and be able to do: Aurally identify major and minor tonality.</p>	<p>Academic Language</p> <ul style="list-style-type: none"> Tier 2 Purposeful listening Tier 3 Tonality Major Minor 		
October	<p>Enduring Understandings ✕ Essential Questions ✕ Standards ✕ Knowledge & Skills ✕ Academic Language ✕</p>					
November	<p>Enduring Understandings ✕ Essential Questions ✕ Standards ✕ Knowledge & Skills ✕ Academic Language ✕</p>					
	<p>Grade 4 Music Syncopation Big Idea: patterns</p> <p>Enduring ✕ Essential ✕ Knowledge ✕ Academic ✕</p>					

December	Understandings	Questions	Standards	& Skills	Language
	<p> Rhythms are divisions of the beat.</p> <p> Syncopation is an uneven rhythm with a note in between the beat.</p> <p> Student will connect to mathematics by understanding the mathematical relationships and fractions in this rhythm.</p>	<p> How does the understanding the structure and context of musical works inform performance?</p>	<p>MU:Pr4.2.4.a - Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.</p> <p>MU:Pr4.2.4.b - When analyzing selected music, read and perform using iconic and/or standard notation.</p> <p>MU:Pr5.1.4.a - Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.</p> <p>MU:Pr5.1.4.b - Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.</p> <p>MU:Re7.2.4.a - 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).</p>	<p> Students will experience this rhythm through listening.</p> <p> Students will be able to identify this rhythm.</p> <p> Students will be able to perform this rhythm in a variety of mediums.</p>	<p> Tier 2: fractions uneven</p> <p> Tier 3: syncopation quarter note eighth note off-beat</p>
January	<p>Enduring Understandings ✕</p>	<p>Essential Questions ✕</p>	<p>Standards ✕</p>	<p>Knowledge & Skills ✕</p>	<p>Academic Language ✕</p>
February	<p>Enduring Understandings ✕</p>	<p>Essential Questions ✕</p>	<p>Standards ✕</p>	<p>Knowledge & Skills ✕</p>	<p>Academic Language ✕</p>
March	<p> Question / Answer (Improvisation) Students will understand what it means to create an original improvised response to a musical question using various expressive elements of music.</p>				
	<p>Enduring Understandings ✕</p> <p> Students will understand that: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p> <p> Performers make interpretive decisions based on their understanding of context and expressive intent.</p>	<p>Essential Questions ✕</p> <p> How do musicians generate creative ideas?</p> <p> How do musicians make creative decisions?</p> <p> How do musicians improve the quality of their creative work?</p>	<p>Standards ✕</p> <p>MU:Cr1.1.4.a - Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).</p>	<p>Knowledge & Skills ✕</p> <p> Students should know and be able to do: With limited guidance, create musical ideas such as answering a musical question for a specific purpose.</p>	<p>Academic Language ✕</p> <p> Tier 2</p> <p>Echo Response Question Answer</p> <p> Tier 3</p> <p>Improvisation</p>
April	<p>Enduring Understandings ✕</p>	<p>Essential Questions ✕</p>	<p>Standards ✕</p>	<p>Knowledge & Skills ✕</p>	<p>Academic Language ✕</p>

May	Enduring Understandings ✕	Essential Questions ✕	Standards	✕	Knowledge & Skills ✕	Academic Language ✕
June	Enduring Understandings ✕	Essential Questions ✕	Standards	✕	Knowledge & Skills ✕	Academic Language ✕
July	Enduring Understandings ✕	Essential Questions ✕	Standards	✕	Knowledge & Skills ✕	Academic Language ✕