

Grade 4 General Music

Music integrates cognitive learning and creativity to contribute to the holistic development of every child. This program is designed to include an active music making approach to address the Four Artistic Processes of the National Core Arts Standards; creating, performing, responding and connecting. Students will study rhythm, melody and harmony, form and style, and vocal, instrumental and ensemble skill development to receive a comprehensive musical learning experience. Curwen hand signs are used for solfege and Gordon rhythm syllables are used for reading rhythm. The study of music sets a foundation for lifelong participation in and appreciation of music, and reinforces skills needed for many of life's responsibilities. All students in fourth grade receive two forty minute classes of music instruction per six day rotation.

Course Overview

Course Goals

Students will have the ability to understand and engage with music in a number of different ways, including the **creative, responsive** and **performative** artistic processes. They will have the ability to perform music in a manner that illustrates careful preparation and reflects an understanding and interpretation of the selection. They will be musically literate.

Students will be artistically literate: they will have the knowledge and understanding required to participate authentically in the arts. They will have the ability to transfer arts knowledge, skills, experiences and capacities to other subjects, settings and **connects** to promote and enhance lifelong learning.

Artistic Processes

- Create
- Perform
- Respond
- Connect

Anchor Standards

- Select, analyze, and interpret artistic work for presentation.
- Develop and refine artistic techniques and work for presentation.
- Convey meaning through the presentation of artistic work.
- Perceive and analyze artistic work.
- Interpret intent and meaning in artistic work.
- Apply criteria to evaluate artistic work.
- Synthesize and relate knowledge and personal experiences to make art.
- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Course Skill Objectives

Students will:

- Sing alone and with others, a varied repertoire of music
- Perform on percussion instruments, alone and with others, a varied repertoire of music
- Improvise and compose rhythmic and melodic patterns
- Read and notate music
- Listen to, analyze, interpret and evaluate music
- Perform multicultural music and dances

<p><u>Content Topics</u></p> <ul style="list-style-type: none"> I. Rhythm II. Melody and Harmony III. Form, Style and Musical Expression IV. Vocal, Instrumental and Ensemble Skill Development 		<p><u>Assessments:</u></p> <p>Students will complete a summative assessment for each content topic:</p> <ul style="list-style-type: none"> I. Rhythm II. Melody and Harmony III. Form, Style and Musical Expression IV. Vocal, Instrumental and Ensemble Skill Development
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Rhythm

Skill Objectives

- Students will be able to demonstrate contrasts in tempi (largo, adagio, andante, allegro, presto) using non-locomotor movements.
- Students will be able to identify a single bar line, measure, double bar line, time signature, tie and slur.
- Students will compose and perform short rhythms in common time using grouped sixteenth notes, whole notes, whole rests, half notes, dotted half notes, half rests, quarter notes, quarter rests and paired eighth notes.
- Students will be able to read and play simple rhythms comprised of grouped sixteenth notes, whole notes, whole rests, half notes, dotted half notes, half rests, quarter notes, quarter rests and paired eighth notes on unpitched percussion instruments.
- Students will read rhythms using both Gordon syllables and standard numeric enumeration.

Responding <i>Understanding and evaluating how the arts convey meaning.</i>	Performing <i>Realizing artistic ideas and work through interpretation and presentation.</i>	Creating <i>Conceiving and developing new artistic ideas and work.</i>
<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL) <p><u>Essential Question</u></p> <ul style="list-style-type: none"> • How do we judge the quality of musical work(s) and performances? <p>Process Components: Analyze, Evaluate</p>	<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place and cultures. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • When is a performance judged ready to present? <p>Process Components: Analyze, Interpret, Rehearse, Evaluate, Refine, Present</p>	<p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> • Musicians’ creative choices are influenced by their expertise, context, and expressive intent. • Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? <p>Process Components: Plan and Make, Evaluate and Refine</p>

<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will analyze rhythms in 2/4, 3/4, 4/4 time and will identify grouped sixteenth notes, whole notes, whole rests, dotted half notes, half notes, half rests, quarter notes, quarter rests and paired eighth notes. • Students will evaluate rhythms for accurate use of note values. • Students will identify musical symbols including: single bar line, double bar line, measure, time signature, tie and slur. 	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will clap and tap a steady beat in contrasting meters (2/4, 3/4, 4/4, 6/8) and tempi (largo, adagio, andante, allegro, presto) • Students will analyze, rehearse, refine and present simple rhythms using Gordon rhythmic syllables and standard numeric enumeration. Note values include grouped sixteenth notes, whole notes, whole rests, dotted half notes, half notes, half rests, quarter notes, quarter rests and paired eighth notes. • Students will play, rehearse, refine and present simple rhythms on unpitched percussion instruments. Note values include grouped sixteenth notes, whole notes, whole rests, dotted half notes, half notes, half rests, quarter notes, quarter rests and paired eighth notes. 	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • As individuals, small groups and large class groups, students will plan, make and compose four measure rhythms in 4/4 time using grouped sixteenth notes, whole notes, whole rests, dotted half notes, half notes, half rests, quarter notes, quarter rests and paired eighth notes. • Students will evaluate their four measure compositions for accurate use of note values, and will refine their compositions.
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Assessments:

Grade 4 Rhythm Assessment

Individual/Small group performance

Full group performance

Melody and Harmony

Skill Objectives

- Students will be able to sing, play, read and notate diatonic scale patterns.
- Students will be able to perform music in both major and minor keys.
- Students will be able to perform a song and rhyme with two and three rhythmic and/or melodic ostinati.
- Students will be able to perform I and V chord accompaniments on pitched percussion.
- Students will be able to sing three part canons and rounds, as well as partner songs.
- Students will be able to play Sol,-La,-Do-Re-Mi (D,E,G,A,B) songs in the key of G major on the soprano recorder.

<p>Responding <i>Understanding and evaluating how the arts convey meaning.</i></p>	<p>Performing <i>Realizing artistic ideas and work through interpretation and presentation.</i></p>	<p>Creating <i>Conceiving and developing new artistic ideas and work.</i></p>
<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL) <p><u>Essential Question</u></p> <ul style="list-style-type: none"> • How do we judge the quality of musical work(s) and performances? <p>Process Components: Analyze, Interpret</p>	<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place and cultures. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • When is a performance judged ready to present? <p>Process Components: Analyze, Rehearse, Evaluate, Refine, Present</p>	<p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> • Musicians’ creative choices are influenced by their expertise, context, and expressive intent. • Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? <p>Process Components: Plan and Make, Evaluate and Refine</p>

Instructional Strategies/Process	Instructional Strategies/Process	Instructional Strategies/Process
<ul style="list-style-type: none"> • Students will listen to, analyze, interpret and identify melodic patterns centered around the pentatonic and diatonic scale. • Students will listen to and analyze various repertoire and identify Do or La as a resting tone. • Students will read and identify the treble clef, the staff, and the music alphabet. • Students will analyze and recognize line and space note names on the staff in treble clef, as well as middle C and D below the staff. 	<ul style="list-style-type: none"> • Students will analyze, rehearse, sing and present songs which include pentatonic and diatonic patterns. • Students will rehearse, sing, evaluate, refine and present songs, including canons, rounds and partner songs, in both major and minor keys in head voice with accurate pitch. • Students will rehearse, sing, play and read songs with two and three rhythmic and/or melodic ostinati. • Students will rehearse and play I and V chord accompaniments for class songs on pitched percussion. 	<ul style="list-style-type: none"> • Students will plan, make and create melodies using diatonic melodic patterns. • Students will improvise Sol,-La,-Do-Re-Mi (D,E,G,A,B) melodic patterns on the soprano recorder. • Students will evaluate their improvisations for proper use of the Sol,-La,-Do-Re-Mi (D,E,G,A,B) melodic patterns.

Assessments:

Grade 4 Melody and Harmony Assessment Part 1 and 2

Individual/Small group performance

Full group performance

Form, Style and Musical Expression

Skill Objectives

- Students will be able to demonstrate differences between A,B and C sections within rondo form.
- Students will be able to perform partner songs.
- Students will be able to perform different songs and folk dances from various cultures.
- Students will be able to identify musical symbols including: coda, D.C, D.C al fine, and D.S. and will perform songs with these symbols.
- Students will be able to identify, interpret and perform musically expressive symbols, including the dynamic markings: crescendo, decrescendo, piano, mezzo piano, and forte.

<p>Responding <i>Understanding and evaluating how the arts convey meaning.</i></p>	<p>Performing <i>Realizing artistic ideas and work through interpretation and presentation.</i></p>
<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL) <p><u>Essential Question</u></p> <ul style="list-style-type: none"> • How do we judge the quality of musical work(s) and performances? <p>Process Components: Analyze, Interpret</p>	<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place and cultures. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • When is a performance judged ready to present? <p>Process Components: Analyze, Rehearse, Evaluate, Refine, Present</p>
<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will identify and interpret musical symbols: coda, D.C, D.C al fine, D.S. and D.S. al fine. 	<p>Instructional Strategies/Process</p>

<ul style="list-style-type: none">• Students will listen to and analyze songs in rondo form, and will identify the difference between A (repetitive theme) and B/C (contrasting themes).• Students will analyze and interpret dynamic markings including crescendo, decrescendo, piano, mezzo piano, mezzo forte and forte.	<ul style="list-style-type: none">• Students will analyze songs in rondo form, and will perform contrasting movements for the A, B and C sections.• Students will sing, play, rehearse, evaluate, refine and present songs with different dynamic levels and markings including crescendo, decrescendo, piano, mezzo piano, mezzo forte and forte.• Students will sing, play, rehearse and refine songs which include coda, D.C., D.C. al fine, D.S. and D.S. al fine.• Students will rehearse, refine and present songs and folk dances from various cultures.
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Assessments:

Grade 4 Form, Style, and Musical Expression Assessment

Individual/Small group performance

Full group performance

Vocal, Instrumental and Ensemble Skill Development

Skill Objectives

- Students will be able to sing using both head voice and chest voice with accurate intonation, proper posture and a natural breathing motion.
- Students will be able to play I and V chord accompaniments on pitched percussion with correct technique and a steady beat.
- Students will be able to identify woodwind, brass and orchestral percussion instruments: flute, clarinet, saxophone, oboe, bassoon, trumpet, French horn, trombone, tuba, snare drum, bass drum, timpani and bells.
- Students will be able to play Sol,-La,-Do-Re-Mi (D,E,G,A,B) songs in the key of G major on the soprano recorder with proper technique, appropriate tone quality, and correct fingerings
- Students will be able to follow and respond to a conductor with specific conducting cues including entrances, cut offs, dynamics and tempi.

<p>Responding <i>Understanding and evaluating how the arts convey meaning.</i></p>	<p>Performing <i>Realizing artistic ideas and work through interpretation and presentation.</i></p>
<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL) <p><u>Essential Question</u></p> <ul style="list-style-type: none"> • How do we judge the quality of musical work(s) and performances? <p>Process Components: Analyze, Interpret</p>	<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place and cultures. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • When is a performance judged ready to present? <p>Process Components: Analyze, Rehearse, Evaluate, Refine, Present</p>
<p>Instructional Strategies/Process</p>	<p>Instructional Strategies/Process</p>

- Students will listen to and analyze phrases to echo in the correct vocal register with accurate intonation, and will demonstrate the ability to move between chest voice and head voice.
- Students will visually identify woodwind, brass and orchestral percussion instruments: flute, clarinet, saxophone, oboe, bassoon, trumpet, French horn, trombone, tuba, snare drum, bass drum, timpani and bells.
- Students will follow the conductor, analyze and interpret conducting cues including entrances, cut offs, dynamics and tempi, and respond accordingly.

- Students will sing and present songs and phrases in both head voice and chest voice with accurate pitch and proper posture both sitting and standing (“sitting/standing tall”)
- Students will analyze, rehearse, refine and present partner songs using proper vocal technique (accurate pitch, accurate vocal placement; head voice vs. chest voice, natural breathing motion)
- Students will analyze, rehearse, evaluate, refine, present I and V chord accompaniments using proper mallet technique (proper grip, low bounce, middle bar placement).
- Students will analyze, rehearse, refine, present and perform simple melodies centered around Sol,-La,-Do-Re-Mi in the key of G major (D,E,G,A,B) on the soprano recorder with proper technique, appropriate tone quality, and correct fingerings

Assessments:

Grade 4 Vocal, Instrumental and Ensemble Skills Assessment Parts 1, 2, and 3

Individual/Small group performance

Full group performance

CONNECTING

Relating artistic ideas and work with personal meaning and external context.

Enduring Understanding

- Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.

Essential Question

- How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?

Process Components: Analyze, Interpret

Skill Objective

Students will understand how specific songs learned in music classes connect to topics and content studied in other disciplines.

Connecting Experience

- Students will learn the melodies and lyrics to “Canoe Song” and “Land of the Silver Birch.”
- Students will analyze, rehearse and refine each melody, and will understand how they fit together as a partner song.
- Students will explore the concept of a partner song and what it means to work together, and answer the following “focus questions” about the song:
 - What are the solfege notes in the melody?
La, -Do-Re-Mi-Sol-La
 - What is a partner song and how does it relate to working with a partner or in a group?
Partner songs are melodies that fit together in such a way that they sound good when performed together. Because two or more melodic voices are performed at the same time, harmony is created. When you work with a partner or a group, everyone needs to work together and get along in order for the work to be successful.

Canoe Song

Voice

My pad - dles keen and bright flash - ing with sil - ver.

³
Fol - low the wild goose flight, dip dip and swing.

⁵
Dip dip and swing her back, flash - ing with sil - er.

⁷
Swift as the wild goose flies, dip dip and swing.

Land of the Silver Birch

Voice

The musical score is written on four staves of music. Each staff begins with a treble clef, a key signature of one flat (B-flat), and a 4/4 time signature. The lyrics are written below the notes. The first staff contains the first two measures of the melody. The second staff starts with a measure rest (marked '3') and contains the next two measures. The third staff starts with a measure rest (marked '5') and contains the next two measures. The fourth staff starts with a measure rest (marked '7') and contains the final two measures, ending with a double bar line.

Land of the sil - ver birch, home of the bea - ver,
Where still the migh - ty moose wan - ders at will.
Blue lake and rock - y shore, I will re - tum once more.
Boom di - di boom boom boom di - di boom boom boom di - di boom boom boom.