



Grade 4 General Music - Unit 4 - Let's Compose a Musical Story!

Unit Focus

In this unit, students will learn how to create and play a musical story. Students will collaborate to write and perform their own musical compositions using their knowledge of rhythmic patterns and standard notation, as well as appropriate musical elements, such as dynamics, tempo, and timbre. Learning experiences typically include both listening and responding to famous musical compositions, as well as practicing writing musical notation for classroom instruments.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
National Core Arts Standards General Music: 4 <ul style="list-style-type: none"> Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context. (MU:Cr2.1.4.a) Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas. (MU:Cr2.1.4.b) Present the final version of personal created music to others, and explain connection to expressive intent. (MU:Cr3.2.4.a) Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre). (MU:Pr4.3.4.a) Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation. (MU:Pr6.1.4.a) Madison Public Schools Profile of a Graduate <ul style="list-style-type: none"> Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2) Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1) 	<i>Students will be able to independently use their learning to...</i> T1 Create works of art to personally engage in the artistic process and/or communicate meaning T2 Capture the feeling or emotional response which an artistic piece elicits T3 Develop and refine techniques and skills through purposeful practice and application to become more fluent T4 Make appropriate choices as a responsible, respectful participant within a communal artistic experience	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Artists' creative choices are influenced by their expertise, context, and expressive intent. U2 Artists make thoughtful choices about their use of skills, technique, and style to in hopes of creating a specific response for an audience.	<i>Students will keep considering...</i> Q1 What inspires me? Where do I get my ideas from? Q2 How do I show mood or feeling in this work of art? How did the audience/ viewers respond? Did what I was trying to express work? Q3 How much freedom do I have to be creative and also work within established criteria? Q4 How do I use what I visualize/ imagine and make it come to life?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 how to notate a short composition in simple meter. K2 how to create a musical story using varied dynamics, timbre, and tempo. K3 the proper musical terms for various dynamics and tempi.	<i>Students will be skilled at...</i> S1 writing a composition with proper use of dynamics, timbre, and tempo. S2 presenting an original composition that tells a story.