

# Elizabethtown Area School District Elementary Music Department Curriculum 2016

## Preface

In 2014, National Association for Music Education (NAfME) released their revised Music Standards. In order to include 21<sup>st</sup> Century skills, the new National Music Standards make use of four strands: Responding, Performing, Creating and Connecting. The EASD Elementary Music Department modeled our new curriculum after the new National Standards. As such, concepts and skills were identified and assigned to each grade level and strand. Sub-strands for each grade level include Rhythm, Melody, Harmony, Form, Expressive Qualities and Instrument Timbre/Use of Classroom Instruments. Below is a brief explanation of how our curriculum is organized and what each strand encompasses:

**Responding:** The responding Strand encompasses all knowledge and skills that deal with listening to music and demonstrating knowledge of what is heard through various means. Depending on the grade, students can respond to rhythm, melody, form, harmony, expressive qualities and instrument timbre. While performance may be a part of this strand, students are not being assessed on their technical performance skills. Assessment is only on the knowledge of what is being heard in the music.

**Performing:** The Performing Strand encompasses all knowledge and skills that deal with the performance of music and the application of musical knowledge to guide a performance. Depending on the grade, students can perform rhythm, melody, form, harmony, and expressive qualities, and show knowledge of the proper use of classroom instruments.

**Creating:** The Creating Strand encompasses all knowledge and skills that deal with music creation through composition or improvisation of new musical ideas. Depending on the grade, students can create rhythm, melody, form, and harmony. While performance may be a part of this strand, students are not being assessed on their technical performance skills. Assessment is only on their ability to apply their musical knowledge to new ideas.

Connecting: The Connecting Strand encompasses all knowledge and skills that connect to subjects outside of music literacy and music performance such as history, science, ELA, math, other arts and social studies. As such, the connecting strand will only appear once for each grade level. Specific examples will accompany this strand.

Music is an art form that has many working parts. As such, the music curriculum will be taught in a spiral format rather than units. Each strand and sub-strand should be visited through out the school year. Time should be taken to connect to and build on prior knowledge from previous grades and/or lessons in the school year.

# Elizabethtown Area School District Elementary Music Department 3rd Grade Curriculum 2016

<b>Grade, Course:</b> 3 <sup>rd</sup> Grade General Music	
<b>Strand:</b> 3.res.rhy – Responding to Rhythm	
<b>National Content Area Standards:</b> MU:Re7.2.3a, MU: Re9.1.3a <b>PA Content Area Standards:</b> 9.1.3.A, B, C, 9.3.3.A, B, C, D, F, G <b>PA Core Standards:</b> CC.1.1.4.D, CC.1.1.4.E, CC.2.1.4.C.1, *	
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How is meter and beat grouping important in Music?</li></ul>	<b>Understandings: Students will understand THAT . . .</b> <ul style="list-style-type: none"><li>• Beats can be divided into multiple sounds or silences.</li><li>• Rhythms can extend beyond one beat.</li><li>• Rhythms are organized into measures.</li><li>• Meter is a collection of strong and weak beats in a pattern, with beat one being the strong beat.</li></ul>

<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Steady Beat</li> <li>• Beat groupings of four</li> <li>• Rhythm <ul style="list-style-type: none"> <li>W Half Note, ta-a</li> <li>e Quarter Note, ta</li> <li>r Eighth Notes in pairs, ti-ti</li> <li>t Sixteenth Notes in groups of four, tika-tika</li> <li>y One Eighth Note + Two Sixteenth Notes, ti-tika</li> <li>u Two Sixteenth Notes + One Eighth Note +, tika-ti</li> <li>d Quarter Rest, rest</li> </ul> </li> <li>• Beat groupings of 2</li> <li>• Beat groupings of 3</li> <li>• Strong</li> <li>• Weak</li> <li>• Meter</li> <li>• Bar line</li> <li>• Measure</li> </ul>	<p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Identify, decode and write known rhythms</li> <li>• Identify, decode and write rhythms in groups of two, three, and four beats</li> <li>• Demonstrate rhythmic movement to known rhythms</li> <li>• Demonstrate rhythmic movement to groups of two, three, and four beats</li> </ul>
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\* Core standards are continuously woven and overlapped throughout the curriculum through the Connecting Strand Module.

<p><b><u>Grade, Course:</u> 3<sup>rd</sup> Grade General Music</b></p>	
<p><b>Strand: 3.per.rhy – Performing Rhythm</b></p>	
<p><b><u>National Content Area Standards:</u></b> MU:Pr4.2.3a, MU:Pr4.2.3b, MU:Pr6.1.3a  <b><u>PA Content Area Standards:</u></b> 9.1.3.A, B, C, D, H  <b><u>PA Core Standards:</u></b> *</p>	
<p><b><u>Essential Questions:</u></b></p> <ul style="list-style-type: none"> <li>• How does knowing the different rhythms help you perform better?</li> <li>• Why is knowing the beat groupings important when performing?</li> </ul>	<p><b><u>Understandings: Students will understand THAT . . .</u></b></p> <ul style="list-style-type: none"> <li>• Beats can be divided into multiple sounds or silences.</li> <li>• Rhythms can extend beyond one beat.</li> <li>• Rhythms are organized into measures.</li> <li>• Meter is a collection of strong and weak beats in a pattern, with beat one being the strong beat.</li> <li>• Group performance requires listening and responding to the music around them.</li> <li>• Individual performance requires an internal sense of beat.</li> </ul>

<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Steady Beat</li> <li>• Beat groupings of four</li> <li>• Rhythm <ul style="list-style-type: none"> <li>W Half Note, ta-a</li> <li>e Quarter Note, ta</li> <li>r Eighth Notes in pairs, ti-ti</li> <li>t Sixteenth Notes in groups of four, tika-tika</li> <li>y One Eighth Note + Two Sixteenth Notes, ti-tika</li> <li>u Two Sixteenth Notes + One Eighth Note +, tika-ti</li> <li>d Quarter Rest, rest</li> </ul> </li> <li>• Beat groupings of 2</li> <li>• Beat groupings of 3</li> <li>• Strong</li> <li>• Weak</li> <li>• Meter</li> <li>• Bar line</li> <li>• Measure</li> <li>• Top number of a time signature representing the number of beats in a measure</li> </ul>	<p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Play or sing known rhythms alone and with others with an internal sense of beat.</li> <li>• Play or sing in beat groupings of two, three, and four alone or with others</li> <li>• Move rhythmically to known rhythms alone or with others</li> <li>• Move rhythmically to beat groupings of two, three, and four alone or with others</li> <li>• Identify the top number of a time signature</li> </ul>
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<p><b><u>Grade, Course:</u></b> 3<sup>rd</sup> Grade General Music</p>	
<p><b><u>Strand:</u></b> 3.cre.rhy – Creating Rhythm</p>	
<p><b><u>National Content Area Standards:</u></b> MU:Cr1.1.3a, MU:Cr1.1.3b, MU:Cr2.1.3b, MU:Cr3.2.3a  <b><u>PA Content Area Standards:</u></b> 9.1.3.A, B, C, D, E, H  <b><u>PA Core Standards:</u></b> *</p>	
<p><b><u>Essential Questions:</u></b></p> <ul style="list-style-type: none"> <li>• How can you create meter using rhythms?</li> </ul>	<p><b><u>Understandings: Students will understand THAT . . .</u></b></p> <ul style="list-style-type: none"> <li>• Beats can be divided into multiple sounds or silences.</li> <li>• Rhythms can extend beyond one beat.</li> <li>• Rhythms are organized into measures.</li> <li>• Meter is a collection of strong and weak beats in a pattern, with beat one being the strong beat.</li> </ul>

<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Steady Beat</li> <li>• Beat groupings of four</li> <li>• Rhythm <ul style="list-style-type: none"> <li>W Half Note, ta-a</li> <li>e Quarter Note, ta</li> <li>r Eighth Notes in pairs, ti-ti</li> <li>t Sixteenth Notes in groups of four, tika-tika</li> <li>y One Eighth Note + Two Sixteenth Notes, ti-tika</li> <li>u Two Sixteenth Notes + One Eighth Note +, tika-ti</li> <li>d Quarter Rest, rest</li> </ul> </li> <li>• Beat groupings of 2</li> <li>• Beat groupings of 3</li> <li>• Strong</li> <li>• Weak</li> <li>• Meter</li> <li>• Bar line</li> <li>• Measure</li> <li>• Top number of a time signature representing the number of beats in a measure</li> </ul>	<p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Compose and improvise using known rhythms.</li> <li>• Compose and improvise in groups of two, three, and four beats</li> <li>• Notate rhythms using traditional and nontraditional notation.</li> <li>• Identify the top number of a time signature</li> </ul>
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Elizabethtown Area School District Curriculum Adopted 2014 Related Arts

<p><b><u>Grade, Course:</u></b> 3rd Grade, General Music</p>	
<p><b><u>Strand:</u></b> 3.res.mel – Responding to Melody</p>	
<p><b><u>National Content Area Standards:</u></b> MU:Re7.2.3a, MU:Re9.1.3a</p>	
<p><b><u>PA Content Area Standards:</u></b> 9.1.3.A, B, C, 9.3.3.A, B, C, D, F, G</p>	
<p><b><u>PA Core Standards:</u></b> *</p>	
<p><b><u>Essential Questions:</u></b></p> <ul style="list-style-type: none"> <li>• How does understanding the structure and context of melody inform a response?</li> </ul>	<p><b><u>Understandings: Students will understand THAT . . .</u></b></p> <ul style="list-style-type: none"> <li>• The melodic contour of written music is related to the layout of the bars on pitched percussion instruments.</li> <li>• There is a relationship between the melodic pitch names and their location on the staff.</li> <li>• The lines and spaces of the treble staff have assigned absolute pitch names.</li> </ul>

<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Pitch and their corresponding hand signs Low sol, low la, do, mi, sol, la, high do</li> <li>• Melodic contour High, low, upward, downward, and repeated tones</li> <li>• Absolute pitch names on the treble staff</li> <li>• Line Note</li> <li>• Space Note</li> <li>• Staff</li> <li>• Treble Clef</li> </ul>	<p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Identify and decode melodies using hand signs</li> <li>• Identify, decode and write known melodic contours</li> <li>• Demonstrate melodic contour through movement</li> </ul>
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<b><u>Grade, Course:</u></b> 3rd Grade, General Music	
<b><u>Strand:</u></b> 3.per.mel – Performing Melody	
<b><u>National Content Area Standards:</u></b> MU:Pr4.2.3a, MU:Pr4.2.3b, MU:Pr6.1.3a	
<b><u>PA Content Area Standards:</u></b> 9.1.3.A, B, C, D, H	
<b><u>PA Core Standards:</u></b> *	
<p><b><u>Essential Questions:</u></b></p> <ul style="list-style-type: none"> <li>• How does understanding the structure and context of melody inform a performance?</li> </ul>	<p><b><u>Understandings: Students will understand THAT . . .</u></b></p> <ul style="list-style-type: none"> <li>• The melodic contour of written music is related to the layout of the bars on pitched percussion instruments. • There is a relationship between the melodic pitch names and their location on the staff. • The lines and spaces of the treble staff have assigned absolute pitch names.</li> </ul>

<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Pitch and their corresponding hand signs Low sol, low la, do, mi, sol, la, high do</li> <li>• Melodic contour High, low, upward, downward, and repeated tones</li> <li>• Absolute pitch names on the treble staff</li> <li>• Line Note</li> <li>• Space Note</li> <li>• Staff</li> <li>• Treble Clef</li> </ul>	<p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Play or sing melodies containing known pitches, alone and with others, with an internal sense of pitch •</li> </ul> <p>Demonstrate melodic contour through movement</p>
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<p><b><u>Grade, Course:</u></b> 3rd Grade, General Music</p>	
<p><b><u>Strand:</u></b>3.cre.mel – Creating Melody</p>	
<p><b><u>National Content Area Standards:</u></b> MU:Cr1.1.3a, MU:Cr1.1.3b, MU:Cr2.1.3b, MU:Cr3.2.3a</p> <p><b><u>PA Content Area Standards:</u></b> 9.1.3.A, B, C, D, E, H</p> <p><b><u>PA Core Standards:</u></b> *</p>	
<p><b><u>Essential Questions:</u></b></p> <ul style="list-style-type: none"> <li>• How does understanding the structure and context of melody inform composition and improvisation?</li> </ul>	<p><b><u>Understandings: Students will understand THAT . . .</u></b></p> <ul style="list-style-type: none"> <li>• The melodic contour of written music is related to the layout of the bars on pitched percussion instruments. •</li> <li>There is a relationship between the melodic pitch names and their location on the staff. • The lines and spaces of the treble staff have assigned absolute pitch names.</li> </ul>

<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Pitch and their corresponding hand signs     Low sol, low la, do, mi, sol, la, high do</li> <li>• Melodic contour     High, low, upward, downward, and repeated tones</li> <li>• Absolute pitch names on the treble staff</li> <li>• Line Note</li> <li>• Space Note</li> <li>• Staff     Treble Clef</li> </ul>	<p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Compose and improvise using known melodic contours</li> <li>• Notate melodies using traditional and nontraditional notation</li> </ul>
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<b><u>Grade, Course:</u></b> 3 <sup>rd</sup> Grade, General Music	
<b><u>Strand:</u></b> 3.res.for – Responding to Form	
<b><u>National Content Area Standards:</u></b> MU:Re7.2.3a, MU:Re9.1.3a	
<b><u>PA Content Area Standards:</u></b> 9.1.3.A, B, C, 9.3.3.A, B, C, D, F, G	
<b><u>PA Core Standards:</u></b> *	
<p><b><u>Essential Questions:</u></b></p> <ul style="list-style-type: none"> <li>• How does understanding the structure and context of form inform a response?</li> </ul>	<p><b><u>Understandings: Students will understand THAT . . .</u></b></p> <ul style="list-style-type: none"> <li>• Music can be divided into sections and phrases that can be the same or different.</li> <li>• Musical form has pattern.</li> <li>• Letters are used to represent sections of a piece of music and recurring sections are represented by the same letters.</li> </ul>

<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Form</li> <li>• AB</li> <li>• ABA</li> <li>• Verse/Refrain</li> <li>• Call/Response</li> <li>• Rondo (introduced but not assessed)</li> <li>• Section</li> <li>• Phrase</li> </ul>	<p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Identify, decode and label form</li> <li>• Demonstrate form through movement</li> </ul>
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<p><b><u>Grade, Course:</u></b> 3<sup>rd</sup> Grade, General Music</p>	
<p><b><u>Strand:</u></b> 3.per.for –Performing Form</p>	
<p><b><u>National Content Area Standards:</u></b> MU:Pr4.2.3a, MU:Pr4.2.3b, MU:Pr6.1.3a</p> <p><b><u>PA Content Area Standards:</u></b> 9.1.3.A, B, C, D, H</p> <p><b><u>PA Core Standards:</u></b> *</p>	
<p><b><u>Essential Questions:</u></b></p> <ul style="list-style-type: none"> <li>• How does understanding the structure and context of form inform a performance?</li> </ul>	<p><b><u>Understandings: Students will understand THAT . . .</u></b></p> <ul style="list-style-type: none"> <li>• Music can be divided into sections and phrases that can be the same or different.</li> <li>• Musical form has pattern.</li> <li>• Letters are used to represent sections of a piece of music and recurring sections are represented by the same letters.</li> </ul>

<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Form</li> <li>• AB</li> <li>• ABA</li> <li>• Verse/Refrain</li> <li>• Call/Response</li> <li>• Rondo (introduced, but not assessed)</li> <li>• Section</li> <li>• Phrase</li> </ul>	<p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Play and/or sing pieces with known forms alone and with others</li> <li>• Use movement to show known forms alone or with others</li> </ul>
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<p><b><u>Grade, Course:</u></b> 3<sup>rd</sup> Grade, General Music</p>	
<p><b><u>Strand:</u></b> 3.cre.for – Creating Form</p>	
<p><b><u>National Content Area Standards:</u></b> MU:Cr1.1.3a, MU:Cr1.1.3b, MU:Cr2.1.3a, MU:Cr2.1.3b, MU:Cr3.2.3a</p> <p><b><u>PA Content Area Standards:</u></b> 9.1.3.A, B, C, D, E, H</p> <p><b><u>PA Core Standards:</u></b> *</p>	
<p><b><u>Essential Questions:</u></b></p> <ul style="list-style-type: none"> <li>• How does understanding the structure and context of form inform composition and improvisation?</li> </ul>	<p><b><u>Understandings: Students will understand THAT . . .</u></b></p> <ul style="list-style-type: none"> <li>• Music can be divided into sections and phrases that can be the same or different.</li> <li>• Musical form has pattern.</li> <li>• Letters are used to represent sections of a piece of music and recurring sections are represented by the same letters.</li> </ul>

<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Form</li> <li>• AB</li> <li>• ABA</li> <li>• Verse/Refrain</li> <li>• Call/Response</li> <li>• Rondo (introduced, but not assessed)</li> <li>• Section</li> <li>• Phrase</li> </ul>	<p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Compose and improvise using known forms.</li> <li>• Show form using notation and nontraditional means.</li> </ul>
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<p><b><u>Grade, Course:</u></b> 3<sup>rd</sup> Grade, General Music</p>	
<p><b><u>Strand:</u></b> 3.res.har – Responding to Harmony</p>	
<p><b><u>National Content Area Standards:</u></b> MU:Re7.2.3a, MU:Re9.1.3a</p> <p><b><u>PA Content Area Standards:</u></b> 9.1.3.A, B, C, 9.3.3.A, B, C, D, F, G</p> <p><b><u>PA Core Standards:</u></b> *</p>	
<p><b><u>Essential Questions:</u></b></p> <ul style="list-style-type: none"> <li>• How does understanding the structure and context of harmony inform a response?</li> </ul>	<p><b><u>Understandings: Students will understand THAT . . .</u></b></p> <ul style="list-style-type: none"> <li>• There is a difference between melody and harmony.</li> <li>• Music that has harmony has more than one part performing at the same time.</li> <li>• Harmony can be created in many different ways.</li> </ul>

<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Harmony</li> <li>• Ostinato</li> <li>• Two-part round</li> <li>• Partner Songs</li> <li>• Chordal</li> <li>• Broken</li> <li>• Bordun</li> </ul>	<p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Identify harmony as more than one pitched part playing at the same time</li> </ul>
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<p><b><u>Grade, Course:</u></b> 3rd Grade, General Music</p>	
<p><b><u>Strand:</u></b> 3.per.har – Performing Harmony</p>	
<p><b><u>National Content Area Standards:</u></b> MU:Pr4.2.3a, MU:Pr4.2.3b, MU:Pr6.1.3a</p> <p><b><u>PA Content Area Standards:</u></b> 9.1.3.A, B, C, D, H, J</p> <p><b><u>PA Core Standards:</u></b> *</p>	
<p><b><u>Essential Questions:</u></b></p> <ul style="list-style-type: none"> <li>• How does understanding the structure and context of harmony inform a performance?</li> </ul>	<p><b><u>Understandings: Students will understand THAT . . .</u></b></p> <ul style="list-style-type: none"> <li>• There is a difference between melody and harmony.</li> <li>• Music that has harmony has more than one part performing at the same time.</li> <li>• Harmony can be created in many different ways.</li> </ul>

<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Harmony</li> <li>• Ostinato</li> <li>• Two-part round</li> <li>• Partner Songs</li> <li>• Chordal</li> <li>• Broken</li> <li>• Bordun</li> </ul>	<p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Play and/or sing ostinati</li> <li>• Play and/or sing two part rounds</li> <li>• Play and/or sing partner songs</li> <li>• Play various borduns on the orff instruments</li> </ul>
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<b><u>Grade, Course:</u></b> 3 <sup>rd</sup> Grade, General Music	
<b><u>Strand:</u></b> 3.cre.har – Creating Harmony	
<b><u>National Content Area Standards:</u></b> MU:Cr1.1.3a, MU:Cr1.1.3b, MU:Cr2.1.3b, MU:Cr3.2.3a	
<b><u>PA Content Area Standards:</u></b> 9.1.3.A, B, C, D, E, H	
<b><u>PA Core Standards:</u></b> *	
<p><b><u>Essential Questions:</u></b></p> <ul style="list-style-type: none"> <li>• How does understanding the structure and context of harmony inform composition and improvisation?</li> </ul>	<p><b><u>Understandings: Students will understand THAT . . .</u></b></p> <ul style="list-style-type: none"> <li>• There is a difference between melody and harmony.</li> <li>• Music that has harmony has more than one part performing at the same time.</li> <li>• Harmony can be created in many different ways.</li> </ul>

<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Harmony</li> <li>• Ostinato</li> <li>• Two-part Round</li> <li>• Partner Songs</li> <li>• Chordal</li> <li>• Broken</li> <li>• Bordun</li> </ul>	<p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Apply knowledge and understanding to create harmony in a given piece</li> </ul>
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<p><b><u>Grade, Course:</u></b> 3<sup>rd</sup> Grade, General Music</p>	
<p><b><u>Strand:</u></b> 3.res.exp – Responding to Expressive Qualities</p>	
<p><b><u>National Content Area Standards:</u></b> MU:Re7.2.3a, MU:Re8.1.3a, MU:Re9.1.4a</p> <p><b><u>PA Content Area Standards:</u></b> 9.1.3.A, B, C, 9.3.3.A, B, C, D, F, G, 9.4.3.D</p> <p><b><u>PA Core Standards:</u></b> *</p>	
<p><b><u>Essential Questions:</u></b></p> <ul style="list-style-type: none"> <li>• How does understanding the structure and context of expressive qualities inform a response?</li> </ul>	<p><b><u>Understandings: Students will understand THAT . . .</u></b></p> <ul style="list-style-type: none"> <li>• The emotional qualities of music are created through the expressive elements of music. • Through changes in expressive qualities, there is a change in the emotion and energy of the music.</li> </ul>

<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Dynamics</li> <li>• Pianissimo</li> <li>• Piano</li> <li>• Forte</li> <li>• Fortissimo</li> <li>• Tempo being the speed of the beat – fast, medium, and slow</li> </ul>	<p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Perceive dynamic and tempo levels in music</li> <li>• Perceive dynamic and tempo changes in music</li> <li>• Demonstrate expressive qualities through movement</li> </ul>
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\* Core standards are continuously woven and overlapped throughout the curriculum through the Connecting Strand Module.  
 Elizabethtown Area School District Curriculum Adopted 2014 Related Arts

<p><b><u>Grade, Course:</u></b> 3<sup>rd</sup> Grade, General Music</p>	
<p><b><u>Strand:</u></b> 3.per.exp – Performing Expressive Qualities</p>	
<p><b><u>National Content Area Standards:</u></b> MU:Pr4.2.3a, MU:Pr4.2.3b, MU:Pr4.3.3a, MU:Pr6.1.3a</p> <p><b><u>PA Content Area Standards:</u></b> 9.1.3.A, B, C, D, H</p> <p><b><u>PA Core Standards:</u></b> *</p>	
<p><b><u>Essential Questions:</u></b></p> <ul style="list-style-type: none"> <li>• How does understanding the structure and context of expressive qualities inform a performance?</li> </ul>	<p><b><u>Understandings: Students will understand THAT . . .</u></b></p> <ul style="list-style-type: none"> <li>• The emotional qualities of music are created through the expressive elements of music. • Through changes in expressive qualities, there is a change in the emotion and energy of the music.</li> </ul>

<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Dynamics</li> <li>• Pianissimo</li> <li>• Piano</li> <li>• Forte</li> <li>• Fortissimo</li> <li>• Tempo being the speed of the beat – fast, medium, and slow</li> </ul>	<p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Play and/or sing with a variety of tempos and dynamics</li> <li>• Demonstrate changes in expressive qualities through movement, singing and playing</li> </ul>
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 Elizabethtown Area School District Curriculum Adopted 2014 Related Arts

<p><b><u>Grade, Course:</u></b> 3<sup>rd</sup> Grade, General Music</p>	
<p><b><u>Strand:</u></b> 3.res.ins – Responding to Instrumental Timbre</p>	
<p><b><u>National Content Area Standards:</u></b> MU:Re7.2.3a, MU:Re9.1.3a</p> <p><b><u>PA Content Area Standards:</u></b> 9.1.3.A, B, C, J, 9.3.3.A, B, C, D, F, G</p> <p><b><u>PA Core Standards:</u></b> *</p>	
<p><b><u>Essential Questions:</u></b></p> <ul style="list-style-type: none"> <li>• How does understanding the structure and context of instrumental timbre inform a response?</li> </ul>	<p><b><u>Understandings: Students will understand THAT . . .</u></b></p> <ul style="list-style-type: none"> <li>• All sound is produced through vibration.</li> <li>• Individual instruments produce sound by vibrating in different ways and through different media.</li> </ul>

<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Vibration</li> <li>• Percussion Family <ul style="list-style-type: none"> <li>Pitched, unpitched, strike, scrape, shake</li> <li>Classroom percussion, timpani, snare, bass drum, drum set, piano</li> </ul> </li> <li>• String Family <ul style="list-style-type: none"> <li>Bow, strum, pluck</li> <li>Orchestral strings (violin, viola, cello, string bass, harp), folk strings (banjo, guitar, ukulele, etc...)</li> </ul> </li> <li>• Woodwind Family <ul style="list-style-type: none"> <li>Double reed, single reed</li> <li>Flute, clarinet, saxophone, oboe, bassoon</li> </ul> </li> <li>• Brass Family <ul style="list-style-type: none"> <li>Buzz, mouthpiece</li> <li>Trumpet, french horn, trombone, baritone, tuba</li> </ul> </li> </ul>	<p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Identify and classify instruments into families by sight and sound</li> <li>• Identify individual instruments by sight</li> </ul>
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Elizabethtown Area School District Curriculum Adopted 2014 Related Arts

<p><b><u>Grade, Course:</u></b> 3<sup>rd</sup> Grade, General Music</p>	
<p><b><u>Strand:</u></b> 3.per.ins – Performing on Classroom Instruments</p>	
<p><b><u>National Content Area Standards:</u></b> MU:Pr4.2.3a, MU:Pr4.2.3b, MU:Pr6.1.3a</p> <p><b><u>PA Content Area Standards:</u></b> 9.1.3.A, B, C, D, H, J</p> <p><b><u>PA Core Standards:</u></b> *</p>	
<p><b><u>Essential Questions:</u></b></p> <ul style="list-style-type: none"> <li>• How does understanding the structure and context of instrumental timbre inform a performance?</li> </ul>	<p><b><u>Understandings: Students will understand THAT . . .</u></b></p> <ul style="list-style-type: none"> <li>• All sound is produced through vibration.</li> <li>• Individual instruments produce sound by vibrating in different ways and through different media. •</li> <li>Posture and playing technique is essential for proper sound production and instrument care.</li> </ul>

<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Vibration</li> <li>• Percussion Family <ul style="list-style-type: none"> <li>Pitched, unpitched, strike, scrape, shake, mallet</li> <li>Classroom percussion</li> <li>Metalophone, xylophone, glockenspiel</li> </ul> </li> <li>• Rebound</li> <li>• Grip</li> <li>• Mallet head</li> <li>• Mallet stick</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate proper mallet grip and playing technique on classroom percussion instruments •</li> <li>Play a variety of rhythms, melodies and harmonies on classroom percussion instruments</li> </ul>
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Elizabethtown Area School District Curriculum Adopted 2014 Related Arts

<p><b>Grade, Course:</b> 3<sup>rd</sup> Grade, General Music</p>	
<p><b>Strand:</b> 3.con– Connecting</p>	
<p><b>National Content Area Standards:</b> MU:Cn10.0.3a, MU:Cn11.0.3a</p>	
<p><b>PA Content Area Standards:</b> 9.1.3.A, B, C, E, G, I; 9.2.3A, B, C, D, E, F, G, I, J, K, L; 9.3.3.F, G; 9.4.3.A, B, C, D</p>	
<p><b>PA Core Standards:</b> CC.1.3.3.A, B, C, F, H, I, J; CC.1.4.3.F; CC.1.5.3.A, B, E, G; CC.2.1.3.C.1, CC.2.2.2.A.2<sup>†</sup>, CC.2.2.2.A.3*, CC.2.3.3.A.2, CC.2.4.2.A.4*; †</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does understanding the structure and context of music allow musicians to make connections to the world?</li> </ul>	<p><b>Understandings: Students will understand THAT . . .</b></p> <ul style="list-style-type: none"> <li>• Musicians connect their personal interests, experiences, ideas and knowledge to responding, performing and creating.</li> <li>• Connections to varied contexts and daily life enhances musicians’ responding, performing and creating. •</li> <li>Notation is a way to share the music we create with other musicians.</li> <li>• Music is an art form that can convey and evoke emotion, and tell a story.</li> <li>• Music relates to our written and verbal language.</li> <li>• Beats can be counted, grouped and divided.</li> <li>• Music is a collection of rhythmic and melodic patterns.</li> <li>• The relationship of rhythms in music is based on fractions and their divisions.</li> <li>• Music is influenced by the history and culture of the world around us.</li> </ul>

<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• See 3<sup>rd</sup> Grade Responding, Performing and Creating knowledge components</li> </ul>	<p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Connect to interdisciplinary subjects, student interests and experiences when appropriate</li> <li>• Relate specific elements of music to math, ELA, science and social studies subjects (ex. Resting tone ending a musical idea can be related to the period ending a sentence)</li> <li>• Compare music from different cultures and historical time periods</li> <li>• See additional ELA and Math related connections on the grades specific Connection Module Example page</li> </ul>
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\* Denotes review of previous grade level Core Standard.

† Through the Connecting Strand Module, Core Standards are continuously integrated across the music curriculum.

Elizabethtown Area School District Curriculum

Related Arts

### 3rd Grade Music Connecting Module Examples

Core Standard Code	Core Standard Description	Music Connection
CC.1.3.3.A Literature	Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.	Reading, discussing and summarizing lyrics of a song
CC.1.3.3.B Literature	Ask and answer questions about the text and make inferences from text, referring to text to support responses.	Reading, discussing and summarizing lyrics of a song
CC.1.3.3.C Literature	Describe characters in a story and explain how their actions contribute to the sequence of events.	Reading, discussing and summarizing lyrics of a song
CC.1.3.3.F Literature	Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.	Reading, discussing and summarizing lyrics of a song
CC.1.3.3.H Literature	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	Compare and contrast similar themes, topics, and patterns of events in music, including music from different cultures.

CC.1.3.3.I Literature	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Use the context of the lyrics to determine meaning of unknown words
CC.1.3.3.J Literature	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	Using grade appropriate language and musical terms to describe musical topics.
CC.1.4.3.F Writing	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	When writing sentences and paragraphs, students are to use proper punctuation, capitalization, spelling and grammar.
CC.1.5.3.A Speaking/Listening	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.	Collaborative discussion on music genres and specific music selections.
CC.1.5.3.B Speaking/Listening	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.	Paraphrase lyrics of a song.
CC.1.5.3.E Speaking/Listening	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	General class discussion.
CC.1.5.3.G Speaking/Listening	Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content.	General class discussion.
CC.2.1.3.C.1	Explore and develop an understanding of fractions as numbers.	Relating fractions to meter and rhythm relationships.
CC.2.2.2.A.2*	Use mental strategies to add and subtract within 20	Add and subtract using songs with numbers or relate rhythm value to create meter .
CC.2.2.2.A.3*	Work with equal groups of objects to gain foundations for multiplication.	Compare groups of beats, measures and phrases to multiplication of numbers.
CC.2.3.3.A.2	Using the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.	Relating rhythmic durations to pieces of a whole.
CC.2.4.2.A.4*	Represent and interpret data using line plots, picture graphs, and bar graphs.	Melodic notation on the staff is a graphic representation of pitch.

\*Denotes review of previous grade level Core Standard

# Elizabethtown Area School

# District Elementary Music Department 4th Grade Curriculum 2016

Elizabethtown Area School District Curriculum Adopted 2014 Related Arts

<b>Grade, Course:</b> 4 <sup>th</sup> Grade, General Music	
<b>Strand:</b> 4.res.rhy – Responding to Rhythm	
<b>National Content Area Standards:</b> MU:Re7.2.4a, MU: Re9.1.4a	
<b>PA Content Area Standards:</b> 9.1.3.A, B, C, 9.3.3.A, B, C, D, F, G	
<b>PA Core Standards:</b> *	
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How does understanding the structure and context of rhythm and meter inform a response?</li></ul>	<b>Understandings: Students will understand THAT . . .</b> <ul style="list-style-type: none"><li>• Beats can be divided into multiple sounds or silences.</li><li>• Rhythms can extend beyond one beat.</li><li>• Rhythms are organized into measures.</li><li>• Meter is a collection of strong and weak beats in a pattern, with beat one being the strong beat.</li><li>• The top number on the time signature defines the number of beats in a measure.</li></ul>

<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Steady Beat</li> <li>• Rhythm <ul style="list-style-type: none"> <li>Q Whole Note, ta-a-a-a</li> <li>W Half Note, ta-a</li> <li>e Quarter Note, ta</li> <li>r Eighth Notes in pairs, ti-ti</li> <li>t Sixteenth Notes in groups of four, tika-tika</li> <li>y One Eighth Note + Two Sixteenth Notes, ti-tika</li> <li>u Two Sixteenth Notes + One Eighth Note +, tika-ti</li> <li>h One Eighth Note, ti and as an anacrusis</li> <li>a Whole Rest, rest-2-3-4</li> <li>s Half Rest, rest-2</li> <li>d Quarter Rest, rest</li> <li>f Eighth Rest, rest</li> <li>heh Eighth Quarter Eighth, syncopa</li> </ul> </li> <li>• Simple duple 2/4</li> <li>• Simple triple 3/4</li> <li>• Simple Quadruple 4/4</li> <li>• Bar line</li> <li>• Measure</li> <li>• Time signature</li> <li>• Strong</li> <li>• Weak</li> <li>• Meter</li> </ul>	<p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Identify, decode and write known rhythms</li> <li>• Identify, decode and write known meters and time signatures</li> <li>• Demonstrate rhythmic movement to known rhythms</li> <li>• Demonstrate rhythmic movement to known meters and time signatures</li> </ul>
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Elizabethtown Area School District Curriculum Adopted 2014 Related Arts

<b><u>Grade, Course:</u></b> 4 <sup>th</sup> Grade, General Music	
<b><u>Strand:</u></b> 4.per.rhy – Performing Rhythm	
<b><u>National Content Area Standards:</u></b> MU:Pr4.2.4a, MU:Pr4.2.4b, MU:Pr6.1.4a,	
<b><u>PA Content Area Standards:</u></b> 9.1.3.A, B, C, D, H	
<b><u>PA Core Standards:</u></b> *	
<p><b><u>Essential Questions:</u></b></p> <ul style="list-style-type: none"> <li>• How does understanding the structure and context of rhythm and meter inform a performance?</li> </ul>	<p><b><u>Understandings: Students will understand THAT . . .</u></b></p> <ul style="list-style-type: none"> <li>• Beats can be divided into multiple sounds or silences.</li> <li>• Rhythms can extend beyond one beat.</li> <li>• Rhythms are organized into measures.</li> <li>• Meter is a collection of strong and weak beats in a pattern, with beat one being the strong beat.</li> <li>• The top number on the time signature defines the number of beats in a measure.</li> <li>• Group performance requires listening and responding to the music around them.</li> <li>• Individual performance requires an internal sense of beat.</li> </ul>

**Knowledge:**

- Steady Beat
- Rhythm
  - Q Whole Note, ta-a-a-a
  - W Half Note, ta-a
  - e Quarter Note, ta
  - r Eighth Notes in pairs, ti-ti
  - t Sixteenth Notes in groups of four, tika-tika
  - y One Eighth Note + Two Sixteenth Notes, ti-tika
  - u Two Sixteenth Notes + One Eighth Note +, tika-ti
  - h One Eighth Note, ti and as an anacrusis
  - a Whole Rest, rest-2-3-4
  - s Half Rest, rest-2
  - d Quarter Rest, rest
  - f Eighth Rest, rest
  - heh Eighth Quarter Eighth, syncopa
- Simple duple 2/4
- Simple triple 3/4
- Simple Quadruple 4/4
- Bar line
- Measure
- Time signature
- Strong
- Weak
- Meter

**Skills:**

- Play or sing known rhythms alone and with others with an internal sense of beat
- Play or sing in known meters and time signatures alone or with others
- Move rhythmically to known rhythms alone or with others
- Move rhythmically to known meters and time signatures alone or with others

\* Core standards are continuously woven and overlapped throughout the curriculum through the Connecting Strand Module.

Arts

<p><b>Grade, Course:</b> 4<sup>th</sup> Grade, General Music</p>	
<p><b>Strand:</b> 4.cre.rhy – Creating Rhythm</p>	
<p><b>National Content Area Standards:</b> MU:Cr1.1.4a, MU:Cr1.1.4b, MU:Cr2.1.4b, MU: Cr3.</p>	
<p><b>PA Content Area Standards:</b> 9.1.3.A, B, C, D, E, H</p>	
<p><b>PA Core Standards:</b> *</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How does understanding the structure and context of rhythm and meter inform composition and improvisation?</li> </ul>	<p><b>Understanding:</b></p> <ul style="list-style-type: none"> <li>Beats can be</li> <li>Rhythms can</li> <li>Rhythms are</li> <li>Meter is a col</li> <li>The top numb</li> </ul>
<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Steady Beat</li> <li>Rhythm             <ul style="list-style-type: none"> <li>Q Whole Note, ta-a-a-a</li> <li>W Half Note, ta-a</li> <li>e Quarter Note, ta</li> <li>r Eighth Notes in pairs, ti-ti</li> <li>t Sixteenth Notes in groups of four, tika-tika</li> <li>y One Eighth Note + Two Sixteenth Notes, ti-tika</li> <li>u Two Sixteenth Notes + One Eighth Note +, tika-ti</li> <li>a Whole Rest, rest-2-3-4</li> <li>s Half Rest, rest-2</li> <li>d Quarter Rest, rest</li> </ul> </li> <li>Simple duple 2/4</li> <li>Simple triple 3/4</li> <li>Simple Quadruple 4/4</li> <li>Bar line</li> <li>Measure</li> <li>Time signature</li> <li>Strong</li> <li>Weak</li> <li>Meter</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Compose and</li> <li>Compose and</li> <li>Notate rhyth</li> </ul>

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Elizabethtown Area School District Curriculum Adopted 2014 Related Arts

<b>Grade, Course:</b> 4 <sup>th</sup> Grade, General Music	
<b>Strand:</b> 4.res.mel – Responding to Melody	
<b>National Content Area Standards:</b> MU:Re7.2.4a, MU:Re9.1.4a	
<b>PA Content Area Standards:</b> 9.1.3.A, B, C , 9.3.3.A, B, C, D, F, G	
<b>PA Core Standards:</b> *	
<b>Essential Questions:</b> • How does understanding the structure and context of melody inform a response?	<b>Understandings: Students will understand THAT . . .</b> • The melodic contour of written music is related to the layout of the bars on pitched percussion instruments. • There is a relationship between the melodic pitch names and their location on the staff. • The lines and spaces of the treble staff have assigned absolute pitch names. • There is a relationship between melody and rhythm.
<b>Knowledge:</b> • Pitch and their corresponding hand signs: Low sol, low la, low ti, do, re, mi, fa, sol, la, ti, high do • Melodic contour Upward, downward, repeated tones, steps, skips, leaps • Absolute pitch names on the treble staff • Line note • Space note • Treble clef • Staff • Ledger line	<b>Skills:</b> • Identify and decode melodies using hand signs • Identify, decode and write melodies using absolute pitch names • Identify, decode and write known melodic contours • Demonstrate melodic contour through movement

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Elizabethtown Area School District Curriculum Adopted 2014 Related Arts

<b>Grade, Course:</b> 4 <sup>th</sup> Grade, General Music
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<b>Strand:</b> 4.per.mel – Performing Melody	
<b>National Content Area Standards:</b> MU:Pr4.2.4a, MU:Pr4.2.4b, MU:Pr6.1.4a	
<b>PA Content Area Standards:</b> 9.1.3.A, B, C, D, H	
<b>PA Core Standards:</b> *	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How does understanding the structure and context of melody inform a performance?</li> </ul>	<b>Understandings: Students will understand THAT . . .</b> <ul style="list-style-type: none"> <li>• The melodic contour of written music is related to the layout of the bars on pitched percussion instruments.</li> <li>• There is a relationship between the melodic pitch names and their location on the staff.</li> <li>• The lines and spaces of the treble staff have assigned absolute pitch names.</li> <li>• There is a relationship between melody and rhythm.</li> </ul>
<b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Pitch and their corresponding hand signs: Low sol, low la, low ti, do, re, mi, fa, sol, la, ti, high do</li> <li>• Melodic contour Upward, downward, repeated tones, steps, skips, leaps</li> <li>• Absolute pitch names on the treble staff</li> <li>• Line note</li> <li>• Space note</li> <li>• Treble clef</li> <li>• Staff</li> <li>• Ledger line</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Play and/or sing melodies containing known pitches, alone and with others, with an internal sense of pitch</li> <li>• Play and/or sing melodies in major and minor keys</li> <li>• Demonstrate melodic contour through movement</li> </ul>

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Elizabethtown Area School District Curriculum Adopted 2014 Related Arts

<b>Grade, Course:</b> 4 <sup>th</sup> Grade, General Music
<b>Strand:</b> 4.cre.mel – Creating Melody

<p><b><u>National Content Area Standards:</u></b> MU:Cr1.1.4a, MU:Cr1.1.4b, MU:Cr2.1.4b, MU:Cr3.2.4a</p> <p><b><u>PA Content Area Standards:</u></b> 9.1.3.A, B, C, D, E, H</p> <p><b><u>PA Core Standards:</u></b> *</p>	
<p><b><u>Essential Questions:</u></b></p> <ul style="list-style-type: none"> <li>• How does understanding the structure and context of melody inform composition and improvisation?</li> </ul>	<p><b><u>Understandings: Students will understand THAT...</u></b></p> <ul style="list-style-type: none"> <li>• The melodic contour of written music is related to the layout of the bars on pitched percussion instruments.</li> <li>• There is a relationship between the melodic pitch names and their location on the staff.</li> <li>• The lines and spaces of the treble staff have assigned absolute pitch names.</li> <li>• There is a relationship between melody and rhythm.</li> </ul>
<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Pitch and their corresponding hand signs: Low sol, low la, low ti, do, re, mi, fa, sol, la, ti, high do</li> <li>• Melodic contour Upward, downward, repeated tones, steps, skips, leaps</li> <li>• Absolute pitch names on the treble staff</li> <li>• Line note</li> <li>• Space note</li> <li>• Treble clef</li> <li>• Staff</li> <li>• Ledger line</li> </ul>	<p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Compose and improvise using known pitches</li> <li>• Compose and improvise using known melodic contours</li> <li>• Notate melodies using traditional and nontraditional notation</li> </ul>

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Elizabethtown Area School District Curriculum Adopted 2014 Related Arts

<p><b><u>Grade, Course:</u></b> 4<sup>th</sup> Grade, General Music</p>
<p><b><u>Strand:</u></b> 4.res.for – Responding to Form</p>
<p><b><u>National Content Area Standards:</u></b> MU:Re7.2.4a, MU:Re9.1.4a</p> <p><b><u>PA Content Area Standards:</u></b> 9.1.3.A, B, C, 9.3.3.A, B, C, D, F, G</p> <p><b><u>PA Core Standards:</u></b> *</p>

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does understanding the structure and context of form inform a response?</li> </ul>	<p><b>Understandings: Students will understand THAT . . .</b></p> <ul style="list-style-type: none"> <li>• Music can be divided into sections and phrases that can be the same or different.</li> <li>• Musical form has pattern.</li> <li>• Letters are used to represent sections of a piece of music and recurring sections are represented by the same letters.</li> </ul>
<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Form</li> <li>• AB</li> <li>• ABA</li> <li>• Verse/Refrain</li> <li>• Call/Response</li> <li>• Rondo</li> <li>• Section</li> <li>• Phrase</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Identify, decode and label form</li> <li>• Demonstrate form through movement</li> </ul>

\* Core standards are continuously woven and overlapped throughout the curriculum through the Connecting Strand Module.  
 Elizabethtown Area School District Curriculum Adopted 2014 Related Arts

<p><b>Grade, Course:</b> 4<sup>th</sup> Grade, General Music</p>	
<p><b>Strand:</b> 4.per.for – Performing Form</p>	
<p><b>National Content Area Standards:</b> MU:Pr4.2.4a, MU:Pr4.2.4b, MU:Pr6.1.4a</p> <p><b>PA Content Area Standards:</b> 9.1.3.A, B, C, D, H</p> <p><b>PA Core Standards:</b> *</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does understanding the structure and context of form inform a performance?</li> </ul>	<p><b>Understandings: Students will understand THAT . . .</b></p> <ul style="list-style-type: none"> <li>• Music can be divided into sections and phrases that can be the same or different.</li> <li>• Musical form has pattern.</li> <li>• Letters are used to represent sections of a piece of music and recurring sections are represented by the same letters.</li> </ul>

<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Form</li> <li>• AB</li> <li>• ABA</li> <li>• Verse/Refrain</li> <li>• Call/Response</li> <li>• Rondo</li> <li>• Section</li> <li>• Phrase</li> </ul>	<p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Play and/or sing pieces with known forms alone and with others</li> <li>• Use movement to show known forms alone or with others</li> </ul>
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Elizabethtown Area School District Curriculum Adopted 2014

Related Arts

<p><b><u>Grade, Course:</u></b> 4<sup>th</sup> Grade, General Music</p>	
<p><b><u>Strand:</u></b> 4.cre.for – Creating Form</p>	
<p><b><u>National Content Area Standards:</u></b> MU:Cr2.1.4a, MU:Cr2.1.4b, MU:Cr3.2.4a</p> <p><b><u>PA Content Area Standards:</u></b> 9.1.3.A, B, C, D, E, H</p> <p><b><u>PA Core Standards:</u></b> *</p>	
<p><b><u>Essential Questions:</u></b></p> <ul style="list-style-type: none"> <li>• How does understanding the structure and context of form inform composition and improvisation?</li> </ul>	<p><b><u>Understandings: Students will understand THAT . . .</u></b></p> <ul style="list-style-type: none"> <li>• Music can be divided into sections and phrases that can be the same or different.</li> <li>• Musical form has pattern.</li> <li>• Letters are used to represent sections of a piece of music and recurring sections are represented by the same letters.</li> </ul>

<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Form</li> <li>• AB</li> <li>• ABA</li> <li>• Verse/Refrain</li> <li>• Call/Response</li> <li>• Rondo</li> <li>• Section</li> <li>• Phrase</li> </ul>	<p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Compose and improvise using known forms.</li> <li>• Show form using notation and nontraditional means.</li> </ul>
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 Elizabethtown Area School District Curriculum Adopted 2014 Related Arts

<p><b><u>Grade, Course:</u></b> 4<sup>th</sup> Grade, General Music</p>	
<p><b><u>Strand:</u></b> 4.res.har – Responding to Harmony</p>	
<p><b><u>National Content Area Standards:</u></b> MU:Re7.2.4a, MU:Re9.1.4a</p> <p><b><u>PA Content Area Standards:</u></b> 9.1.3.A, B, C, 9.3.3.A, B, C, D, F, G</p> <p><b><u>PA Core Standards:</u></b> *</p>	
<p><b><u>Essential Questions:</u></b></p> <ul style="list-style-type: none"> <li>• How does understanding the structure and context of harmony inform a response?</li> </ul>	<p><b><u>Understandings: Students will understand THAT . . .</u></b></p> <ul style="list-style-type: none"> <li>• There is a difference between melody and harmony.</li> <li>• Music that has harmony has more than one part performing at the same time.</li> <li>• Harmony can be created in many different ways.</li> </ul>

**Knowledge:**

- Harmony
- Ostinato
- Three-part round
- Four-part round
- Partner Songs
- Chordal (I-V-I)
- Broken
- Bordun

**Skills:**

- Identify and label the known types of harmony

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Elizabethtown Area School District Curriculum Adopted 2014 Related

Arts

<p><b>Grade, Course:</b> 4<sup>th</sup> Grade, General Music</p>	
<p><b>Strand:</b> 4.per.har – Performing Harmony</p>	
<p><b>National Content Area Standards:</b> MU:Pr4.2.4a, MU:Pr4.2.4b, MU:Pr6.1.4a</p>	
<p><b>PA Content Area Standards:</b> 9.1.3.A, B, C, D, H, J</p>	
<p><b>PA Core Standards:</b> *</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does understanding the structure and context of harmony inform a performance?</li> </ul>	<p><b>Understanding:</b></p> <ul style="list-style-type: none"> <li>• There is a dif</li> <li>• Music that ha</li> <li>• Harmony can</li> </ul>
<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Harmony</li> <li>• Ostinato</li> <li>• Round (3 and 4 part)</li> <li>• Partner Songs</li> <li>• Chordal (I-V-I)</li> <li>• Broken</li> <li>• Bordun</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Play and/or si</li> <li>• Play and/or si</li> <li>• Play and/or si</li> <li>• Play and/or si</li> <li>• Play various l</li> </ul>

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Elizabethtown Area School District Curriculum Adopted 2014 Related

Arts

<b>Grade, Course:</b> 4 <sup>th</sup> Grade, General Music	
<b>Strand:</b> 4.cre.har – Creating Harmony	
<b>National Content Area Standards:</b> MU:Cr1.1.4a, MU:Cr1.1.4b, MU:Cr2.1.4b, MU:Cr3.2	
<b>PA Content Area Standards:</b> 9.1.3.A, B, C, D, E, H	
<b>PA Core Standards:</b> *	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does understanding the structure and context of harmony inform composition and improvisation?</li> </ul>	<p><b>Understanding:</b></p> <ul style="list-style-type: none"> <li>• There is a dif</li> <li>• Music that ha</li> <li>• Harmony can</li> </ul>
<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Harmony</li> <li>• Ostinato</li> <li>• Round (3 and 4 part)</li> <li>• Partner Songs</li> <li>• Chordal (I-V-I)</li> <li>• Broken</li> <li>• Bordun</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Apply knowl</li> </ul>

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Elizabethtown Area School District Curriculum Adopted 2014 Related

Arts

<p><b>Grade, Course:</b> 4<sup>th</sup> Grade, General Music</p>	
<p><b>Strand:</b> 4.res.exp – Responding to Expressive Qualities</p>	
<p><b>National Content Area Standards:</b> MU:Re7.2.4a, MU:Re8.1.4a, MU:Re9.1.4a</p> <p><b>PA Content Area Standards:</b> 9.1.3.A, B, C, 9.3.3.A, B, C, D, F, G, 9.4.3.D</p> <p><b>PA Core Standards:</b> *</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does understanding the structure and context of expressive qualities inform a response?</li> </ul>	<p><b>Understanding:</b></p> <ul style="list-style-type: none"> <li>• The emotional changes in expression</li> </ul>
<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Dynamics</li> <li>• Pianissimo</li> <li>• Piano</li> <li>• Mezzo piano</li> <li>• Mezzo forte</li> <li>• Forte</li> <li>• Fortissimo</li> <li>• Crescendo</li> <li>• Decrescendo</li> <li>• Tempo</li> <li>• Italian tempo terms are introduced:                             <ul style="list-style-type: none"> <li>Largo</li> <li>Moderato</li> <li>Allegro</li> <li>Andante</li> <li>Presto</li> </ul> </li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Identify and describe expressive qualities</li> <li>• Perceive dynamics</li> <li>• Perceive dynamics</li> <li>• Demonstrate expressive qualities</li> </ul>

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Elizabethtown Area School District Curriculum Adopted 2014 Related

Arts

<b>Grade, Course:</b> 4 <sup>th</sup> Grade, General Music	
<b>Strand:</b> 4.per.exp – Performing Expressive Qualities	
<b>National Content Area Standards:</b> MU:Pr4.2.4a, MU:Pr4.2.4b, MU:Pr4.3.4a, MU:Pr6.1.1.	
<b>PA Content Area Standards:</b> 9.1.3.A, B, C, D, H	
<b>PA Core Standards:</b> *	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does understanding the structure and context of expressive qualities inform a performance?</li> </ul>	<p><b>Understanding:</b></p> <ul style="list-style-type: none"> <li>• The emotional changes in exp</li> </ul>
<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Dynamics</li> <li>• Pianissimo</li> <li>• Piano</li> <li>• Mezzo piano</li> <li>• Mezzo forte</li> <li>• Forte</li> <li>• Fortissimo</li> <li>• Crescendo</li> <li>• Decrescendo</li> <li>• Tempo</li> <li>• Italian tempo terms are introduced:             <ul style="list-style-type: none"> <li>Largo</li> <li>Moderato</li> <li>Allegro</li> <li>Andante</li> <li>Presto</li> </ul> </li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Play and/or si</li> <li>• Demonstrate</li> </ul>

\* Core standards are continuously woven and overlapped throughout the curriculum through the Connecting Strand Module.

## Related Arts

<p><b>Grade, Course:</b> 4<sup>th</sup> Grade, General Music</p>	
<p><b>Strand:</b> 4.res.ins – Responding to Instrumental Timbre</p>	
<p><b>National Content Area Standards:</b> MU:Re7.2.4a, MU:Re9.1.4a</p> <p><b>PA Content Area Standards:</b> 9.1.3.A, B, C, J, 9.3.3.A, B, C, D, F, G</p> <p><b>PA Core Standards:</b> *</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does understanding the structure and context of instrumental timbre inform a response?</li> </ul>	<p><b>Understandings: Students will understand THAT . . .</b></p> <ul style="list-style-type: none"> <li>• All sound is produced through vibration.</li> <li>• Individual instruments produce sound by vibrating in different ways and through different media.</li> <li>• The choice of instrument timbre is important to evoking an emotional response.</li> </ul>
<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Vibration</li> <li>• Percussion Family <ul style="list-style-type: none"> <li>Pitched, unpitched, strike, scrape, shake</li> <li>Classroom percussion, timpani, snare, bass drum, drum set, piano</li> </ul> </li> <li>• String Family <ul style="list-style-type: none"> <li>Bow, strum, pluck</li> <li>Orchestral strings (violin, viola, cello, string bass, harp), folk strings (banjo, guitar, ukulele, etc...)</li> </ul> </li> <li>• Woodwind Family <ul style="list-style-type: none"> <li>Double reed, single reed</li> <li>Flute, clarinet, saxophone, oboe, bassoon</li> </ul> </li> <li>• Brass Family <ul style="list-style-type: none"> <li>Buzz, mouthpiece</li> <li>Trumpet, french horn, trombone, baritone, tuba</li> </ul> </li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Identify and classify instruments into families by sight and sound</li> <li>• Identify individual instruments by sight</li> <li>• Select appropriate classroom percussion instruments based on the needs of the music</li> </ul>

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 Elizabethtown Area School District Curriculum Adopted 2014 Related Arts

<p><b>Grade, Course:</b> 4<sup>th</sup> Grade, General Music</p>
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<b>Strand:</b> 4.per.ins – Performing on Classroom Instruments	
<b>National Content Area Standards:</b> MU:Pr4.2.4a, MU:Pr4.2.4b, MU:Pr6.1.4a	
<b>PA Content Area Standards:</b> 9.1.3.A, B, C, D, H, J	
<b>PA Core Standards:</b> *	
<b>Essential Questions:</b> • How does understanding the structure and context of instrumental timbre inform a performance?	<b>Understandings: Students will understand THAT . . .</b> • All sound is produced through vibration. • Individual instruments produce sound by vibrating in different ways and through different media. • Posture and playing technique is essential for proper sound production and instrument care.
<b>Knowledge:</b> • Vibration • Percussion Family Pitched, Unpitched, Strike, Scrape, Shake, mallet Classroom percussion Metalophone, xylophone, glockenspiel • Rebound • Grip • Mallet head • Mallet stick	<b>Skills:</b> • Demonstrate proper mallet grip and playing technique on classroom percussion instruments • Play a variety of rhythms, melodies and harmonies on classroom percussion instruments

\* Core standards are continuously woven and overlapped throughout the curriculum through the Connecting Strand Module.

Arts

<p><b>Grade, Course:</b> 4<sup>th</sup> Grade, General Music</p>	
<p><b>Strand:</b> 4.con– Connecting</p>	
<p><b>National Content Area Standards:</b> MU:Cn10.0.4a, MU:Cn11.0.4a</p>	
<p><b>PA Content Area Standards:</b> 9.1.3.A, B, C, E, G, I; 9.2.3A, B, C, D, E, F, G, I, J, K, L; 9.3.3.F, G; 9.4.3.A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z</p>	
<p><b>PA Core Standards:</b> CC.1.2.4.A, J; CC.1.3.4.A, B, C, F, H, J; CC.1.4.4.E, F; CC.1.5.4.A, B, G; CC.2.1.4.C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does understanding the structure and context of music allow musicians to make connections to the world?</li> </ul>	<p><b>Understanding:</b></p> <ul style="list-style-type: none"> <li>• Musicians co-creating.</li> <li>• Connections to the world</li> <li>• Notation is a way to create music</li> <li>• Music is an art form</li> <li>• Music relates to the world</li> <li>• Beats can be counted</li> <li>• Music is a communication</li> <li>• The relationship between music and the world</li> <li>• Music is influenced by the world</li> </ul>
<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• See 4<sup>th</sup> Grade Responding, Performing and Creating knowledge components</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Connect to instruments and elements of music</li> <li>• Be related to the world</li> <li>• Compare music to the world</li> <li>• See additional skills</li> </ul>

Elizabethtown Area School District Curriculum Adopted 2014 Related

\* Denotes review of previous grade Core Standard.

† Through the Connecting Strand Module, Core Standards are continuously integrated across the music curriculum.  
 Elizabethtown Area School District Curriculum  
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#### 4th Grade Music Connecting Module Examples

Core Standard Code	Core Standard Description	Music Connection
CC.1.2.4.A Informational Text	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Reading information about composers and music styles
CC.1.2.4.J Information Text	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that are basic to a particular topic.	Reading information about composers and music styles
CC.1.3.4.A Literature	Determine a theme of a text from details in the text; summarize the text.	Reading, discussing and summarizing lyrics of a song
CC.1.3.4.B Literature	Cite relevant details from text to support what the text says explicitly and make inferences.	Reading, discussing and summarizing lyrics of a song
CC.1.3.4.C Literature	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	Reading, discussing and summarizing lyrics of a song
CC.1.3.4.F Literature	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.	Reading, discussing and summarizing lyrics of a song
CC.1.3.4.H Literature	Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.	Compare and contrast similar themes, topics, and patterns of events in music, including music from different cultures.
CC.1.3.4.J Literature	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	Using grade appropriate language and musical terms to describe musical topics.
CC.1.4.4.E Writing	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Using music terminology to label and identify.
CC.1.4.4.F Writing	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	When writing sentences and paragraphs, students are to use proper punctuation, capitalization, spelling and grammar.
CC.1.5.4.A Speaking/Listening	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.	Collaborative discussion on music genres and specific music selections.
CC.1.5.4.B Speaking/Listening	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Paraphrase lyrics of a song.

CC.1.5.4.G Speaking/Listening	Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.	General class discussion.
CC.2.1.4.C.1	Extend the understanding of fractions to show equivalence and ordering.	Relating fractions to meter and rhythm relationships.
CC.2.2.2.A.2*	Use mental strategies to add and subtract within 20.	Add and subtract using songs with numbers or relate rhythm value to create meter .
CC.2.2.2.A.3*	Work with equal groups of objects to gain foundations for multiplication.	Compare groups of beats, measures and phrases to multiplication of numbers.
CC.2.3.3.A.2*	Using the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.	Relating rhythmic durations to pieces of a whole.

CC.2.3.4.A.3	Recognize symmetric shapes and draw lines of symmetry.	Form and musical phrasing.
CC.2.4.4.A.2	Translate information from one type of data display to another	Decoding melody and rhythm from written form through performance, and visa versa.
CC.2.4.2.A.4*	Represent and interpret data using line plots, picture graphs, and bar graphs.	Melodic notation on the staff is a graphic representation of pitch.

\*Denotes review of previous grade level Core Standard