

YEAR AT A GLANCE: 4th Grade General Music

(updated Dec 2022)

Each music class will experience music that practices the following foundational musical concepts: tuneful singing, moving expressively, keeping a steady beat. Furthermore, students who had music in 3rd Grade are expected to build upon these skills in 4th grade. Students will be studying the following:

GRADE 4 OBJECTIVES:

BEAT AND RHYTHM	PITCH & MELODY
<p>I can...</p> <ul style="list-style-type: none">- demonstrate: pulse, question-answer (body percussion/unpitched/barred instruments), conducting in 3- identify: eighth note-quarter note-eighth note (syncopation), triplet- label: eighth rest, pick-up (anacrusis)- experience: accelerando/ritardando- visualize: 6/8	<p>I can...</p> <ul style="list-style-type: none">- demonstrate: question-answer- identify: Ti, ledger lines- experience: countermelody, scale- label: sharp/flat- review: treble clef - lines and spaces- develop: a repertoire of songs (folk, seasonal, multicultural, patriotic)
HARMONY	FORM
<p>I can...</p> <ul style="list-style-type: none">- demonstrate: proper mallet technique, simple bordun (level), moving bordun- experience: canon/round, ostinato, I-V- begin to distinguish: major/minor	<p>I can...</p> <ul style="list-style-type: none">- demonstrate: phrase- experience: rondo, additive form, 12-bar blues- identify: A'- label: D.C. al Fine
TIMBRE	
<p>I can...</p> <ul style="list-style-type: none">- identify: orchestral instrument families, pianissimo/fortissimo- identify: texture contrasts (bouncy, smooth, calm, vibrant)	

Enduring Understanding	Essential Questions
<ul style="list-style-type: none">- Students can be more independent and self-assured and can withstand diverse circumstances- Students can demonstrate musical expression for each other and for an audience. Music has a relationship with history and culture.- Musical expression is organized and requires focused concentration.- Movement can reflect the form of music.- Dancing is fun and helps me get to know others.	<ul style="list-style-type: none">- How can I adapt my musical knowledge to a variety of settings?- What part does music play in my world?- How can folk dancing be a form of expression?

GRADE 4 *POSSIBLE* YEAR-AT-A-GLANCE:

**This yearly plan shows approximately when each objective is identified. Usually, the objectives are experienced first through imitation, exploration, and improvisation before they are visualized or labeled. Once identified, objectives are reinforced throughout the remainder of the year. Lessons in Grade 4 continue to reinforce skills and objectives introduced in prior grades.*

	September	October	November	December	January	February	March	April	May
BEAT & RHYTHM	- pulse - syncopation	- Q-A (body percussion) - eighth rest	- Q-A (unpitched)	- accelerando/ ritardando	- Q-A (pitched) - pick-up (anacrusis) - conduct in 3	- visualize 6/8	- triplet		
PITCH & MELODY	- repertoire - lines/spaces				-counter melody - hand signal Ti - slur	- Q-A (end on tonic)	- ledger lines - scale - glissando	- sharp/flat	
HARMONY	- mallet technique - canon/ round	- ostinato	- simple bordun (level)		- major/minor - moving bordun				- I-V
FORM	- phrase - rondo				- A'		- D.C. al fine	- additive - 12 bar blues	
TIMBRE			- woodwind family			- brass family	- pp/ff		