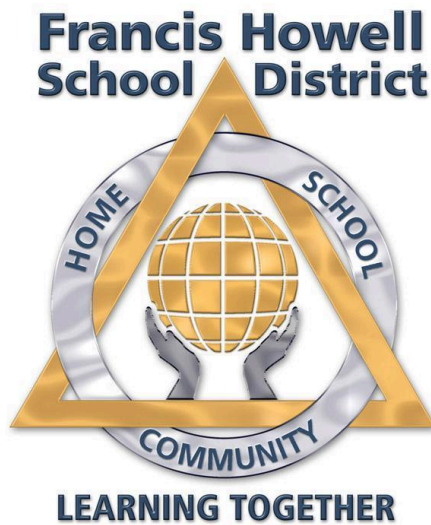


Fine Arts
4th Grade Musical Arts
Curriculum



Board Approved: February 15, 2018

Elementary Musical Arts Curriculum

4th Grade

Unit Number, Title and Description	Essential Outcome(s) of Unit Students will be able to independently use their learning to.....
<p>Unit 1: Connecting with Music</p> <p>In this unit, through the use of instructional strategies including reading and identifying notes on a staff, composing using staff notation, identifying rhythms in 4/4 meter, singing la-so-mi-re-do, playing three notes on the recorder/xylophone with technical accuracy, evaluating their own performances, and generating a musical idea in a minor tonality, students will be able to answer the final summative questions:</p> <ul style="list-style-type: none">• Can I create an eight-beat phrase using standard notation?• Can I perform my composition with accuracy?• Can I purposefully title my composition?	<ul style="list-style-type: none">• Generate and conceptualize artistic ideas and work.• Organize and develop artistic ideas and work.• Analyze, interpret, and select artistic work for presentation.• Develop and refine artistic 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.
<p>Unit 2: Celebrating with Music</p> <p>In this unit, through the use of instructional strategies including performing locomotor and nonlocomotor movements, choreographing various movements to create dances, following listening maps and movement maps, exploring/singing/dancing to various culture's music of celebration, reading and playing written music on the recorder and mallet instruments, singing countermelodies, discussing music in relation to history and culture students will be able to answer the final summative questions:</p> <ul style="list-style-type: none">• Can I document rhythmic movements that match the form of the song?• Can I explain why the song was created?	<ul style="list-style-type: none">• Generate and conceptualize artistic ideas and work.• Organize and develop artistic ideas and work.• Refine and complete artistic work.• Analyze, interpret, and select artistic work for presentation.• Develop and refine artistic work for presentation.• Perceive and analyze 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.

<ul style="list-style-type: none">● Can I perform according to the movement map? <p>*This Unit's theme focuses around celebration in music. There are several holidays that occur during the time of year during which this Unit will occur such as Veteran's Day, Winter Holidays, New Year etc.. There are several examples of these types of celebration songs in the Sample Activities, but inherently more will be incorporated as these holidays occur.</p>	
<p>Unit 3: Communicating with Music</p> <p>In this unit, through the use of instructional strategies including identifying different elements within a musical theme, exploring how composers integrate these elements into film to communicate the mood of the scene, singing songs in $\frac{3}{4}$, reading and playing dotted half notes, connecting musical themes with characters in a story, finding and notating the rhythms of the song, reviewing rhythms combining sixteenth and eighth notes, aurally hearing the differences in performed rhythm patterns, reading and playing a melody on the recorder with rhythms containing quarter notes, dotted quarter notes, eighth notes, and sixteenth notes, connecting rhythms from a song to prior knowledge, identifying, reading and playing syncopated rhythms. Students will be able to answer the final summative questions:</p> <ul style="list-style-type: none">● Can I accurately perform my recorder piece for my classmates?● Can I justify why my melody fits the character/scene I chose?● Can I accurately compose a recorder piece with correct rhythmic and melodic notation (including bar lines, time signature, and clef)?	<ul style="list-style-type: none">● Generate and conceptualize artistic ideas and work.● Organize and develop artistic ideas and work.● Refine and complete artistic work.● Analyze, interpret, and select artistic work for presentation.● Develop and refine artistic 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.