General Music
4th Grade

Course Overview:
Fourth Grade music emphasizes a hands-on approach to music-making and study. Collaboration increases in small group creation and large group improvisation. Rhythmic complexity increases with the addition of syncopated rhythms and compound meter. Students begin recorder study and reading treble clef pitch names.

Vocabulary:
Accelerando, Compound meter, D.C. al fine, Eighth rest, Fortissimo, Improvise, Instrument families, Musical, Pianissimo, Pow wow, Recorder, Ritardando, Scale, Syncopation, Treble clef, 12 Bar blues.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding:** The creative ideas concepts and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question:** How do musicians generate creative ideas?

MU:Cr1.1.4a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).

- I can read, notate, and create patterns using S, L, DRMFSLTD' on a staff.
- I can read, notate, and create patterns using note names on the treble clef staff.
- I can create, say, move, and play a rhythm using whole notes, dotted half notes, half notes, quarter notes, eighth notes, sixteenth notes, triplets, syncopation, quarter rests, and half rests, and whole rests.
- I can create an eight-measure rhythm.
- I can improvise in swing jazz style on the soprano recorder.

MU:Cr1.1.4b Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.

- I can create and play musical answers to questions on a pitched or unpitched instrument with a partner.
- I can create and play a melodic ostinato pattern on a pitched instrument.
- I can create a melodic question ending on so and an answer ending on do.
- I can create a rhythmic question or answer in compound meter.

Anchor Standard 2: Organize and develop artistic ideas and works.

- Select and develop musical ideas for defined purposes and contexts.
- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.4a Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and content

- I can create my own music or make changes to someone else's composition to go with a story or play.
- I can make and perform a dynamic plan for a song using pianissimo and fortissimo.
- I can create music that expresses the mood of a story or poem using major or minor.

MU:Cr2.1.4b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.

- I can make up a song (and write it down) using iconic notation.
- I can create a piece for an instrument (and write it down) using iconic notation.
- I can create simple forms such as repetition and contrast, AB, ABA, ABC Rondo form, AA'A.

Anchor Standard 3: Refine and complete artistic work.

- Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.
- **Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3.1.4a Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time.

- I can determine what changes are needed in my piece to meet the standards given for the creative work by the teacher.

- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- **Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Enduring Question:** When is creative work ready to share?

MU:Cr3.2.4a Present the final version of personal created music to others, and explain connection to expressive intent.

- I can perform my piece and describe how I met the standards of the creative work assignment.

PERFORMING

Anchor Standard 4:

Select, analyze, and interpret artistic work for presentation.

- Select varied musical works to present based on interest, knowledge, technical skill, and context.

- **Enduring Understanding:** Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- **Essential Question:** How do performers select repertoire?

MU:Pr4.1.4a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.

- I can identify and perform holiday, patriotic, seasonal, multi-cultural and folk songs and select songs and music for each occasion appropriately.
- I can select instrumental music for a specific purpose based on tempo, tonality (major and minor) and tone color (instruments families of the orchestra).

- Analyze the structure and context of varied musical works and their implications for performance.
- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:Pr4.2.4a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.

- I can recognize and label phrase form (aaba')
- I can sing partner songs.
- I can perform a 12 bar blues.
- I can play melodic and rhythmic ostinati on instruments.
- I can perform questions and answers with body percussion, barred instruments and soprano recorders.
- I can identify and perform A' in an ABA' form

MU:Pr4.2.4b When analyzing selected music, read and perform using iconic and/or standard notation.

- I can identify and perform syncopated (eighth-quarter-eighth) rhythms.
- I can identify and perform triplet rhythms.
- I can perform rhythms that include an eighth note rest.
- I can read rhythms in 6/8 meter.
- I can perform BAGEDC' melodies on the soprano recorder.
- I can read music on the treble clef staff.
- I can read musical signs and symbols and use them when I play and sing. (bar lines, time signature, D.C. al Fine, repeat signs, dynamic markings, tempo markings)

MU:Pr4.2.4c Explain how context (such as social and cultural) informs a performance.

- I can perform holiday, patriotic, seasonal, classical, multi-cultural, and folk songs and select songs and music for each occasion appropriately.

- I can perform an Intertribal and round dance with pow-wow music and describe the vocal style used in pow-wow songs.

- Develop personal interpretations that consider creators' intent.
- **Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question:** How do performers interpret musical works?

MU:Pr4.3.4a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).

- I can demonstrate singing with dynamics. (forte and piano; crescendo and decrescendo; pianissimo and fortissimo)
- I can perform music using accelerando and ritardando.
- I can sing in the correct style in a song.
- I can play with expression on many kinds of instruments.
- I can interpret musical signs and symbols and use them when I play and sing.
- I can show different qualities about music through movement and acting.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- **Enduring Understanding:** 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.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:Pr5.1.4a Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.

- I can evaluate a small group performance using a teacher-supplied rubric.

MU:Pr5.1.4b Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.

- I can identify areas that need to be rehearsed in my class's performance.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures.
- **Essential Question(s):** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:Pr6.1.4a Perform music, alone or with others, with expression, and technical accuracy, and appropriate interpretation.

- I can identify the qualities that show that a solo or ensemble piece ready for performance.

- I can identify the appropriate context to perform patriotic, seasonal, multi-cultural, including pow wow and 12-bar blues, and folk song.

MU:Pr6.1.4b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.

- I can show appropriate concert behavior when listening to the music performed in a concert hall.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- Choose music appropriate for a specific purpose or context.
- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question:** How do individuals choose music to experience?

MU:Re7.1.4 Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

- I can explain how a song is used in everyday life.
- I can explain how folksongs originate.
- I can explain the origin of spirituals.
- I can explain how pow wow music is used.

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **Essential Question:** How does understanding the structure and context of music inform a response?

MU:Re7.2.4a Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).

- I can describe the mood created by a piece of music and list musical characteristics that create that mood.
- I can listen to many different styles of music and decide what the original purpose of the music might be based on elements in the music.
- I can recognize and use patterns using S, L, DRMFSLTD' on a staff.
- I can recognize and use patterns using note names on the treble clef staff.
- I can recognize and use rhythms using whole notes, dotted half notes, half notes, quarter notes, eighth notes, sixteenth notes, triplets, syncopation, quarter rests, and half rests, and whole rests.
- I can recognize and use in swing jazz style on the soprano recorder.
- I can recognize and describe elements of traditional pow wow music, including Montana American Indian music.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- Support interpretations of musical works that reflect creators'/performers' intent.
- **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- **Essential Question:** How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.4a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.

- I can identify when music uses crescendo, decrescendo, accelerando, ritardando, and accents to express the composers' intent.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.
- **Enduring Understanding:** The personal evaluation of musical work(s) and performances(s) is informed by analysis, interpretation, and established criteria.
- **Essential Question:** How do we judge the quality of musical work(s) and performances(s)?

MU:Re9.1.4a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.

- I can reflect on my own performance by using phrases such as "I really liked", "next time", "I was surprised" and "because".
- I can compare different pieces and decide which is most appropriate for a specific event or occasion and tell why.
- I explain why songs in a performance or in class are my favorite by using musical terms such as grade appropriate musical terms..
- I can use grade appropriate musical terms to support my evaluation of music I hear or perform.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- Synthesize and relate knowledge and personal experiences to make music.
- **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.0.4a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- I can explain why I like a song using words such as syncopation and meter.
- I can explain why I prefer to perform one part over another addressing areas such as pitch, rhythm, or modality.
- I can choose a performance style and explain why it is a good choice.

Anchor Standard 11: Relate musical ideas and works with societal, cultural, and historical context to deepen understanding.

- Relate musical ideas and works with varied context to deepen understanding.
- **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?

MU:Cn11.0.4a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- I can create choreography that helps audience understanding of a song when appropriate for the piece.
- I can describe/write interesting facts about songs, such as who, what, where, how, and why.
- I know what audience response is appropriate with different styles of music.
- I can describe the connection between music I hear or perform and experiences in my life.
- I can find similarities between music and other arts, such as visual art, media art, drama, and dance.
- I can describe the connection between music I hear or perform and experiences in my life.
- I can recognize differences between styles of music including Montana American Indian music.