

General Music Grade 4: Responding and Connecting

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to apply appropriate musical criteria in order to analyze musical performances. - Students will demonstrate the ability to apply historical, personal, and cultural contexts in order to connect and relate to musical repertoire. <u>Content Standards:</u> National Core Arts Standards – Music - Anchor Standard 7. Perceive and analyze artistic work. - Anchor Standard 8. Interpret intent and meaning in artistic work. - Anchor Standard 9. Apply criteria to evaluate artistic work. - Anchor Standard 10. Synthesize and relate knowledge and personal experiences to make art. - Anchor Standard 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to connect music to their lives.</i>	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - musicians response to and perception of musical works are influenced by their interests, experiences, understandings, and purposes. - through their use of elements and structures of music, creators and performers provide clues to their expressive intent. - the personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria - musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. - understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	ESSENTIAL QUESTIONS - Can music be good or bad? - Do we all respond to music in the same way?
	<i>Acquisition</i>	

	<i>Students will know...</i> ● that songs can be sung with expression and feeling. ● that multiple parts can be played at the same time to create complex music. ● that woodwinds and brass are part of the orchestra. ● the letter names of the lines and spaces in treble clef. ● the proper singing posture. ● that male/female, and adult/children's voices are aurally distinct. ● the following notation symbols: quarter note, half note, dotted half note and whole note ● the various ways to respond to music through improvised movement. ● the steps to traditional American and folk dances. <u>vocabulary:</u> solfege syllables, key signature, ostinato, bass line, partner song, round/canon, quarter note, half note, dotted half note, whole note	<i>Students will be skilled at...</i> ● demonstrating and explaining how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. ● demonstrating and explaining how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural). ● demonstrating and explaining how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent. ● evaluating musical works and performances, applying established criteria, and explaining appropriateness to the context.
Content Area Literacy Standards		21st Century Skills
● NOT APPLICABLE		● <i>reason effectively</i> ● <i>make judgments and decisions</i> ● <i>think creatively</i> ● <i>access and evaluate information</i> ● <i>adapt to change</i> ● <i>work creatively with others</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	