

General Music Grade 4: Performing

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to analyze musical notation in order to develop musical literacy. - Students will demonstrate the ability to refine musical concepts in order to convey meaning when performing a varied repertoire. <u>Content Standards:</u> National Core Arts Standards – Music - Anchor Standard 4. Analyze, interpret, and select artistic work for presentation. - Anchor Standard 5. Develop and refine artistic work for presentation. - Anchor Standard 6. Convey meaning through the presentation of artistic work.	Transfer	
	Students will be able to independently use their learning to share their musical experiences with others.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - performers make interpretive decisions based on their understanding of context and expressive intent. - 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 - musicians judge performance based on criteria that vary according to musical maturity, knowledge and experience.	ESSENTIAL QUESTIONS When is a performance considered ready to present?
	Acquisition	
	Students will know... - that songs can be sung with expression and feeling. - that multiple parts can be played at the same time to create complex music. - the letter names of the lines and spaces in treble clef. - that male/female, and adult/children's voices are aurally distinct. - of the following notation symbols: quarter note, half note, dotted half note and whole note. - the various ways to respond to music through improvised movement. - proper singing posture. - the steps to traditional American and folk dances.	Students will be skilled at... - demonstrating and explaining how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill. - demonstrating understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance. - reading and performing using iconic and/or standard notation when analyzing selected music. - describing how context (such as personal and social) can inform a performance. - demonstrating and explaining how intent is conveyed through interpretive decisions and

	<u>vocabulary:</u> solfege syllables, key signature, ostinato, bass line, partner song, round/canon, quarter note, half note, dotted half note, whole note	expressive qualities (such as dynamics, tempo, and timbre). • applying teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances. • rehearsing to refine technical accuracy and expressive qualities and address performance challenges. • performing music, alone or with others, with expression and technical accuracy, and appropriate interpretation. • demonstrating performance decorum and audience etiquette appropriate for the context, venue, and genre.
Content Area Literacy Standards		21st Century Skills
• NOT APPLICABLE		• <i>solve problems</i> • <i>interact effectively with others</i> • <i>communicate clearly</i> • <i>think creatively</i> • <i>adapt to change</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	