



Mount Pleasant Central School District

4th Grade General Music, Performing Arts

We believe music education should provide all students with a love and appreciation for music, an aesthetic form of expression and a standard of excellence achieved through musical performance; an education in music should develop the lifelong learning abilities necessary to contribute to a more cultured, educated society.

Course Summary: What is music? What relationship does music have with the world around us? In this course, students will be exploring music through the lens of an ethnomusicologist. Students will be experiencing music from different cultures and examining the role that it has in society through singing, listening, and movement activities. This course also allows for students to experience the process of learning, rehearsing and performing music for a live audience. Our main goal is to expose students to different music styles and ignite an appreciation for cultures around the world. This course emphasizes; music literacy; proper vocal production; POL traits Collaboration, Empathy and Reflection; and music analysis. Assessments will primarily be through whole-class performances, music literacy check-ins, listening-analysis activities, and reflection assignments.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
Classroom Expectations and 'Breaking the Ice'	September	<ul style="list-style-type: none"> - Ice Breaker activities that focus on team building - Group singing activities to refresh students on proper singing technique. - MUSIC - (Make good choices, Use instruments with care, Show respect, Involve yourself, Contribute Positively. 	<ul style="list-style-type: none"> - Collaboration - MUSIC - Artistic Citizenship 	POL Traits: Collaborator, Communicator, Empathetic MU:Pr4.1.4 a. Demonstrate and explain how the music that they selected to perform (from teacher or student provided options) is influenced by personal interest, knowledge, purpose, and context MU:Pr4.2.4 a. Demonstrate knowledge of the elements of music (such as rhythm and pitch) in music selected for performance.	<ul style="list-style-type: none"> - Differentiating between head voice/chest voice and healthy/unhealthy singing - Differentiation between dynamics and tone/timbre qualities 	<ul style="list-style-type: none"> - Students will engage in icebreaking activities that reinforce the classroom expectations. - Students will engage in group singing activities to create comfortability and trust amongst their classmates. 	

Mount Pleasant Central School District

4th Grade General Music, Performing Arts



We believe music education should provide all students with a love and appreciation for music, an aesthetic form of expression and a standard of excellence achieved through musical performance; an education in music should develop the lifelong learning abilities necessary to contribute to a more cultured, educated society.

Course Summary: What is music? What relationship does music have with the world around us? In this course, students will be exploring music through the lens of an ethnomusicologist. Students will be experiencing music from different cultures and examining the role that it has in society through singing, listening, and movement activities. This course also allows for students to experience the process of learning, rehearsing and performing music for a live audience. Our main goal is to expose students to different music styles and ignite an appreciation for cultures around the world. This course emphasizes; music literacy; proper vocal production; POL traits Collaboration, Empathy and Reflection; and music analysis. Assessments will primarily be through whole-class performances, music literacy check-ins, listening-analysis activities, and reflection assignments.

Color and Timbre	October-December	- Timbre Descriptive words/ listening and identification activity	- Timbre Words - Color/Tone Spectrum	<p>MU:Pr4.2.4 a. Demonstrate knowledge of the elements of music (such as rhythm and pitch) in music selected for performance.</p> <p>MU:Pr4.4.4 a. Demonstrate and identify the context and how intent is conveyed through expressive qualities (such as dynamics and tempo)</p> <p>MU:Re8.1.4 a. Demonstrate and describe how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' interpretations to reflect expressive intent.</p> <p>MU:Re8.1.4 a. Demonstrate and describe how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' interpretations to reflect expressive intent.</p>	- Differentiating between opposite qualities on the timbre spectrum. Ex; Bright and Dark/ Open or Closed	- Students will engage in singing and listening activities where they differentiate between bright and dark tones - Students will identify specific timbre words that fit a specific musical context.	- Listening Assignment
Modal	October-	- Major Vs. Minor	- Tonality/Tonal	<p>MU:Re7.1.4 a. Demonstrate and describe how</p>	- Differentiating	- Students will	Informal Listening

Educating Each Student Today for Endless Possibilities Tomorrow



Mount Pleasant Central School District

4th Grade General Music, Performing Arts

We believe music education should provide all students with a love and appreciation for music, an aesthetic form of expression and a standard of excellence achieved through musical performance; an education in music should develop the lifelong learning abilities necessary to contribute to a more cultured, educated society.

Course Summary: What is music? What relationship does music have with the world around us? In this course, students will be exploring music through the lens of an ethnomusicologist. Students will be experiencing music from different cultures and examining the role that it has in society through singing, listening, and movement activities. This course also allows for students to experience the process of learning, rehearsing and performing music for a live audience. Our main goal is to expose students to different music styles and ignite an appreciation for cultures around the world. This course emphasizes; music literacy; proper vocal production; POL traits Collaboration, Empathy and Reflection; and music analysis. Assessments will primarily be through whole-class performances, music literacy check-ins, listening-analysis activities, and reflection assignments.

Identification	December	<ul style="list-style-type: none"> modes - Mi vs. Me / La vs. Le 	Center/Mode <ul style="list-style-type: none"> - Solfege: Me and Le - Tone - Minor Major 	selected music (from teacher or student provided options) connects to and is influenced by specific interests, experiences, purposes, or contexts.	between major and minor tonalities using solfege and timbre <ul style="list-style-type: none"> - Singing alone/with a group in major tonality using mi/me and la/le 	be able to determine whether a song is in major or minor tonality.	Assignment
Concert Preparation	January - May	<ul style="list-style-type: none"> - 3-4 Two-Part/Unison choral pieces - Signing - Music Literacy - Refinement and Rehearsal of music 	<ul style="list-style-type: none"> - Entrances/Cut-offs - Conductor - Performance Etiquette - Musician - Dynamics - Tone - Head and Chest Voice - Tempo 	MU:Pr4.2.4 a. Demonstrate knowledge of the elements of music (such as rhythm and pitch, and form) in music selected for performance. b. When analyzing selected music, read and perform rhythmic and melodic patterns,	<ul style="list-style-type: none"> - Reading and following along with standard notation 	<ul style="list-style-type: none"> - Students will experience and participate in the process of learning, rehearsing and performing various pieces of repertoire for an audience of family. - Students will apply proper vocal technique, performance 	Post Concert Reflection

Educating Each Student Today for Endless Possibilities Tomorrow

Mount Pleasant Central School District

4th Grade General Music, Performing Arts



We believe music education should provide all students with a love and appreciation for music, an aesthetic form of expression and a standard of excellence achieved through musical performance; an education in music should develop the lifelong learning abilities necessary to contribute to a more cultured, educated society.

Course Summary: What is music? What relationship does music have with the world around us? In this course, students will be exploring music through the lens of an ethnomusicologist. Students will be experiencing music from different cultures and examining the role that it has in society through singing, listening, and movement activities. This course also allows for students to experience the process of learning, rehearsing and performing music for a live audience. Our main goal is to expose students to different music styles and ignite an appreciation for cultures around the world. This course emphasizes; music literacy; proper vocal production; POL traits Collaboration, Empathy and Reflection; and music analysis. Assessments will primarily be through whole-class performances, music literacy check-ins, listening-analysis activities, and reflection assignments.

				<p>using standard notation, as appropriate to the musical tradition.</p> <p>MU:Pr5.1.4 a. Apply established or collaboratively selected criteria and feedback to evaluate accuracy and expressiveness of performances.</p> <p>MU:Pr4.1.4 a. Demonstrate and explain how the music that they selected to perform (from teacher or</p>		<p>etiquette, and various musical elements into their concert performance.</p>	
--	--	--	--	--	--	--	--



Mount Pleasant Central School District

4th Grade General Music, Performing Arts

We believe music education should provide all students with a love and appreciation for music, an aesthetic form of expression and a standard of excellence achieved through musical performance; an education in music should develop the lifelong learning abilities necessary to contribute to a more cultured, educated society.

Course Summary: What is music? What relationship does music have with the world around us? In this course, students will be exploring music through the lens of an ethnomusicologist. Students will be experiencing music from different cultures and examining the role that it has in society through singing, listening, and movement activities. This course also allows for students to experience the process of learning, rehearsing and performing music for a live audience. Our main goal is to expose students to different music styles and ignite an appreciation for cultures around the world. This course emphasizes; music literacy; proper vocal production; POL traits Collaboration, Empathy and Reflection; and music analysis. Assessments will primarily be through whole-class performances, music literacy check-ins, listening-analysis activities, and reflection assignments.

				student provided options) is influenced by personal interest, knowledge, purpose, and context MU:Pr4.4.4 a. Demonstrate and identify the context and how intent is conveyed through expressive qualities (such as dynamics and tempo) MU:Pr5.1.4 a. Apply established criteria and feedback to evaluate accuracy of performances. b. Identify and apply			
--	--	--	--	--	--	--	--



Mount Pleasant Central School District

4th Grade General Music, Performing Arts

We believe music education should provide all students with a love and appreciation for music, an aesthetic form of expression and a standard of excellence achieved through musical performance; an education in music should develop the lifelong learning abilities necessary to contribute to a more cultured, educated society.

Course Summary: What is music? What relationship does music have with the world around us? In this course, students will be exploring music through the lens of an ethnomusicologist. Students will be experiencing music from different cultures and examining the role that it has in society through singing, listening, and movement activities. This course also allows for students to experience the process of learning, rehearsing and performing music for a live audience. Our main goal is to expose students to different music styles and ignite an appreciation for cultures around the world. This course emphasizes; music literacy; proper vocal production; POL traits Collaboration, Empathy and Reflection; and music analysis. Assessments will primarily be through whole-class performances, music literacy check-ins, listening-analysis activities, and reflection assignments.

				<p>appropriate rehearsal strategies and show readiness to present.</p> <p>c. Respond appropriately to aural and visual cues.</p> <p>MU:Pr6.1.4</p> <p>a. Perform music with expression and technical accuracy.</p> <p>b. Perform appropriately for the audience, venue, and context, demonstrating performance decorum.</p> <p>c. Respond appropriately to aural</p>			
--	--	--	--	--	--	--	--

Mount Pleasant Central School District

4th Grade General Music, Performing Arts



We believe music education should provide all students with a love and appreciation for music, an aesthetic form of expression and a standard of excellence achieved through musical performance; an education in music should develop the lifelong learning abilities necessary to contribute to a more cultured, educated society.

Course Summary: What is music? What relationship does music have with the world around us? In this course, students will be exploring music through the lens of an ethnomusicologist. Students will be experiencing music from different cultures and examining the role that it has in society through singing, listening, and movement activities. This course also allows for students to experience the process of learning, rehearsing and performing music for a live audience. Our main goal is to expose students to different music styles and ignite an appreciation for cultures around the world. This course emphasizes; music literacy; proper vocal production; POL traits Collaboration, Empathy and Reflection; and music analysis. Assessments will primarily be through whole-class performances, music literacy check-ins, listening-analysis activities, and reflection assignments.

				and visual cues. MU:Re7.1.4 a. Demonstrate and describe how selected music (from teacher or student provided options) connects to and is influenced by specific interests, experiences, purposes, or contexts. MU:Re8.1.4 a. Demonstrate and describe how the expressive qualities (such as dynamics, tempo, and timbre) are used in			
--	--	--	--	--	--	--	--



Mount Pleasant Central School District

4th Grade General Music, Performing Arts

We believe music education should provide all students with a love and appreciation for music, an aesthetic form of expression and a standard of excellence achieved through musical performance; an education in music should develop the lifelong learning abilities necessary to contribute to a more cultured, educated society.

Course Summary: What is music? What relationship does music have with the world around us? In this course, students will be exploring music through the lens of an ethnomusicologist. Students will be experiencing music from different cultures and examining the role that it has in society through singing, listening, and movement activities. This course also allows for students to experience the process of learning, rehearsing and performing music for a live audience. Our main goal is to expose students to different music styles and ignite an appreciation for cultures around the world. This course emphasizes; music literacy; proper vocal production; POL traits Collaboration, Empathy and Reflection; and music analysis. Assessments will primarily be through whole-class performances, music literacy check-ins, listening-analysis activities, and reflection assignments.

				performers' interpretations to reflect expressive intent.			
Music Literacy	September - June	<ul style="list-style-type: none"> - Daily Rhythmic Sight Reading - Note identification - Composing Rhythms on white board - Solfege 	<ul style="list-style-type: none"> - Differentiating between different note values; Dotted Half notes, Whole Rest, Half Rest Eighth Note, Ties, Accent, Staccato, - Dot - Meter; 2,4,3,4,4 - Staff - Double bar line - Pitches on staff: 	<ul style="list-style-type: none"> - MU:Cr1.1.4 b. Generate musical ideas (such as rhythms and melodies, and simple accompaniment patterns) within tonalities (such as major and minor) and meters. - MU:Cr2.1.4 a. Demonstrate and identify selected and organized musical ideas for a simple arrangement and composition to express intent, and describe connection to a specific purpose and/or context - MU:Cr3.1.4 a. Evaluate, refine, and document revisions to music, applying teacher provided criteria and collaboratively selected criteria 	<ul style="list-style-type: none"> - Reading and performing standard music notation on the staff - Applying BFS when reading music - Applying solfege when reading tonal melodies - Creating and performing rhythmic compositions - Audiating rhythmic 	<ul style="list-style-type: none"> - Students will audiate and perform selected musical examples using beat function syllables - Students will create an ostinato song with using hand percussion 	<ul style="list-style-type: none"> - Rhythmic SR assessments - Simple tonal SR assessments - Ostinato/Hand percussion assignment

Educating Each Student Today for Endless Possibilities Tomorrow



Mount Pleasant Central School District

4th Grade General Music, Performing Arts

We believe music education should provide all students with a love and appreciation for music, an aesthetic form of expression and a standard of excellence achieved through musical performance; an education in music should develop the lifelong learning abilities necessary to contribute to a more cultured, educated society.

Course Summary: What is music? What relationship does music have with the world around us? In this course, students will be exploring music through the lens of an ethnomusicologist. Students will be experiencing music from different cultures and examining the role that it has in society through singing, listening, and movement activities. This course also allows for students to experience the process of learning, rehearsing and performing music for a live audience. Our main goal is to expose students to different music styles and ignite an appreciation for cultures around the world. This course emphasizes; music literacy; proper vocal production; POL traits Collaboration, Empathy and Reflection; and music analysis. Assessments will primarily be through whole-class performances, music literacy check-ins, listening-analysis activities, and reflection assignments.

			C,D,E,F,G,A,B	and feedback - MU:Re9.1.4 a. Apply established criteria to evaluate musical works and performances, describing appropriateness to the context. - MU:Cn10.1.4 d. Manipulate music concepts in order to express ideas.	and tonal passages		
Music Listening and Analysis	September - June	- Listening Activities - Error Detection Activities - Performance Reflection	- Reflection - Jazz, Pop, Rock, Disco, Hip Hop, Rap	MU:Re7.1.4 a. Demonstrate and identify how selected music (from teacher or student provided options) connects to and is influenced by specific interests, experiences, or purposes. MU:Re7.2.4 a. Demonstrate and identify how a response to music can be informed by the use of the elements of music and by context (such as personal and social) MU:Re8.1.4 a. Demonstrate and identify how the expressive qualities (such as dynamics and tempo) are used in performers'	-Identifying specific musical elements in a piece of recorded music. - Identifying what students like and dislike about a specific piece of music. - Analyzing a piece of recorded music - Analyzing a recording of personal	-Students will listen to and analyze recorded music and identify specific musical elements - Students will identify elements of music that they find pleasing or unpleasant. -Students will gain exposure to different	- My Music Taste Project. (Students select a handful of songs that they enjoy listening to and identify a specific element they like)

Educating Each Student Today for Endless Possibilities Tomorrow



Mount Pleasant Central School District

4th Grade General Music, Performing Arts

We believe music education should provide all students with a love and appreciation for music, an aesthetic form of expression and a standard of excellence achieved through musical performance; an education in music should develop the lifelong learning abilities necessary to contribute to a more cultured, educated society.

Course Summary: What is music? What relationship does music have with the world around us? In this course, students will be exploring music through the lens of an ethnomusicologist. Students will be experiencing music from different cultures and examining the role that it has in society through singing, listening, and movement activities. This course also allows for students to experience the process of learning, rehearsing and performing music for a live audience. Our main goal is to expose students to different music styles and ignite an appreciation for cultures around the world. This course emphasizes; music literacy; proper vocal production; POL traits Collaboration, Empathy and Reflection; and music analysis. Assessments will primarily be through whole-class performances, music literacy check-ins, listening-analysis activities, and reflection assignments.

				interpretations to reflect expressive intent. MU:Re9.1.4 a. Apply established criteria to evaluate musical works and performances, identifying appropriateness to the context	performances for positives and negatives.	genres and styles of music through music listening	
Solfege	September -June	<ul style="list-style-type: none"> - Pattern Imitation - Solfege games (forbidden pattern) - Student created patterns that class imitates - Singing chord tones on solfege - Singing chord outlines on solfege (I ii IV V vi) - Reading simple musical passages using solfege (Do-La) 	<ul style="list-style-type: none"> - DRMFSLT - Chord Outline - Do chord, Fa Chord, Sol Chord - Pitches - Home Tone (do) 	<p>MU:Cr1.1.3 b. Generate musical ideas (such as rhythms and melodies) within a given tonality and meter</p> <p>MU:Pr4.2.3 a. Demonstrate knowledge of the elements of music (such as rhythm and pitch) in music selected for performance.</p> <p>MU:Pr6.1.3 Perform music with expression and technical accuracy.</p>	<ul style="list-style-type: none"> - Imitating tonal patterns using solfege - Understanding the relationship 'Do' has to the other solfege pitches - Navigating steps and leaps using solfege - Applying solfege to a piece of music in standard notation 	<ul style="list-style-type: none"> - Students will be able to apply solfege to a simple piece of music containing the pitches do,re,mi,fa,sol,la. Examples will always start and end on 'do'. 	<ul style="list-style-type: none"> - Informal assessment - Simple Tonal SR Assessment

Educating Each Student Today for Endless Possibilities Tomorrow



Mount Pleasant Central School District

4th Grade General Music, Performing Arts

We believe music education should provide all students with a love and appreciation for music, an aesthetic form of expression and a standard of excellence achieved through musical performance; an education in music should develop the lifelong learning abilities necessary to contribute to a more cultured, educated society.

Course Summary: What is music? What relationship does music have with the world around us? In this course, students will be exploring music through the lens of an ethnomusicologist. Students will be experiencing music from different cultures and examining the role that it has in society through singing, listening, and movement activities. This course also allows for students to experience the process of learning, rehearsing and performing music for a live audience. Our main goal is to expose students to different music styles and ignite an appreciation for cultures around the world. This course emphasizes; music literacy; proper vocal production; POL traits Collaboration, Empathy and Reflection; and music analysis. Assessments will primarily be through whole-class performances, music literacy check-ins, listening-analysis activities, and reflection assignments.
