

Grade 4 General Music

Description

Music integrates cognitive learning with the affective and psychomotor development of every child. This program is designed to include an active music-making approach to address the *Three Artistic Processes* of creating, performing and responding. The methodologies of Orff-Schulwerk, Kodaly, Dalcroze, Weikart, and Feierabend, provide students with a comprehensive musical learning experience. Curwen hand signs are used for solfege. Gordon rhythm syllables are continued while students transition to traditional rhythmic counting. The continued study of soprano recorder reinforces student understanding of music notation. The study of music sets a foundation for lifelong participation in and appreciation of music, and reinforces skills needed for many of life's responsibilities. All students in fourth grade receive two thirty-minute classes of music instruction per week.

Course Overview

Course Goals

Students will:

- sing alone and with others, a varied repertoire of music.
- perform on Orff instruments, alone and with others, a varied repertoire of music.
- improvise melodies, variations, and accompaniments.
- compose and arrange music within specific guidelines.
- read and notate music.
- listen to, describe, and analyze student and professional performances.
- attend and describe a live professional symphony orchestra performance: 4th Grade Assured Experience.
- evaluate music and music performance.
- understand relationships between music, the other arts, and disciplines outside the arts.
- understand music in relation to history and culture.
- perform creative movements and organized dances (adapted from State Dance Standards).

Essential Questions

- How is sound organized to make music?
- How is music organized into accented and unaccented beats?
- How do you produce a proper vocal tone?
- How are melodic patterns organized to make music?
- How do you read and perform tonal music notation?
- What is harmony?
- Why do we add accompaniment to a song?
- What are chords?
- How do composers use form to organize music?
- What determines a style of music?
- Does the music from different cultures sound different?
- What is the relationship between movement and sound?
- What is musical playing?

Assessments

- Fourth Grade Assured Experience
- Grade Four Assessment

Content Topics	Standards	Grade Level Skills
I. Rhythm II. Melody III. Harmony IV. Form V. Style VI. Movement VII. Vocal Development VIII. Instrumental Development	<p>Connecticut Arts Curriculum Framework Music Standards</p> <p>Connecticut State Music Standards are met in the following areas:</p> <ul style="list-style-type: none"> • <i>Vocal</i> • <i>Instrumental</i> • <i>Improvisation</i> • <i>Composition</i> • <i>Notation</i> • <i>Analysis</i> • <i>Evaluation</i> • <i>Connections</i> • <i>History And Cultures</i> <p>From Connecticut State Dance Standards:</p> <ul style="list-style-type: none"> • <i>Identify and Perform</i> • <i>Create</i> • <i>Culture and History</i> 	<p>Students will:</p> <ul style="list-style-type: none"> • Read, perform, and create rhythms in duple and triple meter. • Identify and perform music written in the treble clef. • Perform songs with designated chordal accompaniments. • Identify and perform different musical forms. • Identify different musical styles. • Improvise, create, and perform dances. • Demonstrate appropriate vocal and ensemble skills and follow a conductor. • Demonstrate correct unpitched percussion, mallet and recorder technique (tonguing and hand position).

Content Topic 1 – Rhythm [top](#)

Standards - Music

Vocal

Students will sing, alone and with others, a varied repertoire of songs.

Students will:

- sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo.

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will:

- perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.
- perform easy rhythmic, melodic and chordal patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments.
- echo short rhythms and melodic patterns.
- perform independent instrumental parts while other students sing or play contrasting parts.

Improvisation

Students will improvise melodies, variations and accompaniments.

Students will:

- improvise "answers" in the same style to given rhythmic and melodic phrases.
- improvise simple rhythmic and melodic ostinato accompaniments.
- improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means.

Composition

Students will compose and arrange music.

Students will:

- create and arrange short songs and instrumental pieces within specified guidelines.

Notation

Students will read and notate music.

Students will:

- read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.
- use a system (that is, syllables, numbers or letters) to read simple pitch notation in the treble clef in major keys.
- use standard symbols to notate meter, rhythm, pitch and dynamics in simple patterns presented by the teacher.

Analysis

Students will listen to, describe and analyze music.

Students will:

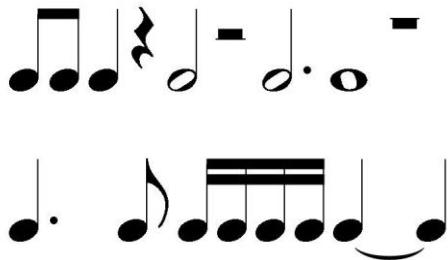
- identify simple music forms when presented.
- demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.
- use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

Unit Objectives

Students will be able to:

- demonstrate the pulse/beat in simple and compound meters.
- identify meter signatures 2/4, 3/4, 4/4, 3/8, 6/8 as a way of grouping beats.
- begin transition to numerating rhythms with traditional counting system.
- demonstrate patterns using rhythmic values:

Simple:



Compound:



perform music using the □ ad □□□□□□ as an anacrusis.

- improvise rhythmic phrases using the Question and Answer technique.
- demonstrate contrasts in tempo.

Essential Questions

- How is sound organized to make music?
- How is music organized into accented and unaccented beats?

Focus Questions

- How are beats organized in a piece of music?
- How are beats grouped?
- Does the music move in 2 or 3?
- What do the numbers of a time signature mean?
- What is the difference between the upbeat and the downbeat?
- How do you conduct in two, three, and four?
- How do you create a rhythmic question and answer?
- What is tempo?
- What words could you use to describe different tempi?

Assessments

- Grade Four 4 Rhythm Reading Assessment
- Grade Four Assessment

Skill Objectives

Students will:

- identify meter signatures in 2/4, 3/4, 4/4, 3/8, and 6/8.
- read and notate rhythm patterns in 2/4, 3/4, 4/4, 3/8, and 6/8.
- sing, play, improvise, compose, read and notate designated rhythms.
- sing, play, and read music using the quarter and eighth note as an anacrusis.
- play and improvise rhythmic phrases using the Question and Answer technique.
- perform and listen to contrasts in tempo.

Content Topic 2- Melody [top](#)

Standards - Music

Vocal

Students will sing, alone and with others, a varied repertoire of songs.

Students will:

- sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo.

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will:

- perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.
- perform easy rhythmic, melodic and chordal patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments.
- perform expressively a varied repertoire of music representing diverse genres and styles.
- perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.

Improvisation

Students will improvise melodies, variations and accompaniments.

Students will:

- improvise "answers" in the same style to given rhythmic and melodic phrases.
- improvise simple rhythmic and melodic ostinato accompaniments.

Notation

Students will read and notate music.

Students will:

- use a system (that is, syllables, numbers or letters) to read simple pitch notation in the treble clef in major keys.
- use standard symbols to notate meter, rhythm, pitch and dynamics in simple patterns presented by the teacher.

Evaluation

Students will evaluate music and music performances.

Students will:

- devise criteria for evaluating performances and compositions.
- explain, using appropriate music terminology, their personal preferences for specific musical works and styles.

<p><u>Unit Objectives</u> Students will be able to:</p> <ul style="list-style-type: none"> • identify and perform patterns: Do-Re-Mi-Fa-Sol-La-Ti-Do´ (includes diatonic and pentatonic scales). • identify the musical alphabet and the treble clef lines and spaces including D and Middle C. • identify and perform the C Major Diatonic Scale. • create pentatonic melodies using the Question and Answer technique. • perform, alone and with others, a varied repertoire of songs representing genres and styles from diverse cultures. • compose a four measure pentatonic melody for soprano recorder. 	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do you produce a proper vocal tone? • How are melodic patterns organized to make music? • How do you read and perform tonal music notation? 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> • Grade Four Assessment
	<p><u>Focus Questions</u></p> <ul style="list-style-type: none"> • What is the difference between your head and chest voice? • How are solfege and the musical alphabet related? • How do you read music notes on the staff? • What are the names of the lines and spaces in the treble clef? • How do you read intervals? • What notes are in a pentatonic scale? • What are the notes of the C Major Scale? • How do composers create pentatonic melodies? 	<p><u>Skill Objectives</u> Students will:</p> <ul style="list-style-type: none"> • sing, play, read, create, notate and listen to pentatonic and diatonic melodic patterns. • read, notate and play the treble clef lines and spaces, including D and Middle C. • identify notes in the C major scale. • sing, play, improvise, read and notate pentatonic Questions and Answers. • sing, play and move to a varied repertoire of songs representing genres and styles.

Content Topic 3 - Harmony [top](#)

Standards - Music

Vocal

Students will sing, alone and with others, a varied repertoire of songs.

Students will:

- sing ostinatos, partner songs and rounds.

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will:

- perform easy rhythmic, melodic and chordal patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments.
- echo short rhythms and melodic patterns.
- perform independent instrumental parts while other students sing or play contrasting parts.

Unit Objectives

Students will be able to:

- identify Do or La as the resting tone.
- perform a song or rhyme with two or three (rhythmic/melodic) ostinati.
- perform a rhythmic score with multiple parts.
- perform two-part canons and rounds.
- perform a song or rhyme with bordun (Chord, Broken, Crossover and Level) or I-V accompaniments.

Essential Questions

- What is harmony?
- Why do we add accompaniment to a song?
- What are chords?

Focus Questions

- What are the resting tones in major and minor songs?
- How do you read rhythmic and melodic scores?
- How do you maintain rhythmic and/or melodic independence?
- What are I and V chords?
- When you accompany a song, how do you know when to change the chords?

Assessment

- Grade Four Assessment

Skill Objectives

Students will:

- sing, play and listen to major and minor tonalities.
- sing and play two or three-part (rhythmic/melodic) ostinati.
- sing, play and read a rhythmic score with multiple parts.
- sing, play and move to two-part canons and rounds.
- sing and play a song or rhyme with bordun (Chord, Broken, Bordun) and I-V accompaniments.

Content Topic 4-Form [top](#)

Standards - Music

Vocal

Students will sing, alone and with others, a varied repertoire of songs.

Students will:

- sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will:

- perform independent instrumental parts while other students sing or play contrasting parts.

Analysis

Students will listen to, describe and analyze music.

Students will:

- identify simple music forms when presented.
- use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

Unit Objectives

Students will be able to:

- perform two and three-part rounds and canons.
- describe theme and variation form.
- identify *D.C. al Fine* and *D.S. al Fine*.

Essential Question

- How do composers use form to organize music?

Focus Questions

- What is a theme and variations?
- How is the music changed in a piece to create a variation?
- What is the difference between *D.C. al Fine* and *D.S. al Fine*?

Assessment

- Grade Four Assessment

Skill Objectives

Students will:

- sing, play and move to two and three-part rounds and canons.
- sing, move and listen to pieces in theme and variation form.
- read and notate *D.C. al Fine* and *D.S. al Fine*.

Content Topic 5-Style and Expression [top](#)

Standards – Music

Vocal

Students will sing, alone and with others, a varied repertoire of songs.

Students will:

- sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will:

- perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.

Notation

Students will read and notate music.

Students will:

- identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing.

Analysis

Students will listen to, describe and analyze music.

Students will:

- identify simple music forms when presented.
- demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.

Connections

Students will make connections between music, other disciplines and daily life.

Students will:

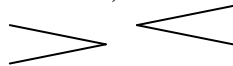
- identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.

History And Cultures

Students will understand music in relation to history and culture.

Students will:

- identify by genre or style aural examples of music from various historical periods and cultures.
- describe in simple terms how elements of music are used in music examples from various cultures of the world.

<p>Unit Objectives</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> identify the music of varied cultures and use appropriate terminology to describe the style, instruments, texture, traditions and its role in society. demonstrate contrasts in dynamics and identify the following symbols: <i>pianissimo (pp)</i>, <i>fortissimo (ff)</i>, <i>crescendo</i> (), <i>decrescendo</i> ().  <ul style="list-style-type: none"> identify the orchestral woodwind and brass families. attend and describe a live professional symphony orchestra performance: 4th Grade Assured Experience. 	<p>Essential Questions</p> <ul style="list-style-type: none"> What determines a style of music? Does the music from different cultures sound different? <p>Focus Questions</p> <ul style="list-style-type: none"> What are the similarities and differences between music of different cultures and styles? What do the symbols <i>pp</i>, <i>ff</i>, <i>crescendo</i>, and <i>decrescendo</i> mean? What are the differences between woodwind and brass instruments? How is the expected audience behavior different for various styles of performance? 	<p>Assessment</p> <ul style="list-style-type: none"> Fourth Grade Assured Experience <hr/> <p>Skill Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> sing, play, read, and listen to and describe the music of varied cultures. sing, play, and read music according to the following symbols: <i>pp ff</i>, <i>crescendo</i> and <i>decrescendo</i>. listen to the orchestral woodwind and brass families.
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Content Topic 6 - Movement [top](#)

Standards - Music

Analysis

Students will listen to, describe and analyze music.

Students will:

- demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.
- respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.

Standards – Dance

Elements and Skills

Students will identify and perform movement elements and dance skills.

Students will:

- demonstrate nonlocomotor movements.
- demonstrate eight basic locomotor movements, traveling forward, backward, sideward, diagonally and turning.
- demonstrate understanding of spatial concepts through, for example: shape-making at low, middle and high levels; defining and maintaining personal space; demonstrating movements in straight and curved pathways.
- demonstrate accuracy in moving to a musical beat and responding to changes in tempo.
- identify and demonstrate basic dynamic contrasts.

Choreography

Students will understand choreographic principles, processes and structures.

Students will:

- create a sequence or simple dance with a beginning, middle and end, both with and without a rhythmic accompaniment, and identify each of these sequence parts.

History and Culture

Students will demonstrate an understanding of dance in various cultures and historical periods.

Students will:

- perform folk dances from various cultures with competence and confidence.

<p><u>Unit Objectives</u> Students will be able to:</p> <ul style="list-style-type: none"> • demonstrate spatial awareness, concentration, and focus in performing movement skills. • perform organized dances and use appropriate dance terminology. • create and perform dances. 	<p><u>Essential Question</u></p> <ul style="list-style-type: none"> • What is the relationship between movement and sound? 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> • Grade Four Assessment
	<p><u>Focus Questions</u></p> <ul style="list-style-type: none"> • How does the movement match the music? • How do you organize movements to music? • What words can you use to describe movements? • How do partners work together as part of a larger group? 	<p><u>Skill Objectives</u> Students will:</p> <ul style="list-style-type: none"> • perform purposeful movement through space. • create and perform organized folk dances by following dance vocabulary.

Content Topic 7 –Vocal Development [top](#)

Standards - Music

Vocal

Students will sing, alone and with others, a varied repertoire of songs.

Students will:

- sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo.
- sing expressively, with appropriate dynamics, phrasing and interpretation.
- sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.

Unit Objectives

Students will be able to:

- demonstrate appropriate singing posture for both sitting and standing position.
- demonstrate deep, low breathing techniques.
- demonstrate ability to match pitch with accurate intonation.
- demonstrate accurate word pronunciation and clear enunciation of vowels.
- demonstrate vocal clarity and projection
- demonstrate how to blend his or her voice while singing with others.

Essential Question

- How do you produce a proper vocal tone?

Focus Questions

- What effect does posture have on vocal tone?
- How does breathing affect vocal tone?
- How can you tell if you are singing in tune?
- How do you make your words clear when you sing?
- How do you project your voice?
- What skills are needed to sing in a group?

Assessments

- Grade Four Vocal Solo
- Grade Four Vocal Development Assessment

Skill Objectives

Students will:

- sing with appropriate posture while sitting and standing.
- sing with deep, low breathing techniques.
- sing with accurate word pronunciation.
- sing using head voice with accurate intonation.
- sing in groups and listen for blending of voices.

Content Topic 8-Instrumental Development [top](#)

Standards - Music

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will:

- perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.
- perform easy rhythmic, melodic and chordal patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments.
- perform expressively a varied repertoire of music representing diverse genres and styles.
- perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.
- perform independent instrumental parts while other students sing or play contrasting parts.

Unit Objectives

Students will be able to:

- demonstrate correct unpitched percussion, mallet and recorder technique.
- demonstrate correct fingering technique, tonguing and proper tone production of B-A-G-E-D-C'-D' on the soprano recorder.

Essential Question

- What is musical playing?

Focus Questions

- How do you produce a proper tone on pitched and unpitched percussion instruments?
- How do you remove and replace the bars on the pitched percussion instruments?
- How do you produce a proper tone on the recorder?
- What is resting position for recorder?
- How do you play B-A-G-E-D- C'-D' on the recorder?
- What is the relationship between the notes on the staff and the fingering on the recorder?

Assessment

- Grade Four Assessment

Skill Objectives

Students will:

- play pitched and unpitched percussion instruments with correct technique.
- play B-A-G-E-D-C' and D' on the recorder with proper tone production, tonguing and fingering techniques.