

Grade 4 General Music

Targeted Goals from Stage 1: Desired Results

Content Knowledge: Students will listen to elements of music critically and breakdown how the performer’s choices in those elements can lead to the evocation of different emotions.

Vocabulary: genre (pop, rock, hip hop, country, jazz, classical), moods, elements of music (tempo, dynamics, instrumentation, timbre, texture),

Skills: Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers’ and personal interpretations to reflect expressive intent.

Expectation:

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
- Learn about different genres of music from the past 70 years: For the genres of pop, rock, hip hop, country, jazz, and classical, learn about the history and characteristics of each genre - Submit song requests: I will ask students to submit a few different songs with specific requirements (slow pop song, loud country song, etc.)	- Google slides	- Submission of song requests
- (Priority activity) Learn about ways music can evokes emotions: Discover how different application of the elements of music (tempo, dynamics, instrumentation, lyrics, and texture) can lead to different moods for the pieces - Mood songs: Students will submit a list of songs that make them feel different emotions (happy, sad, excited, calm)	- Google slides	- Submission of mood songs

Week criteria for success (attach student checklists or rubrics):

- Song requests
- Mood songs

Supportive resources and tutorials for the week (plans for re-teaching):

- Both google slides can be revisited