

## Grade 4 General Music

### Targeted Goals from Stage 1: Desired Results

**Content Knowledge:** Students use active listening skills to demonstrate how a specific music concept or expressive quality is used in music

**Vocabulary:** Tempo, dynamics, instrumentation, texture, melodic contour, active listening, listening map

**Skills:** Analyzing a piece of music for specific elements of music (tempo, dynamics, instruments, mood, motifs, staccato/legato)

**Expectation:**

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Part 1: Learning about elements of music, active listening, and complete a listening glyph - Elements of Music (tempo, dynamics, texture, melodic contour, instrumentation, and themes) - What is active listening?	- Listening map example - Google Slides on elements of music - Screencast of me going over a listening map example	- Analysis of a piece of music - Exit ticket on appropriate iconic representation
Part 2: Creating their own listening map: - Pick a song out of song bank - Choose the part of the song you want to make a map for - How do you want to represent the melody? Based on themes with different icons or based on melodic contour? - Once students choose how to represent the melody, decide how you want to represent the expressiveness (dynamics, tempo, mood) and instrumentation or texture	- Song bank - Step by step checklist for how to plan a listening map	- Picture of completed listening map - Reflection

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

- Analysis of a piece of music (submitted as a short answer assignment)
- Exit ticket of appropriate iconic representation
- Completion of an original listening map and reflection to go along with it

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

- Elements of music Google Slides can be revisited
- Screencast can be revisited