

Grade 4 Music

Teacher: Sandy Carlson

September 2022

| Content | Skills | Learning Targets | Standards | Assessment | Resources & Technology |
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| CEQ: *WHAT ARE THE ELEMENTS OF MUSIC? *HOW WILL STUDENTS DEMONSTRATE THESE ELEMENTS OF MUSIC? *HOW IS MUSIC AN IMPORTANT ELEMENT OF HISTORY AND CULTURE? UEQ: <i>*What is the difference between rhythm and beat?</i> <i>*What are the values of quarter, eighth, and half notes, and quarter rests?</i> <i>*What are pitch and melody?</i> <i>*What are the different ways the we can</i> | A. Rhythm A1. Demonstrate beat/rhythm through speech pieces, and body canons using beat and rhythm A2. Demonstrate strong/weak beat with movement and change of direction on strong beat A3. Group performance of rhythm patterns from cards and SmartBoard files, including quarter, eighth & half notes and quarter rests. B. Melody B1. Sing echo greeting with awareness of matching pitch B2. Sing unison songs with awareness of melodic direction B3. Discover with boomwhackers and Orff | A.Rhythm T1. I can demonstrate previous knowledge of music elements, including rhythm, melody, expression, tone color, form, and harmony through music review activities. F. Harmony T6. I can perform a canon in a group. | 3.A.1.1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work. (Ongoing through the curriculum year) | Teacher observation Individual oral response Individual and group performance Appropriate class and individual movement | *Spotlight on Music - Grade 4 *Rhythm and movement activities - Beat in Your Feet - Now We Change It, circle activity - rhythm cards adding designated word patterns (colors, school subjects, bug names, etc) *Supplementary songs *Classroom instruments: rhythm, Orff and boomwhackers *Balloon demonstration *Posture Levels - SmartBoard; shared folder *Meter Sign Activities - SmartBoard; shared folder |

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| <p><i>use our voices?</i></p> <p>A. Rhythm A1. Review beat/rhythm A2. Review strong/weak beat A3. Partial review of note values - quarter, eighth, half, quarter rest</p> <p>B. Melody B1. Echo singing B2. Unison singing B3. Pitch & Melody B4. Review line and space notes</p> <p>C. Expression C1. Review role of vocal cords and diaphragm muscle in expressive singing</p> <p>D. Tone Color D1. Review our four voices: singing, whisper, talking & calling/shouting</p> <p>E. Form E1. ABA E2. Call & response</p> <p>F. Harmony F1. Two and three-part rounds</p> | <p>instruments how pitches put together create melody B4. Use manipulative notes to name line and space letters</p> <p>C. Expression C1. Describe the role that the vocal cords and diaphragm muscle play in expressive singing</p> <p>D. Tone Color D1. List the four ways that the voice can be used</p> <p>E. Form E1. Recognize patterns in music that are being used in class E2. Define and perform song using call and response</p> <p>F. Harmony F1. Sing, listen to and discuss the harmony occurring with two- and three-part rounds</p> | | <p>3.4.2.2.1 Generate and develop original artistic ideas</p> <p>3.A.1.1 Use foundational knowledge and skills while responding to, creating, and presenting artistic work</p> | | <p>*Interactive Now</p> <p>*Gr 4 Resource file - shared folder</p> |
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October

| Content | Skills | Learning Targets | Standards | Assessment | Resources & Technology |
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| <p><i>UEQ:</i></p> <p><i>*What is meter?</i></p> <p><i>*What is the pentatonic scale?</i></p> <p><i>*What are phrases in music?</i></p> <p><i>*What are borduns and ostinatos?</i></p> <p><i>*What is tone color?</i></p> <p>A. Rhythm</p> <p>A1. Meter</p> <p>A2. Note values - quarter, eighth, half, quarter rest</p> <p>A3. Conducting patterns - 2/4, 3/4, 4/4, and cutoffs</p> <p>B. Melody</p> <p>B1. Melodic Contour</p> <p>B2. Pentatonic pattern, drmsl</p> <p>C. Expression</p> <p>D. Tone Color</p> <p>D1. Vocal tone color</p> | <p>A. Rhythm</p> <p>A1. Identify meter of classroom songs</p> <p>A1. Signal strong beat to determine groups 2, 3, or 4 beats</p> <p>A2. Identify, read and perform rhythm combinations of quarter notes, eighth notes, half notes and quarter rests.</p> <p>A3. Demonstrate conducting patterns, identifying duple or triple meter</p> <p>B. Melody</p> <p>B1. Move to show contour of classroom songs or listening examples</p> <p>B2. Learn pentatonic pattern with solfege hand signs</p> <p>B2. Improvise a 4-measure pentatonic melody on Orff instruments</p> <p>D. Tone Color</p> <p>D1. Discuss unique</p> | <p>A.Rhythm</p> <p>T2. I know what the top number of the time signature (meter) means; 2/4, 3/4, and 4/4.</p> <p>B. Melody</p> <p>T4. I can identify the pitches in the pentatonic scale.</p> | <p>3.A.1.1</p> <p>Use foundational knowledge and skills while responding to, creating, and presenting artistic work.</p> <p>3.4.2.3.1</p> <p>Create original artistic work</p> | <p>Teacher observation</p> <p>Individual oral response</p> <p>Individual and group performance</p> <p>Appropriate class and individual movement</p> <p>CFA = Pentatonic worksheet</p> <p>CFA = Interactive Now - Volume 10 - what Melody Do You Hear? - pentatonic</p> | <p>*Spotlight on Music - Grade 4 - Unit 1</p> <p>Song: My Town, My World - p 8, CD 1:4</p> <p>Meter map: p 9</p> <p>Listening: Hush Little Baby, Bobby McFerrin - p 9, CD 1:7</p> <p>Rhythm pattern map: p 9</p> <p>Speech Piece: A Journey - p 14 CD 1:17</p> <p>Rhythm instrument ostinato - p 15</p> <p>Song: Peace Round - p 16, CD 1:22</p> <p>Listening: Canon in D - p 17, CD 1:26</p> <p>Body percussion ostinato - p 17</p> <p>Pentatonic scale and tonal center - p 21</p> <p>*Black keys on piano for pentatonic improvisation using common rhythm (e.g. Twinkle, Twinkle)</p> <p>*Song and Orff ostinato: I'll Rise When the Rooster Crows - p 36-37, CD 2:24</p> <p>Listening: Sonata for</p> |

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| E. Form 1. Phrases F. Harmony 1. Two-part canons 2. Borduns and ostinatos G. Listening G1. Hush Little Baby, American folk song - Bobby McFerrin G2. Canon in D, Pachelbel G3. Sonata for Cello and Piano, Shostokovich | tone color of each person's voice D1. Discover differences in vocal tone color using classroom voices and recordings (Bobby McFerrin) E. Form E1. Signal to identify two phrases as alike, similar, or different F. Harmony F1. Learn and sing 2-part canons F2. Perform simple bordun on Orff instruments with vocal melody G. Listening G1. Identify how listening example relates to tone color G2. Perform body percussion with listening example | | | | Cello and Piano, Opus 40, 2nd movt - p 40, CD 2:28 *Rhythm House meter signature activities; SmartBoard - shared folder * Orff overview and mallet technique; SmartBoard - shared folder *Interactive Now *Gr 4 Resource file - shared folder |
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November

| Content | Skills | Learning Targets | Standards | Assessment | Resources & Technology |
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| UEQ: <i>*What are 16th notes?</i> <i>*What are the hand</i> | A. Rhythm A1. Demonstrate rhythms with 3 & 4 sounds/beat. | A.Rhythm T3. I can identify and read the value of | | Teacher observation Individual oral response | Spotlight on Music - Grade 4, Unit 2 |

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| <p><i>signs and sounds for low las and low so?</i> <i>*What are sections in music?</i></p> <p>A. Rhythm A1. Rhythms with 3 & 4 sounds/beat A2. Melodies with 4 sixteenths, & two sixteenth/one eighth combo</p> <p>B. Melody B1. Low la and low so with hand signs</p> <p>C. Expression C1. Spirituals</p> <p>D. Tone Color D1. Instruments in listening examples</p> <p>E. Form E1. Contrasting sections</p> <p>F. Harmony</p> <p>G. Listening: - Badinerie from Suite for Orchestra No. 2 in B Minor (Bach) - Augie's Great</p> | <p>A2. Read/perform melody with 4 sixteenths, & two sixteenth/one eighth combo</p> <p>B. Melody B1. Use visual of tonal center to read and sing low la and low so with hand signs.</p> <p>C. Expression C1. Read about African American Spirituals as expressions of the longing for freedom and a better life...e.g. Follow the Drinking Gourd C1. Listen to example(s) of African American Spirituals</p> <p>D. Tone Color D1. Recognize differences in tone color of instruments in listening examples (Jugs, washboards, spoons, timpani, woodwinds...)</p> <p>E. Form E1. Identify contrasting sections in classroom songs</p> | <p>sixteenth notes.</p> <p>E. Form T5. I can understand and demonstrate that</p> | <p>3.A.1.1 Use foundational knowledge and skills while responding to, creating, and presenting artistic work.</p> <p>3.4.4.8.1 Evaluate artistic work by applying criteria</p> | <p>Individual and group performance Appropriate class and individual movement</p> <p>CA= Spotlight on Music: Spotlight Your Success! p 78-79, CD 4:28 or Resource Master 2*12</p> | <p>Speech piece: The Woodpecker - p 48, CD 3:10 Rhythm map: p 49 Listening map: Augie's Great Municipal Band from Star Wars Episode 1: The Phantom Menace - low la and low so, p 56-57, CD 3:24 Song: Early in the Morning at Eight O'Clock - p 59, CD 4:1 Orff ostinato - p 59 Listening: Badinerie from Suite for Orchestra No. 2 in B Minor (Bach) p 61, CD 4:4 Rhythm map: p 60 (16th, 8th/16th combo) Description: African American Spirituals - p 65 Listening: Day-O, (Harry Belafonte) p 72, CD 4:21 - Calypso, 8th/quarter/8th Listening: Brooklyn Jugs (Jug Bands) - p 77, CD 4:26 Listening: Sonatina for Three Timpani and Piano,</p> |
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| Municipal Band from Star Wars Episode 1 - Day-O, (Harry Belafonte) - Calypso - Brooklyn Jugs - Jug Bands - Sonatina for Three Timpani and Piano, (Tcherepnin) | | form is different sections in music, through movement and rhythm. | | | 1st Movement, by Alexande Tcherepnin - p 81, CD 5:6-7 Book: Follow the Drinking Gourd, with video; freedom activity November Chants - SmartBoard; shared folder *Interactive Now *Gr 4 Resource files - shared folder |
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December

| Content | Skills | Learning Targets | Standards | Assessment | Resources & Technology |
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| <i>UEQ:</i> <i>*What are steps, skips, repeats and leaps in music?</i> <i>*What is one seasonal music tradition from another culture?</i> <i>*What are the dynamic signs from pp to ff and their meanings?</i> <i>*What are tempo markings from largo to presto and their meanings?</i> A. Rhythm | A. Rhythm A1. Demonstrate rhythm canons with body percussion - some student led A2. Recognize 4 sounds per beat visually and aurally using metronome (sixteenth notes). Demonstrate sixteenth notes with rhythm instruments. B. Melody B1. Demonstrate DRMFS melody with | A.Rhythm T3. I can identify and read the value of sixteenth notes. | | Teacher observation Individual oral response Individual and group performance Appropriate class and individual movement CFA #1 = Interactive Now - Volume 9 - Dictation Station - Eight Beats - Sixteenth Notes | *Spotlight on Music - Grade 4 *metronome *Classroom instruments: rhythm and Orff *signs with dynamics *Supplementary holiday songs *The Dynamic Speech Piece |

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| <p>A1. Rhythm canons A2. 16th notes</p> <p>B. Melody B1. Solfege D-R-M-F-S B2. Steps, skips and repeats</p> <p>C. Expression C1. Dynamic changes C2. Dynamic signs from pp to ff C3. Tempo marking from largo to presto</p> <p>D. Tone Color</p> <p>E. Form E1. Holiday music</p> <p>F. Harmony F1. 2 and 3-part instrumental harmony</p> <p>G. Listening G1. Composer study: Copland</p> | <p>solfege syllables and hand signs B2. Sing pentachord touching feet, knees, waist, shoulders and head, echoing teachers steps, skips and repeats</p> <p>C. Expression C1. Use dynamic signs to signal sudden changes in dynamics in classroom music C2. Identify dynamic signs and their meanings from pp to ff C2. Identify tempo markings and their meanings from largo to presto</p> <p>D. Tone Color</p> <p>E. Form E1. Recognize/label form of holiday music (e.g. African Noel - ABA)</p> <p>F. Harmony F1. Play Orff orchestration of "Carol of the Bells" with 3 parts</p> | <p>C. Expression T10. I can describe and demonstrate differences in dynamics, including crescendo and decrescendo.</p> <p>T11. I can perform 6 tempo words: largo, andante, allegro, presto, accelerando and ritardando.</p> | <p>3.4.3.5.1 Develop and refine artistic techniques and work for performance</p> | <p>CSA #1 = Composing and Performing Rhythms, found in 4th Gr assessment Rubrics document in Shared Drive</p> | <p>*The Tempo Song</p> <p>*Copland books and recordings</p> <p>*December chants - SmartBoard; shared folder</p> <p>*Fruit Rhythms - SmartBoard; shared folder</p> <p>*Interactive Now</p> <p>*Gr 4 Resource files - shared folder</p> <p>Ukulele resources in Shared Folder</p> |
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| | G. Listening G1. Study and discuss Copland's life G1. Study and discuss events that took place during that particular time period G1. Listen to examples of Copland's music | | | | |
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January

| Content | Skills | Learning Targets | Standards | Assessment | Resources & Technology |
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| UEQ: <i>*In rhythm, what are sixteenth and eighth note combinations?</i> <i>*What are the I, IV, and V chords in harmony?</i> A. Rhythm A2. Sixteenth/eighth note combinations B. Melody B1. Steps, skips, repeats & leaps C. Expression C1. Dynamic levels D. Tone Color E. Form | A. Rhythm A2. Aurally identify tikati and titika (sixteenth and eighth combinations) B. Melody B1. Move to show steps, skips, repeats and leaps in a melody C. Expression C1. Perform at least three dynamic levels with speech piece D. Tone Color D1. Recognize differences in tone color of instruments in | C. Expression T10. I can describe and demonstrate differences in dynamics, including crescendo and decrescendo. | 3.4.3.5.1 Develop and refine artistic techniques and work for performance 3.4.3.6.1 | Teacher observation Individual oral response individual and group performance Appropriate class and individual movement CFA = "Blast from the Staff", Interactive Now, Volume 2 CSA #2 = Sing Melody and Play Ukuleles. Rubric found in 4th Grade Assessment | Spotlight on Music, Grade 4, Unit 3 <u>Song</u> : Pat Works on the Railway - p 86, CD 5:11, Amer Railway Song, 6/8 or 2 over dotted quarter - <u>Rhythm map</u> on p 87 <u>Song</u> : Water Come a Me Eye - p 90, CD 5:17, Calypso Jamaican Song, (also eighth/quarter/eighth rhythm and movement) <u>Interval map</u> on p 91 - steps, skips and repeats <u>Listening</u> : One Note Samba, p 92, CD 5:20, Brazil <u>Playalong rhythm instrument pattern</u> , p 92 <u>Listening</u> : Repicados sobre |

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| <p>F. Harmony F1. I-V Harmony G. Listening G1. One Note Samba - Brazil G2. Repicados sobre Madera drummers from Uruguay G3. The Sorcerer's Apprentice G4. Concertino for Marimba, G5. Autumn Music, wind quintet</p> | <p>listening examples</p> <p>F. Harmony F1. Signal to show chord changes in a I-V harmony</p> | | <p>Make artistic choices in order to convey meaning through performance</p> | <p>Rubrics document on Shared Drive</p> | <p>Madera, p 93, CD 5:21 - Uruguayan candombe, very rhythmic drum piece <u>Song</u>: Love Somebody - p 94, CD 5:22, <u>Pitch syllables</u> - new syllable; fa <u>Dance</u>: Tinikling - p 105, CD 6:9 - Filipino dance <u>Song</u>: Achshav - p 112, CD 6:18, Israeli Folk Song, with eighth/quarter/eighth combo, playalong chord pattern on I & V on p 113 <u>Listening</u>: The Sorcerer's Apprentice - p 116, CD 6:25, triplet, dotted quarter, and quarter/eighth in 6/8 <u>Listening</u>: Concertino for Marimba, Op 21 - From the Top Performance - p 120, CD 6:27 <u>Listening</u>: Autumn Music, wind quintet - p 121, CD 6:29 Staff Wars note-naming game - SmartBoard; shared folder *Interactive Now *Gr 4 Resource files - shared folder</p> |
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February

| Content | Skills | Learning Targets | Standards | Assessment | Resources & Technology |
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| <p><i>UEQ:</i> <i>*What is an octave leap?</i> <i>*What are the I-IV-V chords in harmony?</i></p> <p>A. Rhythm A1. Eighth/sixteenth rhythm combos</p> <p>B. Melody B1. Octave leaps B2. Pentatonic scale with high do</p> <p>C. Expression</p> <p>D. Tone Color</p> <p>E. Form</p> <p>F. Harmony F1. I-IV-V pattern</p> <p>G. Listening G1. Oito Batutas, by Pixinguinha, Brazilian clarinetists G2. Festival Dance, Peruvian folk melody G3. In the Mood, Glenn Miller Band G4. Dance No 4, pipe</p> | <p>A. Rhythm A1. Clap rhythms with eighth/sixteenth combos A2. Compose using eighth/sixteenth rhythm combos</p> <p>B. Melody B1. Signal to show hearing octave leaps B2. Sing pentatonic phrase with high do. B2. Create pentatonic melody to given rhythm (8-beat; Sing, Sing, Sing) Record or write down new lyrics with melody</p> <p>D. Tone Color D1. Recognize differences in tone color of instruments/voices in listening examples</p> <p>F. Harmony F1. Recognize chord changes in a I-IV-V pattern F1. Play a I-IV-V accompaniment on Orff and ukulele</p> <p>G. Listening</p> | <p>B. Melody T4. I can identify the pitches in the pentatonic scale.</p> <p>F. Harmony T15. I can hold a ukulele correctly while fingering the C, F, and G (I,IV,V) chords and strumming a steady beat</p> | <p>3.4.2.3.1 Create original artistic work</p> <p>3.4.2.4.1 Revise and complete original artistic work</p> <p>3.4.3.5.1 Develop and refine artistic techniques and work for performance</p> <p>3.4.3.6.1 Make artistic choices in order</p> | <p>Teacher observation Individual oral response individual and group performance Appropriate class and individual movement</p> <p>CA= Spotlight on Music: Spotlight Your Success! p 158-159, CD 8:7 or Resource Master 4*12</p> | <p>Spotlight on Music, Grade 4, Unit 4</p> <p><u>Listening</u>: Oito Batutas, by Pixinguinha, Brazilian clarinetists - p 128, CD 7:4, upbeat, octaves with excerpt from score <u>Orff ostinato</u>: Octaves, p 129 Song: Old Ark's A-Moverin' - p 130, CD 7:5, with Orff orchestration O*13 <u>Syncopation map</u>: p 132 <u>Listening</u>: Festival Dance - p 140, CD 7:21, <u>Rhythm map</u> shown with syncopation <u>Listening</u>: In the Mood, Glenn Miller Band - p 143, C 7:26 - <u>I, IV, V chords</u>, sax broken chords, <u>12-bar pattern shown</u> <u>Listening</u>: Dance No 4, p 144, CD 7:27, pipe organ, Listening map in p 145 <u>Song</u>: This Land is Your Land - p 146, CD 7:28, Woody Guthrie, triads are color coded (Orff, boomwhacker, autoharp,</p> |

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| <p>organ</p> <p>G5. Night of the Mockingbird, nature sounds</p> <p>G6. Composer study - Vivaldi; Summer, The Four Seasons</p> | <p>G1. Study and discuss Vivaldi's life</p> <p>G1. Study and discuss events that took place during that particular time period</p> <p>G1. Listen to examples of Vivaldi's music</p> <p>G1. Listen to examples of music of Minnesota American Indian tribes, past and present (Tall Paul, Jingle Dance, etc)</p> | | <p>to convey meaning through performance</p> <p>3.4.5.10.1</p> <p>Understand that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities</p> <p>3.4.4.7.1</p> <p>Analyze and construct interpretations of artistic work</p> | | <p>guitar)</p> <p><u>Diagram: Building Chords</u>, p 148</p> <p><u>Song</u>: I Heard A Mockingbird - p 150, CD 7:31, pentatonic, possible improvisation. <u>Orff ostinato</u></p> <p><u>Listening</u>: Night of the Mockingbird - p 153, CD 7:34, nice nature sounds, connection with I Heard a Mockingbird</p> <p><u>Song</u>: Take Time in Life - p 156, Liberian Folk Song, peppy F & C orff,</p> <p><u>Listening</u>: Summer from The Four Seasons, Vivaldi - p 161, CD 8:10;</p> <p>Book/CD: Antonio Vivaldi, by Olivier Baumont</p> <p>Book/CD: Antonio Vivaldi; The Four Seasons, Metropolitan Museum of Art</p> <p>Vivaldi, Composer SB File - Shared Folder</p> <p><u>Listening examples for I-IV-V chords</u>:</p> <p>At the Hop, p 306, CD 17:16</p> <p>Twist and Shout, p 314, CD 18:1</p> |
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| | | | | | add I-IV-V Orff in Key of C Mallet Madness - SmartBoard; shared folder *Interactive Now *Gr 4 Resource files - shared folder |
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March

| Content | Skills | Learning Targets | Standards | Assessment | Resources & Technology |
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| UEQ: <i>* What is proper technique for good recorder tone production?</i> <i>* How is the pentatonic scale performed on the recorder?</i> <i>* What is music reading?</i> A. Rhythm A1. All known note values - B. Melody B1. Pentatonic scale B2. Line/space note names C. Expression D. Tone Color D1. Tone production for | A. Rhythm A1. Read and perform recorder pieces with accurate rhythm B. Melody B1. Create pentatonic melody on Orff instruments or recorder to given rhythm B2. Identify letter names of notes on staff B2. Read and perform recorder pieces D. Tone Color D1. Execute proper recorder technique for good tone production E. Form E1. Identify form of recorder pieces | B. Melody T7. I can label the notes on the 5 lines and 4 spaces of the staff using the musical alphabet. T12. I can read and perform notes on the staff that can be transferred to a variety of instruments. D. Tone Color T13. I can play with proper playing technique for the recorder. T13. I know how to | 3.4.3.5.1 Develop and refine artistic techniques and work for performance 3.4.3.6.1 Make artistic choices in order to convey meaning through performance | Teacher observation Individual oral response individual and group performance Appropriate class and individual movement "Point and Play" review with notes G-A-B-C-D using the song "Yakety Yak", Gr 5 Spotlight on Music, p 308. CD 19:5 Written composition | Ed Sueta, "Be a Recorder Star" *recorders for each student *Spotlight on Music - Grade 4 *classroom instruments; rhythm and Orff *supplementary songs *Orff instruments, used to transfer all recorder songs to mallet instruments to reinforce note-reading skills *Connect the Dots to Music Reading - SmartBoard; shared folder *Bug Rhythms--whole through 16th notes - SmartBoard; shared folder *Interactive Now |

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| recorder E. Form E1. Form of recorder pieces F. Harmony G. Listening | | play G, A, B, C, D on the recorder. B. Melody E. Form D. Tone Color T14. I can read and play a variety of songs using G, A, B, C, D on the recorder (may include low D & E, vs. high C & D) | | using So, Mi & La; performed on Orff instruments CFA= Recorder Performance: See 4th Grade Recorder Performance Assessment CFA (optional) = 4th Grade #3 in Shared Folder | *Gr 4 Resource files - shared folder |
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April

| Content | Skills | Learning Targets | Standards | Assessment | Resources & Technology |
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| UEQ: •What is proper concert etiquette for the audience and performer? •What is correct vocal technique? •What is proper singing posture? A. Rhythm A1. Rhythm canons B. Melody B1. Solfege S-M-L C. Expression C1. Sign language | A. Rhythm A1. Demonstrate 2-part rhythm canons with body percussion B. Melody B1. Demonstrate S-M-L melody with solfege syllables and hand signs C. Expression C1. Learn sign language and movement for concert music to enhance expression | T1. I can demonstrate previous knowledge of music elements, including rhythm, melody, expression, tone color, form, and harmony, | | Teacher observation Individual oral response Individual and group performance in class Appropriate class and individual movement Public performance | *Spotlight on Music - Grade 4 *Rhythm and movement activities - rhythm cards adding designated word patterns (colors, school subjects, bug names, etc) *Supplementary songs *Classroom instruments: rhythm and Orff *Interactive Now *Gr 4 Resource files - shared folder |

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| <p>and/or movement for concert music</p> <p>D. Tone Color</p> <p>E. Form D1. Concert music</p> <p>F. Harmony F1. Two and three part canons, concert music F2. Borduns with mallet instruments</p> <p>G. Listening</p> <p>H. Concert H1. Begin concert preparation</p> | <p>E. Form D2. Recall form of songs used for concert music to aid in memorization</p> <p>F. Harmony F1. Learn and sing two and three part canons from concert music F2. Perform simple bordun on Orff instruments with vocal melody</p> <p>H. Concert H1. Perform a varied repertoire of songs individually or in a group with appropriate dynamics, phrasing, and articulation H1. Demonstrate appropriate singing posture H1. Discuss the importance of appropriate concert etiquette H1. Sing music written in 2 parts</p> | | <p>3.A.1.1 Use foundational knowledge and skills while responding to, creating, and presenting artistic work.</p> <p>3.4.3.5.1 Develop and refine artistic techniques and work for performance</p> <p>3.4.3.6.1 Make artistic choices in order to convey meaning through performance</p> | <p>CFA = "Concert Etiquette" Interactive Now, Volume 5</p> | |
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| Content | Skills | Learning Targets | Standards | Assessment | Resources & Technology |
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| <p>UEQ:</p> <ul style="list-style-type: none"> •What is proper concert etiquette for the audience and performer? •What is correct vocal technique? •What is proper singing posture? <p>A. Rhythm A1. Rhythm cards</p> <p>B. Melody 1. Low la and low so</p> <p>C. Expression C1. Sign language, movement, dynamics and vocal inflection for concert songs and speaking parts</p> <p>D. Tone Color</p> <p>E. Form E1. Concert music</p> <p>F. Harmony F1. Two and three-part canons, concert music</p> <p>G. Listening</p> <p>H. Concert</p> | <p>A. Rhythm A1. Read and perform rhythms from cards using quarter, eighth, half notes and ties.</p> <p>B. Melody B1. Identify from concert repertoire examples of low la and low so. Demonstrate audibly and visually.</p> <p>C Expression C1. Performance of concert songs, speaking parts and movement with expressive elements</p> <p>E. Form E1. Analyze concert music to determine the form of each concert song.</p> <p>F. Harmony F1. Perform two and three-part canons along with Orff accompaniment for concert.</p> <p>H. Concert</p> | <p>T8. I can demonstrate good concert manners as a performer and as an audience member.</p> <p>T9. I can use my body in an appropriate way in a concert.</p> <p>F. Harmony T6. I can perform a canon in a group.</p> | <p>3.4.5.9.1 Integrate knowledge and personal experiences while responding to, creating and</p> | <p>Teacher observation Individual oral response Individual and group performance in class Public performance Student self evaluation after viewing concert video</p> <p>CSA = Concert Reflection - Shared Folder</p> | <p>*Spotlight on Music - Grade 4 *Rhythm and movement activities -rhythm cards *Supplementary songs *Classroom instruments; rhythm and Orff *Video projector, video camera *Concert Evaluation, Shared Folder *interactive Now *Gr 4 Resource files - shared folder</p> |

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| H1. Continuation of concert preparation | H1. Discuss the importance and demonstrate appropriate concert etiquette H1. Demonstrate appropriate singing posture H1. Perform a varied repertoire of songs individually or in a group with appropriate dynamics, phrasing, and articulation H1. Sing music written in 2 parts H1. Sing repertoire by memory H1. Constructively evaluate the quality of their performance and the performance of others | | presenting artistic work | | |
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