

MUSIC

LENGTH OF TIME: 34 minutes, two times a six day cycle

GRADE LEVEL: 4

COURSE STANDARDS:

Students will:

1. Perform all dynamic varieties and identify terms. (NMCS 1b; 2a; 5c; 6c; PA Std 9.1.3 a, c; 9.3.3 a, b)
2. Analyze rondo form and theme and variation. (NMCS 6a; PA Std 9.1.3 a, b; 9.3.3 a, b)
3. Expand the use of their singing voice DO-RE-MI-FA-SOL-LA-TI-DO. (NMCS 1a, d, e; PA Std 9.1.3 b)
4. Identify and name rhythms from _____ and _____ (NMCS 5a; PA Std 9.1.3 a, b, c)
5. Take short rhythmic dictations in _____ (NMCS 5d; PA Std 9.1.3 a, b)
6. Differentiate note values from counting. (NMCS 5a; PA Std 9.1.3 a, b)
7. Identify accelerando and ritardando. (NMCS 5c, 6b, c; PA Std 9.1.3 a, c; 9.3.3 a, b)
8. Identify instruments per family. (NMCS 6d; PA Std 9.1.3 c)
9. Experience singing rounds and two part chordal music. (NMCS 1c, d; PA Std 9.1.3 b)
10. Demonstrate keyboard skills. (NMCS 2a, b; PA Std 9.1.3 b)

NATIONAL MUSIC CONTENT STANDARDS

1. Singing, alone and with others, a varied repertoire of music
Students
 - a. sing independently on pitch, in rhythm, with appropriate timbre, diction, and posture, maintaining a steady tempo
 - b. sing expressively with appropriate interpretation
 - c. memorize songs representing different cultures
 - d. sing ostinatos, partner songs, rounds
 - e. sing in groups with appropriate blend and respond to conductor cues
2. Performing on instruments, alone and with others, a varied repertoire of music
Students
 - a. perform independently on pitch, in rhythm, with appropriate dynamics and timbre, maintaining a steady tempo
 - b. perform easy rhythmic, melodic, and chordal patterns accurately
 - c. perform music of different styles and genres expressively
 - d. echo short rhythm and melodic patterns
 - e. perform in a groups with appropriate blend/dynamics and respond to conductor cues.
 - f. perform independent part while others perform contrasting part.
3. Improvising melodies, variations, and accompaniments
Students

- a. improvise “answers” in same style to rhythmic and melodic phrases
 - b. improvise simple rhythmic and melodic ostinato accompaniments
 - c. improvise rhythmic/melodic variations/embellishments on familiar melodies
 - d. improvise short songs using a variety of sound sources
4. Composing and arranging music within specified guidelines
Students
- a. create/arrange music to accompany dramatizations and readings
 - b. create/arrange short songs within specified guidelines
 - c. compose using a variety of sound sources
5. Reading and notating music
Students
- a. read whole, half, dotted half, quarter, and eighth notes/rests in 2/4, 3/4, 4/4 meter signatures
 - b. use a system to read pitch notation in major keys (treble clef)
 - c. identify and interpret dynamic, tempo, and articulation markings when performing
 - d. use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by teacher
6. Listening to, analyzing, and describing music
Students
- a. identify simple music forms (presented aurally)
 - b. move to, answer questions about, and describe music of different styles and cultures (presented aurally)
 - c. use appropriate terminology in discussions about musical events
 - d. identify sounds of different instruments and voices
 - e. respond through movement while listening to music
7. Evaluating music and music performances
Students
- a. develop criteria for evaluating performances and compositions
 - b. use appropriate music terminology to explain their personal preference for specific musical works and styles
8. Understanding relationships between music, the other arts, and disciplines outside the arts
Students
- a. compare/contrast vocabulary used in the various arts
 - b. identify the ways in which principles and subject matter of other disciplines are interrelated to those of music
9. Understanding music in relation to history and culture
Students
- a. identify by genre/style music from various historical periods and cultures (presented aurally)
 - b. describe in simple terms the use of musical elements in music of other cultures
 - c. identify how and why music is used in a variety of ways in their daily life
 - d. identify and describe roles of musicians in various settings and cultures
 - e. demonstrate appropriate audience behavior for style of music being performed

RELATED PA ACADEMIC STANDARDS FOR ARTS AND HUMANITIES

- 9.1 Production, Performance and Exhibition of Dance, Music, Theatre & Visual Arts
 - A. Elements and principles in each Art Form
 - B. Demonstration of Dance, Music, Theatre and Visual Arts
 - C. Vocabulary Within each Art Form
- 9.3 Critical Response
 - A. Critical Processes
 - B. Criteria

PERFORMANCE ASSESSMENTS:

Students will demonstrate achievement of the standards by:

1. Performing a prepared song in tune observing musical symbols. NMCS 1a
2. Listening to a rondo and discussing and comparing sections. NMCS 6a, b
3. Listening to a theme and variation and discussing and comparing sections. NMCS 6a, b
4. Listing instruments per family and identifying by tone color. NMCS 6d
5. Taking rhythmic dictations with counts beneath notes. NMCS 5d
6. Holding their own part while singing harmony in a group. NMCS 1d

DESCRIPTION OF COURSE:

This is a general music course. This course focuses on developing basic music skills, building on skills learned previously, and acquiring knowledge of the elements of music.

TITLES OF UNITS:

1. Melody
2. Rhythm
3. Expression
4. Form
5. Instruments
6. Harmony

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Performing
2. Listening
3. Describing
4. Moving
5. Creating

MATERIALS:

1. Music texts: The Music Connection, Silver-Burdett Ginn, 1995
The Music Book; Holt, Rinehart & Winston, 1984
2. Recordings
3. Audio visual equipment
4. Teacher-made materials
5. Classroom instruments

METHODS OF ASSISTANCE AND ENRICHMENT:

1. Band and string program
2. Assemblies
3. Chorus
4. Operetta
5. Field trips

PORTFOLIO DEVELOPMENT:

1. Worksheets
2. Tests

METHODS OF EVALUATION:

1. Individual, small group and large group performances
2. Teacher-made and/or textbook tests

INTEGRATED ACTIVITIES:

1. Concepts
 - theory
 - skills
2. Communication
 - interpretation of literature
 - note reading
3. Thinking/Problem Solving
 - reading
 - balance
 - parts
4. Application of Knowledge
 - performance
5. Interpersonal Skills
 - working together as ensemble