

**Fourth Grade Standards**

**Music**

**Course Overview:** Fourth grade music meets two to three times a week for 42 minutes each class. Through activities and games children are given an opportunity to explore many forms of music. These activities may include: singing in groups and by themselves, playing simple melodic and rhythmic instruments (shakers, rhythm sticks, drums, glockenspiels, jingle bells, tambourines, etc.), reading simple, yet progressively more advanced notation, and developing an understanding of the treble clef, exploring different musical styles by listening, moving to and describing them. The children will also perform in the elementary winter and spring programs, as well as learn how to play and perform on the recorder.

**Unit 1: Pitch Explorations (18 weeks)**

**Description:** In this unit students will distinguish between melodic movements by step, skip and repeats, learn about pentatonic melodies, play pitched instruments including the recorder, and identify melodies alone and with an accompaniment. Students will also learn to read, notate and sing *low so, do, re, mi, so, la* and *high do.* Several different activities will be used to achieve these objectives, such as learning and listening to songs with and without words, movement exploration, and playing instruments. During this unit students will also learn how to sing independently on pitch, in rhythm, with appropriate timbre, diction and posture. Students should also be able to sing expressively with proper dynamics, phrasing and interpretation. Singing will be done as an entire class with some solo singing for each child. Every child will be able to find his/her voice in a fun safe way through classroom songs and games.

**Standards**

1. The students will sing independently, on pitch within an appropriate range, maintaining good posture, good tone quality and keeping a steady tempo. MUS.A.4.1
2. The students will sing expressively with appropriate dynamics and phrasing. MUS.A.4.2
3. The students will sing a varied repertoire of songs representing genres and styles from diverse cultures. MUS.A.4.3
4. The students will wing ostinato and partner songs. MUS.A.4.4
5. The students will sing in groups, blending vocal timbres and responding to the cues of the conductor. MUS.A.4.5
6. The students will play on pitch and maintain a steady tempo. MUS.B.4.1
7. The students will play easy melodic patterns expressively on classroom instruments. MUS.B.4.2
8. The students will play expressively a varied repertoire of music representing diverse genres and styles. MUS.B.4.3
9. The students will echo short melodic patterns. MUS.B.4.4
10. The students will play independent instrumental parts while other students sing or play contrasting parts. MUS.B.4.6
11. The students can improvise answers in the same style to given melodic questions (upward/ downward, solfege). MUS.C.4.1
12. The students will use a variety of sound sources when composing music. MUS.D.4.3
13. The students will read simple melodic notation including *low so, low la, do, re, mi, so, la, high do,* and the treble clef note names. MUS.E.4.2
14. The students will identify phrases and sections of music that are the same, similar, and/or different. MUS.F.4.1
15. The students will respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music. MUS.4.6

**Unit 2: Rhythmic Exploration (18 weeks)**

**Description:** In this unit the students will learn the difference between ¾ meter and 4/4 meter, play rhythmic ostinato, and use unpitched instruments. The students will be able to decipher between upbeat and downbeat. The students will develop their understanding of quarter notes, eighth notes, quarter rests and half notes, dotted half notes and rests, as well as sixteenth notes. We will use several different strategies to achieve these unit objectives such as movement exploration, playing instruments to accompany simple songs and creating visual representations.

**Standards**

1. The students will play in rhythm and maintain a steady tempo. MUS.B.4.1
2. The students will play easy rhythmic patterns expressively on classroom instruments. MUS.B.4.2
3. The students will read and play simple rhythmic patterns. MUS.B.2.1, MUS.E.4.1
4. The students will play expressively a varied repertoire of music representing diverse genres and styles. MUS.B.4.3
5. The students will echo short rhythmic patterns. MUS.B.4.4
6. The students will play independent instrumental parts while other students sing or play contrasting parts. MUS.B.4.6
7. The students will use a variety of sound sources when composing music. MUS.D.4.3
8. The students will read simple notation patterns with quarter notes, eighth notes, sixteenth notes, half notes, whole notes and quarter rests. MUS.E.4.1
9. The students will identify phrases and sections of music that are the same, similar, and/or different. MUS.F.4.1
10. I can respond through purposeful movement to show ¾ meter and 4/4 meter. MUS.F.4.6
11. The students will respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music (steady beat). MUS.F.4.6

**Unit 3: Expressive Movement (6 weeks)**

**Description:** In this unit students will choose movements to accompany music showing the different concepts we are learning. As fourthgraders, the students will perform organized fold and group dances as well. Students will move to help aid their learning of quarter, eighth and half note beats, ¾ and 4/4 meter, steady beat, phrase lengths, and tempo changes. We will use several different manipulatives to demonstrate this.

**Standards**

1. The students will respond through purposeful movement to show quarter, eighth, sixteenth, half note and whole note beats and changing meters. MUS.E.4.1, MUS.F.4.6
2. The students will identify phrases and sections of music that are the same, similar, and/or different and move appropriately.
3. The students will demonstrate perceptual skills by responding to music of various styles representing diverse cultures. MUS.F.4.3
4. The students will work together to successfully perform a dance. MUS.F.4.4, MUS.G.4.3, MUS.H.4.2, MUS.I.4.5
5. The students will respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music. MUS.F.4.6

**Unit 4: Creating and Notating (4 Weeks)**

**Description:** In this unit students will create music to accompany readings and classroom songs. Students will be given simple guidelines to help them create simple 4-beat phrases using quarter notes, eighth notes, sixteenth notes, quarter rests, whole notes and half notes. The students will use a variety of sound sources such as classroom instruments, body percussion and movements. In addition, students will have the opportunity to sing and play ostinato patterns.

**Standards**

1. The students will play on pitch, in rhythm and maintain a steady tempo. MUS.B.4.1
2. The students will play easy rhythmic and melodic patterns expressively on classroom instruments. MUS.B.4.2
3. The students will play a varied repertoire of music representing diverse genres and styles. MUS.B.4.3
4. The students will echo short rhythmic and melodic patterns. MUS.B.4.4
5. The students will create and arrange music to accompany readings and dramatizations. MUS.D.4.1
6. The students will create and arrange short songs and instrumental pieces within specified guidelines. MUS.D.4.2
7. The students will use a variety of sound sources when composing and arranging music. MUS.D.4.3

**Unit 5: Music Literacy (6 Weeks)**

**Description:** In this unit students will develop recognition of the notation for quarter notes, eighth notes, sixteenth notes, half notes, whole notes and quarter rests. They will also be reintroduced to the dotted quarter note and dotted quarter rest. In addition students will be able to identify and understand the repeat sign, forte/piano, and the fermata. Students will also create listening maps and notate 4-beat measure phrases. Melodically the students will be able to recognize and use *low so, low la, do, re, mi, so, la,* and *high do.* The students will also be introduced to and be able to correctly identify the treble clef note names so that they are able to successfully read and follow recorder music.

**Standards**

1. The students will read simple notation patterns with quarter notes, eighth notes, sixteenth notes, half notes, quarter rests whole notes and dotted rhythms. MUS.E.4.1
2. The students will read simple rhythmic notation patterns in 3/4 and 4/4 meters. MUS.E.4.1
3. The students will read simple melodic patterns with *low so, low la, do, re, mi, so, la,* and *high do.* MUS.E.4.2
4. The students will identify and read note names in the treble clef. MUS.E.4.2
5. The students will identify and understand music symbols correctly when performing. MUS.E.4.3, MUS.E.4.4

**Unit 6 Listening and Evaluating (9 Weeks)**

**Description:** Students will listen to music from many different genres, styles, and cultures. Students will develop listening skills by distinguishing between verse and refrain, dynamic and tone color changes and phrase lengths. I will help them to express eh feeling of the music and the musical concepts they hear. The students will demonstrate their understanding through conversation, pictures and movement.

**Standards**

1. The students will identify phrases and sections of music that are the same, similar, and/or different. MUS.F.4.1
2. The students will identify simple forms (AB, ABA, rondo, verse/refrain). MUS.F.4.2
3. The students will demonstrate perceptual skills by responding to music of various styles representing diverse cultures. MUS.F.4.3
4. The students will use appropriate terminology to explain music performances. MUS.F.4.4
5. The students will explain using appropriate music terminology, personal preferences for specific music works and styles. MUS.F.4.4
6. The students will identify the sounds of a variety of instruments while listening to musical examples. MUS.F.4.5
7. The students will respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music. MUS.F.4.6
8. The students will evaluate the quality of their own and others’ performances and offer constructive suggestions for improvement. MUS.G.4.3
9. The students will demonstrate audience behavior appropriate for the context and style of music performed. MUS.I.4.1

**Unit 7 Concert Preparation (6 Weeks)**

**Description:** In this unit the students will prepare two concerts (winter and spring). Each unit will last approximately three weeks. The students will prepare three songs to showcase their talents in singing, possible instrumentation and choreography.

**Standards**

1. The students will sing independently, on pitch within an appropriate range, maintaining good posture, good tone quality, and keeping a steady tempo. MUS.A.4.1
2. The students will sing expressively with appropriate dynamics and phrasing. MUS.A.4.2
3. The students will sing a varied repertoire of songs representing genres and styles from diverse cultures. MUS.A.4.3
4. The students will sing in groups, blending vocal timbres and responding to the cues of the conductor. MUS.A.4.5
5. The students will on pitch, in rhythm with the group. MUS.B.4.1
6. The students will play easy rhythmic and melodic patterns accurately and independently. MUS.B.4.2
7. The students will play a varied repertoire of songs representing genres and styles from diverse cultures. MUS.B.4.3
8. The students will be able to play in groups, blending timbres, matching dynamic levels and responding to the cues of a conductor. MUS.B.4.6
9. The students will respond through purposeful movement to selected prominent music characteristics or to specific music events while singing. MUS.F.4.6
10. The students devise criteria for evaluating performances and compositions. MUS.G.4.1
11. The students will evaluate the quality of their performance and offer constructive suggestions for improvements. MUS.G.4.2
12. The students will demonstrate audience behavior appropriate for the context and style of music performed. MUS.I.4.1