

## Grade 4 Music

Teacher: Sandy Carlson

September 2020

September

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p><b>CEQ:</b></p> <p><b>*WHAT ARE THE ELEMENTS OF MUSIC?</b></p> <p><b>*HOW WILL STUDENTS DEMONSTRATE THESE ELEMENTS OF MUSIC?</b></p> <p><b>*HOW IS MUSIC AN IMPORTANT ELEMENT OF HISTORY AND CULTURE?</b></p> <p>UEQ:</p> <p><i>*What is the difference between rhythm and beat?</i></p> <p><i>*What are the values of quarter, eighth, and half notes, and quarter rests?</i></p> <p><i>*What are pitch and melody?</i></p> <p><i>*What are the different ways the we can</i></p>	<p><b>A. Rhythm</b></p> <p>A1. Demonstrate beat/rhythm through speech pieces, and body canons using beat and rhythm</p> <p>A2. Demonstrate strong/weak beat with movement and change of direction on strong beat</p> <p>A3. Group performance of rhythm patterns from cards and SmartBoard files, including quarter, eighth &amp; half notes and quarter rests.</p> <p><b>B. Melody</b></p> <p>B1. Sing echo greeting with awareness of matching pitch</p> <p>B2. Sing unison songs with awareness of melodic direction</p> <p>B3. Discover with boomwhackers and Orff</p>	<p><b>A.Rhythm</b></p> <p>T1. I can demonstrate previous knowledge of music elements, including rhythm, melody, expression, tone color, form, and harmony through music review activities.</p> <p><b>F. Harmony</b></p> <p>T6. I can perform a canon in a group.</p>	<p>3.A.1.1.</p> <p>Use foundational knowledge and skills while responding to, creating, and presenting artistic work.</p> <p>(Ongoing through the curriculum year)</p>	<p>Teacher observation</p> <p>Individual oral response</p> <p>Individual and group performance</p> <p>Appropriate class and individual movement</p>	<p>*Spotlight on Music - Grade 4</p> <p>*Rhythm and movement activities</p> <ul style="list-style-type: none"> <li>- Beat in Your Feet</li> <li>- Now We Change It, circle activity</li> <li>- rhythm cards adding designated word patterns (colors, school subjects, bug names, etc)</li> </ul> <p>*Supplementary songs</p> <p>*Classroom instruments: rhythm, Orff and boomwhackers</p> <p>*Balloon demonstration</p> <p>*Posture Levels - SmartBoard; shared folder</p> <p>*Meter Sign Activities - SmartBoard; shared folder</p>

*use our voices?*

**A. Rhythm**

- A1. Review beat/rhythm
- A2. Review strong/weak beat
- A3. Partial review of note values - quarter, eighth, half, quarter rest

**B. Melody**

- B1. Echo singing
- B2. Unison singing
- B3. Pitch & Melody
- B4. Review line and space notes

**C. Expression**

- C1. Review role of vocal cords and diaphragm muscle in expressive singing

**D. Tone Color**

- D1. Review our four voices: singing, whisper, talking & calling/shouting

**E. Form**

- E1. ABA
- E2. Call & response



instruments how pitches put together create melody

B4. Use manipulative notes to name line and space letters

**C. Expression**

- C1. Describe the role that the vocal cords and diaphragm muscle play in expressive singing

**D. Tone Color**

- D1. List the four ways that the voice can be used

**E. Form**

- E1. Recognize patterns in music that are being used in class
- E2. Define and perform song using call and response

**F. Harmony**

- F1. Sing, listen to and discuss the harmony occurring with two- and three-part rounds

3.4.2.2.1  
Generate and develop original artistic ideas

3.A.1.1  
Use foundational knowledge and skills while responding to, creating, and presenting artistic work

\*Interactive Now  
  
\*Gr 4 Resource file - shared folder

**F. Harmony**  
F1. Two and three-part rounds

## October

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

<p>B2. Pentatonic pattern, drmsl</p> <p><b>C. Expression</b></p> <p><b>D. Tone Color</b> D1. Vocal tone color</p> <p><b>E. Form</b> 1. Phrases</p> <p><b>F. Harmony</b> 1. Two-part canons 2. Borduns and ostinatos</p> <p><b>G. Listening</b> G1. Hush Little Baby, American folk song - Bobby McFerrin G2. Canon in D, Pachelbel G3. Sonata for Cello and Piano, Shostokovich</p>	<p>hand signs</p> <p>B2. Improvise a 4-measure pentatonic melody on Orff instruments</p> <p><b>D. Tone Color</b> D1. Discuss unique tone color of each person's voice D1. Discover differences in vocal tone color using classroom voices and recordings (Bobby McFerrin)</p> <p><b>E. Form</b> E1. Signal to identify two phrases as alike, similar, or different</p> <p><b>F. Harmony</b> F1. Learn and sing 2-part canons F2. Perform simple bordun on Orff instruments with vocal melody</p> <p><b>G. Listening</b> G1. Identify how listening example relates to tone color G2. Perform body</p>		<p>3.4.2.3.1 Create original artistic work</p>		<p>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 Listening: Sonata for Cello and Piano, Opus 40, 2nd movt - p 40, CD 2:28</p> <p>*Rhythm House meter signature activities; SmartBoard - shared folder</p> <p>* Orff overview and mallet technique; SmartBoard - shared folder</p> <p>*Interactive Now</p> <p>*Gr 4 Resource file - shared folder</p>
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percussion with  
listening example

## November

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p><i>UEQ:</i> *What are 16th notes? *What are the hand signs and sounds for low las and low so? *What are sections in music?</p> <p><b>A. Rhythm</b> A1. Rhythms with 3 &amp; 4 sounds/beat A2. Melodies with 4 sixteenths, &amp; two sixteenth/one eighth combo</p> <p><b>B. Melody</b> B1. Low la and low so with hand signs</p> <p><b>C. Expression</b> C1. Spirituals</p> <p><b>D. Tone Color</b> D1. Instruments in</p>	<p><b>A. Rhythm</b> A1. Demonstrate rhythms with 3 &amp; 4 sounds/beat. A2. Read/perform melody with 4 sixteenths, &amp; two sixteenth/one eighth combo</p> <p><b>B. Melody</b> B1. Use visual of tonal center to read and sing low la and low so with hand signs.</p> <p><b>C. Expression</b> 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><b>A.Rhythm</b> T3. I can identify and read the value of sixteenth notes.</p>	<p>3.A.1.1 Use foundational knowledge and skills while responding to, creating, and presenting artistic work.</p>	<p>Teacher observation Individual oral response Individual and group performance Appropriate class and individual movement</p> <p><b>CA= Spotlight on Music:</b> Spotlight Your Success! p 78-79, CD 4:28 or Resource Master 2*12</p>	<p>Spotlight on Music - Grade 4, Unit 2</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)</p>

<p>listening examples</p> <p><b>E. Form</b> E1. Contrasting sections</p> <p><b>F. Harmony</b></p> <p><b>G. Listening:</b> - Badinerie from Suite for Orchestra No. 2 in B Minor (Bach) - Augie's Great Municipal Band from Star Wars Episode 1 - Day-O, (Harry Belafonte) - Calypso - Brooklyn Jugs - Jug Bands - Sonatina for Three Timpani and Piano, (Tcherepnin)</p>	<p><b>D. Tone Color</b> D1. Recognize differences in tone color of instruments in listening examples (Jugs, washboards, spoons, timpani, woodwinds...)</p> <p><b>E. Form</b> E1. Identify contrasting sections in classroom songs</p>	<p><b>E. Form</b> T5. I can understand and demonstrate that form is different sections in music, through movement and rhythm.</p>	<p>3.4.4.8.1 Evaluate artistic work by applying criteria</p>	<p>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, 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</p> <p>*Interactive Now</p> <p>*Gr 4 Resource files - shared folder</p>
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Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p><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></p> <p><b>A. Rhythm</b>  A1. Rhythm canons  A2. 16th notes</p> <p><b>B. Melody</b>  B1. Solfege  D-R-M-F-S  B2. Steps, skips and repeats</p> <p><b>C. Expression</b>  C1. Dynamic changes  C2. Dynamic signs from pp to ff  C3. Tempo marking from largo to presto</p> <p><b>D. Tone Color</b></p>	<p><b>A. Rhythm</b>  A1. Demonstrate rhythm canons with body percussion - some student led  A2. Recognize 4 sounds/beat visually and aurally using metronome.  Demonstrate with rhythm instruments</p> <p><b>B. Melody</b>  B1. Demonstrate DRMFS melody with solfege syllables and hand signs  B2. Sing pentachord touching feet, knees, waist, shoulders and head, echoing teachers steps, skips and repeats</p> <p><b>C. Expression</b>  C1. Use dynamic signs to signal sudden changes in dynamics in classroom music  C2. Identify dynamic signs and their meanings from pp to ff</p>	<p><b>A.Rhythm</b>  T3. I can identify and read the value of sixteenth notes.</p> <p><b>C. Expression</b>  T10. I can describe and demonstrate differences in dynamics, including crescendo and decrescendo.</p>	<p>3.4.3.5.1  Develop and refine artistic techniques and work for performance</p>	<p>Teacher observation  Individual oral response  Individual and group performance  Appropriate class and individual movement</p> <p><b>CFA #1</b> =  Interactive Now - Volume 9 - Dictation Station - Eight Beats - Sixteenth Notes</p> <p><b>CSA #1</b> =  Composing and Performing Rhythms, found in 4th Gr assessment Rubrics document in Shared Drive</p>	<p>*Spotlight on Music - Grade 4  *metronome  *Classroom instruments: rhythm and Orff  *signs with dynamics  *Supplementary holiday songs  *The Dynamic Speech Piece  *The Tempo Song  *Copland books and recordings  *December chants - SmartBoard; shared folder  *Fruit Rhythms - SmartBoard; shared folder  *Interactive Now  *Gr 4 Resource files - shared folder</p>

<p><b>E. Form</b> E1. Holiday music</p> <p><b>F. Harmony</b> F1. 2 and 3-part instrumental harmony</p> <p><b>G. Listening</b> G1. Composer study: Copland</p>	<p>C2. Identify tempo markings and their meanings from largo to presto</p> <p><b>D. Tone Color</b></p> <p><b>E. Form</b> E1. Recognize/label form of holiday music (e.g. African Noel - ABA)</p> <p><b>F. Harmony</b> F1. Play Orff orchestration of "Carol of the Bells" with 3 parts</p> <p><b>G. Listening</b> 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</p>	<p>T11. I can perform 6 tempo words: largo, andante, allegro, presto, accelerando and ritardando.</p>			<p>Ukulele resources in Shared Folder</p>
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**January**

<b>Content</b>	<b>Skills</b>	<b>Learning Targets</b>	<b>Standards</b>	<b>Assessment</b>	<b>Resources &amp; Technology</b>
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<p><i>UEQ:</i>  <i>*In rhythm, what is a triplet?</i>  <i>*What is a dotted quarter?</i>  <i>*What are the I and V chords in harmony?</i></p> <p><b>A. Rhythm</b>  A1. Triplet  A2. Dotted quarter  A3. quarter/eighth in 6/8</p> <p><b>B. Melody</b>  B1. Steps, skips, repeats &amp; leaps  B2. Add fa to solfege hand signs</p> <p><b>C. Expression</b>  C1. Dynamic levels</p> <p><b>D. Tone Color</b></p> <p><b>E. Form</b></p> <p><b>F. Harmony</b>  F1. I-V Harmony</p> <p><b>G. Listening</b>  G1. One Note Samba - Brazil  G2. Repicados sobre Madera drummers from</p>	<p><b>A. Rhythm</b>  A1. Aurally identify triplet  A2. Aurally identify dotted quarter  A3. Aurally identify quarter/eighth in 6/8</p> <p><b>B. Melody</b>  B1. Move to show steps, skips, repeats and leaps in a melody  B2. Read a phrase with fa using pitch syllables and hand signs</p> <p><b>C. Expression</b>  C1. Perform at least three dynamic levels with speech piece</p> <p><b>D. Tone Color</b>  D1. Recognize differences in tone color of instruments in listening examples</p> <p><b>F. Harmony</b>  F1. Signal to show chord changes in a I-V harmony</p>	<p><b>C. Expression</b>  T10. I can describe and demonstrate differences in dynamics, including crescendo and decrescendo.</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>Teacher observation  Individual oral response  individual and group performance  Appropriate class and individual movement</p> <p>CFA = "Blast from the Staff", Interactive Now, Volume 2</p> <p>CSA #2 = Sing Melody and Play Ukuleles. Rubric found in 4th Grade Assessment Rubrics document on Shared Drive</p>	<p>Spotlight on Music, Grade 4, Unit 3</p> <p><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 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</p>
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<p>Uruguay</p> <p>G3. The Sorcerer's Apprentice</p> <p>G4. Concertino for Marimba,</p> <p>G5. Autumn Music, wind quintet</p>					<p>pattern on I &amp; V on p 113</p> <p><u>Listening</u>: The Sorcerer's Apprentice - p 116, CD 6:25, triplet, dotted quarter, and quarter/eighth in 6/8</p> <p><u>Listening</u>: Concertino for Marimba, Op 21 - From the Top Performance - p 120, CD 6:27</p> <p><u>Listening</u>: Autumn Music, wind quintet - p 121, CD 6:29</p> <p>Staff Wars note-naming game - SmartBoard; shared folder</p> <p>*Interactive Now</p> <p>*Gr 4 Resource files - shared folder</p>
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**February**

<b>Content</b>	<b>Skills</b>	<b>Learning Targets</b>	<b>Standards</b>	<b>Assessment</b>	<b>Resources &amp; Technology</b>
<p><i>UEQ:</i></p> <p><i>*What is syncopation in rhythm?</i></p> <p><i>*What is an octave leap?</i></p> <p><i>*What are the I-IV-V chords in harmony?</i></p>	<p><b>A. Rhythm</b></p> <p>A1. Clap a rhythm that includes eighth/quarter/eighth pattern</p> <p>A1. Identify aurally the</p>			<p>Teacher observation</p> <p>Individual oral response</p> <p>individual and group</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,</p>

<p><b>A. Rhythm</b> A1. Eighth/quarter/eighth pattern</p> <p><b>B. Melody</b> B1. Octave leaps B2. Pentatonic scale with high do</p> <p><b>C. Expression</b></p> <p><b>D. Tone Color</b></p> <p><b>E. Form</b></p> <p><b>F. Harmony</b> F1. I-IV-V pattern</p> <p><b>G. Listening</b> 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 organ G5. Night of the Mockingbird, nature sounds G6. Composer study - Vivaldi; Summer, The Four</p>	<p>eighth/quarter/eighth pattern</p> <p><b>B. Melody</b> 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><b>D. Tone Color</b> D1. Recognize differences in tone color of instruments/voices in listening examples</p> <p><b>F. Harmony</b> F1. Recognize chord changes in a I-IV-V pattern F1. Play a I-IV-V accompaniment on Orff and ukulele</p> <p><b>G. Listening</b> G1. Study and discuss Vivaldi's life G1. Study and discuss events that took place during that particular time period</p>	<p><b>B. Melody</b> T4. I can identify the pitches in the pentatonic scale.</p> <p><b>F. Harmony</b> 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 to convey meaning through performance</p> <p>3.4.5.10.1 Understand that artistic works influence and are</p>	<p>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>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, guitar) <u>Diagram</u>: <u>Building Chords</u>, p 148 <u>Song</u>: I Heard A Mockingbird - p 150, CD 7:31, pentatonic, possible improvisation. <u>Orff ostinato</u></p>
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Seasons	<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>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 Analyze and construct interpretations of artistic work</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 &amp; 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> <p>add I-IV-V Orff in Key of C</p> <p>Mallet Madness - SmartBoard; shared folder</p> <p>*Interactive Now</p> <p>*Gr 4 Resource files -</p>
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shared folder

**March**

<b>Content</b>	<b>Skills</b>	<b>Learning Targets</b>	<b>Standards</b>	<b>Assessment</b>	<b>Resources &amp; Technology</b>
<p><i>UEQ:</i>  * <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></p> <p><b>A. Rhythm</b>  A1. All known note values -</p> <p><b>B. Melody</b>  B1. Pentatonic scale  B2. Line/space note names</p> <p><b>C. Expression</b></p> <p><b>D. Tone Color</b>  D1. Tone production for recorder</p> <p><b>E. Form</b>  E1. Form of recorder pieces</p> <p><b>F. Harmony</b></p>	<p><b>A. Rhythm</b>  A1. Read and perform recorder pieces with accurate rhythm</p> <p><b>B. Melody</b>  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</p> <p><b>D. Tone Color</b>  D1. Execute proper recorder technique for good tone production</p> <p><b>E. Form</b>  E1. Identify form of recorder pieces</p>	<p><b>B. Melody</b>  T7. I can label the notes on the 5 lines and 4 spaces of the staff using the musical alphabet.</p> <p>T12. I can read and perform notes on the staff that can be transferred to a variety of instruments.</p> <p><b>D. Tone Color</b>  T13. I can play with proper playing technique for the recorder.</p> <p>T13. I know how to play G, A, B, C, D on the recorder.</p> <p><b>B. Melody</b>  <b>E. Form</b></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>Teacher observation  Individual oral response  individual and group performance  Appropriate class and individual movement</p> <p>"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</p> <p>Written composition using So, Mi &amp; La; performed on Orff instruments</p> <p><b>CFA= Recorder Performance: See</b></p>	<p>Ed Sueta, "Be a Recorder Star"</p> <p>*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</p> <p>*Interactive Now</p> <p>*Gr 4 Resource files - shared folder</p>

<b>G. Listening</b>		<b>D. Tone Color</b>  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)		4th Grade Recorder Performance Assessment  CFA (optional) = 4th Grade #3 in Shared Folder	
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**April**

<b>Content</b>	<b>Skills</b>	<b>Learning Targets</b>	<b>Standards</b>	<b>Assessment</b>	<b>Resources &amp; Technology</b>
UEQ: •What is proper concert etiquette for the audience and performer? •What is correct vocal technique? •What is proper singing posture?  <b>A. Rhythm</b> A1. Rhythm canons <b>B. Melody</b> B1. Solfege S-M-L <b>C. Expression</b> C1. Sign language and/or movement for concert music <b>D. Tone Color</b>	<b>A. Rhythm</b> A1. Demonstrate 2-part rhythm canons with body percussion  <b>B. Melody</b> B1. Demonstrate S-M-L melody with solfege syllables and hand signs  <b>C. Expression</b> C1. Learn sign language and movement for concert music to enhance expression  <b>E. Form</b> D2. Recall form of songs used for concert music to	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  CFA = "Concert Etiquette" Interactive Now,	*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

<p><b>E. Form</b> D1. Concert music</p> <p><b>F. Harmony</b> F1. Two and three part canons, concert music F2. Borduns with mallet instruments</p> <p><b>G. Listening</b></p> <p><b>H. Concert</b> H1. Begin concert preparation</p>	<p>aid in memorization</p> <p><b>F. Harmony</b> F1. Learn and sing two and three part canons from concert music F2. Perform simple bordun on Orff instruments with vocal melody</p> <p><b>H. Concert</b> 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>	Volume 5	
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May

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
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<p>UEQ:                  •What is proper concert etiquette for the audience and performer?                  •What is correct vocal technique?                  •What is proper singing posture?</p> <p><b>A. Rhythm</b>                  A1. Rhythm cards</p> <p><b>B. Melody</b>                  1. Low la and low so</p> <p><b>C. Expression</b>                  C1. Sign language, movement, dynamics and vocal inflection for concert songs and speaking parts</p> <p><b>D. Tone Color</b></p> <p><b>E. Form</b>                  E1. Concert music</p> <p><b>F. Harmony</b>                  F1. Two and three-part canons, concert music</p> <p><b>G. Listening</b></p> <p><b>H. Concert</b>                  H1. Continuation of concert</p>	<p><b>A. Rhythm</b>                  A1. Read and perform rhythms from cards using quarter, eighth, half notes and ties.</p> <p><b>B. Melody</b>                  B1. Identify from concert repertoire examples of low la and low so. Demonstrate audibly and visually.</p> <p><b>C Expression</b>                  C1. Performance of concert songs, speaking parts and movement with expressive elements</p> <p><b>E. Form</b>                  E1. Analyze concert music to determine the form of each concert song.</p> <p><b>F. Harmony</b>                  F1. Perform two and three-part canons along with Orff accompaniment for concert.</p> <p><b>H. Concert</b>                  H1. Discuss the importance and</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><b>F. Harmony</b>                  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 presenting artistic work</p>	<p>Teacher observation                  Individual oral response                  Individual and group performance in class                  Public performance                  Student self evaluation after viewing concert video</p> <p><b>CSA = Concert Reflection - Shared Folder</b></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</p> <p>*interactive Now</p> <p>*Gr 4 Resource files - shared folder</p>
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<p>preparation</p>	<p>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</p>				
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