

General Music: 4th Grade

Standard 1.0 Singing

Students will sing, alone and with others, a varied repertoire of music.

Learning Expectations

The student will

- 1.1 Demonstrate the ability to sing alone and in unison.
- 1.2 Sing expressively using proper vocal technique.
- 1.3 Sing simple harmonies.

Performance Indicators: Evidence Standard Is Met

The student is able to

Level 1

- Sing independently on pitch and with correct rhythm alone and with others.
- Blend with other voices in an ensemble.
- Sing, accurately, a vocal ostinato in an ensemble.

Level 2

- Sing selected songs in major and minor tonalities.
- Sing using proper dynamics, attending to phrasing.
- Sing, accurately, partner songs.

Level 3

- Sing solo melodies from a selected repertoire.
- Sing expressively, attending to breathing techniques.
- Sing, accurately, two- and three-part rounds.

Sample Performance Task

The students will listen to the song “The Ghost of John” and recall the order of the four phrases. Students will sing the entire song and then identify places in the song where dynamic changes occur (i.e. <, crescendo, >, decrescendo). The students will sing the song again adding the correct dynamics. The teacher will assess students' understanding of the use of dynamic changes by evaluating responses.

Integration/Linkages

Literature, Science

Standard 2.0 Playing Instruments

Students will perform on instruments, alone and with others, a varied repertoire of music.

Learning Expectations

The student will

- 2.1 Demonstrate the ability to play simple rhythmic patterns.
- 2.2 Demonstrate the ability to play simple melodic patterns.

Performance Indicators: Evidence Standard Is Met

The student is able to

Level 1

- Play notated rhythmic patterns on body percussion.
- Play simple notated melodic patterns on classroom instruments.

Level 2

- Play notated rhythmic patterns on classroom instruments.
- Play simple melodies on classroom instruments.

Level 3

- Perform rhythmic accompaniments on pitched and non-pitched instruments.
- Play a familiar song on pitched instruments.

Sample Performance Task

The students will listen to the song “McNamara’s Band” while keeping a steady beat on body percussion. The students will listen again identifying the change from verse to refrain. The students will use different body percussion levels on the verse and refrain. Following this, the students will transfer the body percussion to unpitched instruments. Next they will play teacher-provided rhythmic patterns on unpitched instruments. While the recording is playing, students will use these patterns to accompany the song. The teacher will assess by observation.

Integration/Linkages

Social Studies, Mathematics, Physical Education.

Standard 3.0 Improvising

Students will improvise melodies, variations, and accompaniments.

Learning Expectations

The student will

- 3.1 Improvise a simple melody and variation.
- 3.2 Improvise a simple accompaniment.

Performance Indicator: Evidence Standard Is Met

The student is able to

Level 1

- Improvise question and answer phrases.
- Improvise a simple rhythmic ostinato accompaniment.

Level 2

- Improvise simple rhythmic variations on a familiar melody.
- Improvise a simple melodic ostinato accompaniment.

Level 3

- Improvise a simple melody and create variations of that melody.
- Improvise a chordal accompaniment.

Sample Performance Task

The teacher will assign 5 different rhythm patterns to groups of pitched instruments. Each rhythm pattern will be used to represent a character in the story "Romper, Stomper, and Boo." Each student will then create a simple melodic ostinato based on the C-pentatonic scale and the assigned rhythm. The teacher will allow the students time to practice their ostinati. The teacher will then read the story "Romper, Stomper, and Boo" from *The Real Book of First Stories* by Judith Anderson. The students will play their improvisations during the appropriate times in the story following the teacher's cues. The teacher will assess based on the performance of the students.

Integration/Linkages

Literature, Critical Thinking Skills

Standard 4.0 Composing

Students will compose and arrange music within specified guidelines.

Learning Expectations

The student will

- 4.1 Create simple binary and ternary forms.
- 4.2 Create a simple arrangement of a familiar song.

Performance Indicators: Evidence Standard Is Met

The student will be able to

Level 1

- Identify songs with two and three sections.
- Explore ways to arrange a familiar song.

Level 2

- Compose a two phrase binary song.
- Compose a simple accompaniment to a familiar song.

Level 3

- Compose a four phrase ternary song.
- Compose an introduction, interlude, and coda to a familiar song.

Sample Performance Task

The teacher will demonstrate an example of an accompaniment to a song on a pitched instrument such as the piano, resonator bells, or xylophone. The students will then create their own individual accompaniments of two phrases on one of these instruments to a familiar song such as "Hot Cross Buns." The teacher will assess for understanding by observing individual student performances.

Integration/Linkages

Literature, Critical Thinking Skills

Standard 5.0 Reading and Notating

Students will read and notate music.

Learning Expectations

The student will

- 5.1 Read selected melodic and rhythmic notation.
- 5.2 Write rhythmic and melodic patterns using traditional and non-traditional notation.

Performance Indicators: Evidence Standard Is Met

The student is able to

Level 1

- Identify basic meter signatures, bar lines, and measures.
- Write rhythmic phrases using non-traditional notation.

Level 2

- Read sequential melodic patterns.
- Write rhythmic phrases using traditional notation.

Level 3

- Read simple melodic notation.
- Notate a simple melody using traditional notation.

Sample Performance Task

The teacher will display in random order the written notation of the four phrases of the song "Pat Works on the Railway." The students will listen to the song while observing the notated phrases and arrange them sequentially. The teacher will then give background information about the US railway system. After learning the song, the teacher will display written notation for other songs containing four phrases. The students will continue the same process as previously stated. The teacher will assess by observation.

Integration/Linkages

Social Studies, Reading

Standard 6.0 Listening and Analyzing.

Students will listen to, analyze and describe music.

Learning Expectations

The student will

- 6.1 Recognize, aurally, simple binary, ternary, and rondo forms.
- 6.2 Recognize, aurally, introductions, interludes, and codas.
- 6.3 Recognize, aurally, the sounds of a variety of instruments, including voices.

Performance Indicators: Evidence Standard Is Met

The student is able to

Level 1

- Recognize same and different sections of a composition.
- Identify introductions in vocal and instrumental music using appropriate terminology.
- Recognize and distinguish various voices and instruments in a musical selection.

Level 2

- Identify two-, three-, and four-part form using iconic symbols (e.g., A, B, and C).
- Identify codas in vocal and instrumental music using appropriate terminology.
- Recognize, aurally, high, medium, and low range of voices and instruments in a musical selection.

Level 3

- Identify two-, three-, and four-part form using appropriate terminology (i.e. binary, ternary, and rondo forms).
- Identify interludes in vocal and instrumental music using appropriate terminology.
- Identify and describe various voices and instruments using appropriate terminology (e.g., SATB).

Sample Performance Task

The teacher will play a recording of "The William Tell Overture" by Rossini. Together, the teacher and students will identify the A theme. On the second listening, each student will have six colored cards with the following written on them: A, B, C, D, Coda and Bridge. As the music is playing, the student will identify each theme by raising a card in the air. The students will discuss the changes in instrumentation and identify the themes using proper terminology. The teacher will assess for understanding by individual responses.

Integration/Linkages

Literature, Social Studies, Science

Standard 7.0 Evaluating

Students will evaluate music and music performances.

Learning Expectations

The student will

7.1 Apply specific criteria in evaluating music and music performances.

Performance Indicators: Evidence Standard Is Met

The student is able to

Level 1

- Develop criteria to evaluate music and music performances.

Level 2

- Apply criteria to evaluate selected music and music performances in small group settings.

Level 3

- Discuss evaluation of selected music and music performances based on given criteria and compare with personal preferences for the same music and/or music performance.

Sample Performance Task

Students will listen to a recording of "Gavotte" from *Classical Symphony* by Prokofiev. The group will critique the work based on a given criteria. Students will then discuss and compare their personal preferences using the appropriate music terminology (i.e., tempo, dynamics, texture). The teacher will assess understanding based on individual responses.

Integration/Linkages

Critical Thinking Skills, Language Arts

Standard 8.0 Interdisciplinary Connections

Students will understand relationships between music, the other arts, and disciplines outside the arts.

Learning Expectations

The student will

- 8.1 Examine ways in which the principles of other art forms relate to those of music.
- 8.2 Examine ways in which the principles of other disciplines relate to those of music.

Performance Indicators: Evidence Standard Is Met

The student is able to

Level 1

- Examine the relationship between music and one other art discipline.
- Explore ways that music is connected to another discipline (e.g., Mathematics).

Level 2

- Examine the relationship between music and two other art disciplines.
- Explore ways that music is connected to two other disciplines.

Level 3

- Examine the relationship between music and the other three art disciplines.
- Explore ways that music is connected to three other disciplines.

Sample Performance Task

Students will use a familiar melody to create a new rhyme incorporating form and rhyming words (e.g., nursery rhyme or other familiar melody such as "Bingo," "Mary Had a Little Lamb," or "Farmer in the Dell"). Students will create appropriate movement to dramatize their new rhyme. Teacher will assess for accuracy of form and rhyme as well as appropriateness of movement.

Integration/Linkages

Drama, Dance, Literature, Mathematics, Social Studies, Visual Art

Standard 9.0 Historical and Cultural Relationships

Students will understand music in relation to history and culture.

Learning Expectations

The student will

- 9.1 Identify by genre or style aural examples of music from various cultures.
- 9.2 Discuss the correlation of events, composers and music from various historical periods.

Performance Indicators: Evidence Standard Is Met

The student is able to

Level 1

- Identify and describe selected examples of Southern regional music from various cultures.
- List selected characteristics of historical periods and their relationship to music.

Level 2

- Identify and describe selected examples of music from various cultures in America.
- Discuss selected musical compositions inspired by historical events.

Level 3

- Identify and describe selected examples of music from cultures around the world.
- Compare and contrast music from various historical periods.

Sample Performance Task

While listening to a recording of the song, students will follow the words to "We Shall Overcome," a freedom song. Students will identify phrases in the song that brought people together in the past and explore the relevance of the lyrics to today. The teacher will lead a discussion on the song's significance to the Civil Rights Movement. The discussion should compare the origin of the song as it was sung during the Civil War to the meaning of the song during the Civil Rights Movement of the 1960's and how it is applicable to the present day. The teacher will monitor the class discussion for student understanding of the relationship between the music and historical and current events.

Integration/Linkages

Social Studies, History, Critical Thinking Skills