



General Music / Grade 4

Rhythm-Steady Beat-Note Values

Subject: General Music	Grade: 4	Unit: 1-Rhythm-Steady Beat-Note Values	Suggested Timeline: 12 Focused Cycles and Year Long Concept
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Grade Level Summary	Students in fourth grade sing alone and with others, perform on classroom instruments, explore music from multiple genres, and recognize standard musical notation.
Grade Level Units	1-Rhythm-Steady Beat-Note Values 2-Performance Skills 3-Performance Types 4-Melody 5-Dynamics 6-Harmony 7-Tone Color

Unit Title	Rhythm and Steady Beat, extension Note Values
Unit Summary	Steady beat and rhythm are the cornerstones of elementary musical performance and instruction. This unit reviews rhythmic reading and prepares students for year long dictation, practice, and performance. More advanced note values are added to the primary music vocabulary that students already use.

Unit Essential Questions

1. Why is a steady beat important?
2. What is the difference between beat and rhythm?
3. How are tah, ti-ti, and rest notated in fourth grade?
4. How do you perform tah, ti-ti, and rest rhythm patterns?
5. What is a meter signature and why is it important?
6. How are longer sounds notated in music?
7. What are rehearsal techniques to perfect rhythm pattern performance?
8. How can a group play multiple patterns at the same time?

Key Understandings

1. Steady beat is important for any group to stay together while performing.
2. The beat stays the same the rhythm changes
3.  (tah/Quarter),  (ti-ti/Eighth), and  (rest)
4. Students demonstrate by performance on voice, body percussion, and classroom instruments.
5. Meter signatures indicate how many beats are needed in each measure, and how those beats are being counted.
6.  (half note),  (whole note)
7. Break into smaller chunks, practice with counting out loud, practice with counting silently, conductor counts and ensemble watches and follows conducting gestures.
8. By dividing the group into smaller sections, each can be given a different rhythm pattern to make the music more exciting.

Focus Standards Addressed in the Unit	
9.1.5.A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.5.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.5.C	Know and use fundamental vocabulary within each of the arts forms.
MU:Cr2.1.4b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and simple harmonic musical ideas.
MU:Cr3.1.4a	Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time

Important Standards Addressed in the Unit	
9.1.5.G	Identify the function and benefits of rehearsal and practice sessions.
9.1.5.H	Use and maintain materials, equipment and tools safely at work and performance spaces.
MU:Cr1.1.4b	Generate musical ideas within related tonalities and meters
MU:Pr4.2.4a	Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance
MU:Pr4.2.4b	When analyzing selected music, read and perform using iconic and/or standard notation

Misconceptions		Proper Conceptions	
	<ol style="list-style-type: none"> 1. The terms beat and rhythm are interchangeable. 2. Keeping a steady beat is easy for an ensemble 3. All rhythmic notation looks the same. 4. A fast performance is better than a slow one 5. Every section works alone they do not need to work together. 6. All notes get one beat of sound 7. All members of an ensemble need to play or sing the same thing at the same time. 8. Rests are not as important as notes. 		<ol style="list-style-type: none"> 1. The beat is constant and the rhythm changes. 2. Often ensembles change speed, even if they are doing it together. A steady beat requires hard work. 3. Rhythmic notation varies based on the performer and instrument. 4. Music should be practiced slowly, then sped up, each speed has its own application 5. Ensembles need to listen to each other to achieve a good performance. 6. Longer notes need continuous sound (rolling or holding out the note) 7. By having multiple rhythms performed at the same time, the music is more interesting. 8. Rests are just as important. The silence in a piece of music is as important as the sound.

Concepts: <ol style="list-style-type: none"> 1. Music is comprised of sounds and silences arranged in rhythms. 2. Instruments and bodies can be used to perform those rhythms. 3. Notes are visual representations of sounds. 4. It is important for a performer to know the values of the notes in order to perform music accurately. 5. Confidence is needed for an ensemble to perform multiple rhythms at the same time. 	Competencies: The students will... <ol style="list-style-type: none"> 1. move to music based on given note values. 2. identify if music has a steady beat and find that beat on their body/instrument 3. notate music using rhythm symbols. 4. read rhythmic notation and perform those patterns alone and by echoing others 5. sing a song and play a rhythm pattern to accompany themselves. 6. share the performance of a rhythm pattern with a partner and perform the whole rhythm pattern alone (different skill set, relying on others or yourself) 7. create their own rhythm patterns and perform them 	Vocabulary: <ol style="list-style-type: none"> 1. Beat 2. Rhythm 3. Steady 4. Tah 5. Ti-Ti 6. Notes 7. Rest 8. Pulse 9. Whole 10. Half 11. Quarter 12. Eighth 13. Meter Signature 14. Measure 15. Roll
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Assessments:

1. Teacher visual assessment - observation of rhythm performance
 2. Written assessments - group dictation activities
 3. Class member visual assessment - observation of rhythm performance corrected by peers
 4. Performance assessment - teacher observes rhythm card performances
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Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Domain 3C-Engaging Students in Learning

*Instructional materials and resources

*Activities and assignments

Differentiation:

1. Instrument modification
 2. Alternative movement for rests
 3. Notation modification
 4. Memory tricks (mnemonics) for note value memorization
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Interdisciplinary Connections:

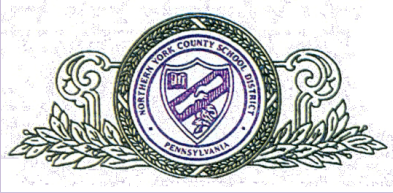
1. Math (beat and meter division)
 2. Physical Education (beats and pulse as it relates to movement)
 3. Literature (readers theatre, reading with a steady cadence)
 4. Language Arts (read and spelling)
 5. History/Social Studies (war of 1812, Star Spangled Banner, Francis Scott Key)
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Additional Resources:

1. K8 Magazine
2. Balls for Steady Beat Activity
3. Smartboard
4. Dance Ribbons
5. Classroom Instruments
6. CDs
7. Library Books
8. Computer

Created By:

Rachel Sherman and Karla Silbaugh



General Music / Grade 4

Performance Skills

Subject: General Music	Grade:4	Unit: 2-Performance Skills	Suggested Timeline: 3 Semi-Focused Cycles and Year Long Concept
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Grade Level Summary	Students in fourth grade sing alone and with others, perform on classroom instruments, explore music from multiple genres, and recognize standard musical notation.
Grade Level Units	1-Rhythm/Steady Beat/Note Values 2-Performance Skills 3-Performance Types 4-Melody 5-Dynamics 6-Harmony 7-Tone Color

Unit Title	Performance Skills
Unit Summary	All musicians need different skill sets for practice vs. performance. Good performance skills make a song look and sound like a polished performance.

Unit Essential Questions

1. What does a good performance look like?
2. What does a good performance sound like?
3. What does a good audience member look & sound like?
4. How does a conductor help the ensemble?

Key Understandings.

1. Performers should: be focused on the conductor, have calm, respectful bodies, smile show the audience that they are happy to be there.
2. Performers should: use their best singing voice or best playing technique, blend their voice/instrument with the rest of the ensemble and not “stick out”, and know their music well.
3. Audience members are part of the show, too. Their job is to be quiet and focused on the performance and show their respect and gratitude through applause.
4. Conductors hold the ensemble together, remind performers of what music is ahead, and send visual reminders during a performance.

Focus Standards Addressed in the Unit

9.1.5.C	Know and use fundamental vocabulary within each of the arts forms.
9.1.5.G	Identify the function and benefits of rehearsal and practice sessions
9.1.5.I	Describe arts events that take place in schools and in communities.
9.4.5.C	Identify the attributes of various audiences’ environments as they influence individual aesthetic response (listening to live music vs. music that is on a recording).

MU:Pr4.1.4a	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skills
MU:Pr4.2.4c	Explain how context (such as social and cultural) informs performances

Important Standards Addressed in the Unit	
9.2.5.E	Analyze how historical events and culture impact forms techniques, and purposes of works in the arts.
9.2.5.I	Identify, Explain and analyze philosophical beliefs are they relate to works in the arts (Patriotic music and Christmas selections).
9.4.5.B	Investigate and communicate multiple philosophical views about works in the arts.
MU:Pr4.3.4a	Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style)

Misconceptions	<ol style="list-style-type: none"> 1. Body position does not affect sound production. 2. Conductors just keep the beat. 3. When my part is over, the song is over. 4. Singing is easy, it does not need to be practiced. 5. The behavior of the audience does not affect a performance. 6. Songs with accompaniment are better than those without. 	Proper Conceptions	<ol style="list-style-type: none"> 1. Posture is very important for singers and instrumentalists to look and sound their best. 2. A conductor's job is to hold the ensemble together, and make a performance easier for the musicians, through expressive and reminding gestures. 3. A musician is attentive and in performance position from the first note of the piece until the last note, showing respect for the other performers. 4. Singers need to practice their skills to achieve the best group performance. 5. An audience can entirely change the end result of a musical performance and the musicians confidence and ability to perform. 6. A capella music can be just as beautiful as music with an elaborate accompaniment.
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Concepts: <ol style="list-style-type: none"> 1. Posture is very important to a good performance. 2. Singers use their voices differently based on the type of music they are performing. 3. Listening skills are just as important as singing and playing 	Competencies: The students will... <ol style="list-style-type: none"> 1. sing using a good singing voice. 2. demonstrate the proper body position for a performance. 3. demonstrate and be able to distinguish between good and bad vocal sounds. 	Vocabulary: <ol style="list-style-type: none"> 1. Conductor 2. Performer 3. Deep Breath 4. Hold (fermata) 5. Accompaniment 6. Audience 7. Live Performance 8. Preview (gestures, conducting)
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<p>skills when it comes to performance time.</p> <p>4. Audience members have high standards just as performers do.</p>	<p>4. compare the role of performer, accompanist, and conductor and know what is expected of each.</p> <p>5. perform (sing) in a group for an audience.</p> <p>6. sing music in 2 parts, with each group maintaining their own section.</p> <p>7. demonstrate proper audience behavior at a live and recorded musical performance.</p>	<p>9. Partner Song</p>
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Assessments:

1. Teacher visual assessment - observation of group singing performance, and behavior as audience members
 2. Class member visual assessment - observation of singing performances corrected by peers
 3. Performance assessment - teacher observes individual singing skills from within a group in unison and in an ensemble atmosphere
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Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Domain 3A-Communication With Students

*Directions and Procedures

*Expectations for Learning

Differentiation:

1. Lyrics taught by rote & allowing the performer to read lyrics from a sheet
 2. Visual cues to remind singers of the lyrics
 3. Notation modification
 4. Preferential Seating (weak singer near a strong one)
 5. Limiting distractions during a musical performance (when acting as an audience member)
 6. Placing students with a weaker ear on an easier part when harmony is active
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Interdisciplinary Connections:

1. Physical Education (breathing and breath support)
 2. History/Social Studies/Culture (topic of the song, SSB, Veterans Day, Christmas)
 3. Language Arts (reading and spelling, fluency)
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Additional Resources:

1. K8 Magazine
 2. Smartboard
 3. Classroom Instruments
 4. CDs
 5. Video device to record performances for playback and critique
 6. Audience
 7. Computer
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Created By:

Rachel Sherman and Karla Silbaugh



General Music / Grade 4

Types of Musical Performances

Subject: General Music	Grade: 4	Unit: 3-Types of Musical Performances	Suggested Timeline: 3 Semi-Focused Cycles and Year Long Concept
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Grade Level Summary	Students in fourth grade sing alone and with others, perform on classroom instruments, explore music from multiple genres, and recognize standard musical notation.
Grade Level Units	1-Rhythm/Steady Beat/Note Values 2-Performance Skills 3-Types of Musical Performances 4-Melody 5-Dynamics 6-Harmony 7-Tone Color

Unit Title	Types of Musical Performances
Unit Summary	There are many types of musical performances that students should know about. In fourth grade we focus on Concerts (vocal and instrumental), Ballets and Musicals. This unit fits together nicely with Performance Skills and Tone Color. We compare Ballets to Musicals and discuss the role of the performers in each performance.

Unit Essential Questions <ol style="list-style-type: none"> 1. What is a musical? 2. How is a musical different from a ballet? 3. What is choreography? 4. How is a play different from a musical? 	Key Understandings. <ol style="list-style-type: none"> 1. A musical is a performance where the story is conveyed through singing, and dialogue between characters. There is also some dancing in a musical. 2. How is the story told? Musical=(singing and acting) Ballet=(instrumental music and dancing) 3. Choreography is the planned dancing in a musical performance. A choreographer is in charge of planning the dancing. 4. The main way for characters to tell the story in a play is by talking. In a musical the songs also help the characters tell the story.
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Focus Standards Addressed in the Unit	
9.1.5.G	Identify the function and benefits of rehearsal and practice sessions.
9.1.5.I	Describe arts events that take place in schools and in communities.
9.2.5.D	Analyze a work of art from its historical and cultural perspective.
MU:Pr4.3.4a	Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities) ex: choreography.

MU:Re7.1.4a	Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
Important Standards Addressed in the Unit	
9.3.5.A	Identify critical processes in the examination of works in the arts and humanities.
9.3.5.C	Classify works in the arts by forms in which they are found.
9.4.5.D	Explain choices made regarding media, techniques, form, subject matter and themes that communicate the artist's philosophy within a work in the arts and humanities.
MU:Pr6.1.4b	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.
MU:Re7.2.4a	Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).

Misconceptions	<ol style="list-style-type: none"> 1. <u>Gender Roles</u>, the gender of the actor needs to be the same as that of the character the actor portrays. 2. All versions of a story are going to be the same. 	Proper Conceptions	<ol style="list-style-type: none"> 1. It is common to find performers in the role of the opposite gender. (Madame Ginger=male) 2. A choreographer can change the storyline in a ballet. The music will not change and the main characters will still be the same, however the costumes and the choreography can be entirely different from one choreographer or ballet company to another.
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Concepts: <ol style="list-style-type: none"> 1. Ballet is a musical art form that tells a story through dance. 2. A musical is an art form that tells a story using dialogue and singing. 3. A play is not a musical performance. Music is not needed to tell the story. 	Competencies: The students will... <ol style="list-style-type: none"> 1. discuss how musical performances are divided into Acts. 2. compare play, musical and ballet, how is the story told, how do the performers tell the story in each style of performance? 3. move to <u>The Nutcracker March</u> and explore musical aspects of the piece (dynamics, note values, tempo, rhythm pattern practice). 	Vocabulary: <ol style="list-style-type: none"> 1. Orchestra 2. Dancer 3. Ballet 4. Play 5. Concert 6. Props 7. Costumes 8. Acts 9. Stage
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Assessments:

1. Teacher visual assessment - observation of group watching performance, student participation in the movement activity and group discussions.

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Domain 3b Using Questioning and Discussion Techniques

*Discussion Techniques

*Quality of Questions

Differentiation:

1. Previewing the story (Act 2) so that students know the what to expect before watching the video.
 2. Preferential Seating (to keep focus on the performance video)
 3. Teacher verbal guidance to help follow the story.
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Interdisciplinary Connections:

1. History/Social Studies/Culture (Time Period & Setting of the story)
 2. Language Arts (reading and spelling, fluency)
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Additional Resources:

1. The Nutcracker video
 2. Smartboard
 3. Computer
 4. CDs
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Created By:

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General Music / Grade 4

Melody (Pitch Reading)

Subject: General Music

Grade: 4

**Unit:
4-Melody (Pitch Reading)**

**Suggested Timeline: 5
Semi-Focused Cycles and
Year Long Concept**

Grade Level Summary	Students in fourth grade sing alone and with others, perform on classroom instruments, explore music from multiple genres, and recognize standard musical notation.
Grade Level Units	1-Rhythm/Steady Beat 2-Performance Skills 3-Performance Types 4-Melody (Pitch Reading) 5-Dynamics 6-Harmony 7-Tone Color

Unit Title	Melody & Pitch Reading
Unit Summary	There are many ways to name the notes on the a music staff (intervals, solfege, position or fingering). Letters names are another way that pitches can be named on the music staff. Fourth graders learn the letter names associated with the pitches on the treble clef. They use that knowledge to read and write music notation that can be shared with others.

Unit Essential Questions <ol style="list-style-type: none"> 1. What are the parts of a music staff? 2. What are the names of the notes on the music staff? 3. How do composers notate melodies for others to play? 4. What are the rules for composition in fourth grade? 	Key Understandings. <ol style="list-style-type: none"> 1. The lines, spaces, clef, and ledger lines make up the music staff. 2. Many musician use the letters A through G to names the notes on the staff. There are many mnemonic devices to help students remember the note names. 3. Composers combine pitches on the staff (letter names) with notes (note values) to communicate their creations with others. Accurate notation is very important for correct performance. 4. Fourth graders compose in 4/4 time using the pitches A through G notated on the treble clef (music staff).
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Focus Standards Addressed in the Unit	
9.1.5.A	Know and use the elements and principles of each art form to create works in the arts & humanities.
9.1.5.C	Know and use fundamental vocabulary within each of the arts forms.
9.1.5.J	Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.
MU:Cr2.1.4a	Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.

MU:Cr3.2.4a	Present the final version of personal created music to others, and explain connection to expressive intent.
Important Standards Addressed in the Unit	
9.2.5.L	Identify, explain and analyze common themes, forms and techniques from works in the arts.
9.3.5.A	Identify critical processes in the examination of works in the arts and humanities (critique compositions).
MU:Pr5.1.4b	Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.
MU:Pr6.1.4a	Perform music alone or with other, with expression and technical accuracy, and appropriate interpretation.

Misconceptions	<ol style="list-style-type: none"> 1. Composers always know their audience. 2. As long as you use the correct note, it doesn't matter where it is written or how neat it is. 3. Memorizing note names is too hard. It is easier and faster to write in the names before playing. 	Proper Conceptions	<ol style="list-style-type: none"> 1. Many composers write for a theme or genre, and then market their pieces to any musician who needs music of that theme or in that genre. 2. Being able to read a composition is the first step to being able to perform it. In an ensemble, many players need to be reading the same music, and there is not room for "what does that say?" Neatness certainly counts in the final draft of a composition. 3. The need to label the pitches in a composition limits a musician's ability to play with others (sight-reading, impromptu performances, switching instrument parts ex: trumpet 1 to trpt 2 to adjust balance for a single performance).
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Concepts: <ol style="list-style-type: none"> 1. Pitch reading is a vital part of a musician's performance vocabulary. It makes it easier for musicians to play together. 2. Composition is the act of writing music for performance. 3. A well thought out composition is easier to perform than a disorganized composition. 	Competencies: The students will... <ol style="list-style-type: none"> 1. read musical notation for performance of a selected piece. 2. compose 4 measures (pitches & notes) in 4/4 time, using whole, half, quarter, and eighth notes in a group setting. 3. perform their compositions with the same group for the class. 4. discuss why composers compose (who commissioned, for what purpose, what influenced?). 	Vocabulary: <ol style="list-style-type: none"> 1. Conductor 2. Composer 3. Pitch (letter name ex: A-G) 4. Note (value ex: Whole, Half, Quarter, Eighth) 5. Treble Clef 6. Line 7. Space 8. Ledger line 9. Barline
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Assessments:

1. Teacher visual assessment - observation of composition process
 2. Peer assessment - discussion of composition performances (peer review)
 3. Written assessment- submission of written composition (did it follow composition guidelines?)
 4. Written assessment-Note Naming test
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Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Domain 3A - Communicating With Students

*Directions and Procedures

Domain 3C - Engaging Students in Learning

* Activities and Assignments

Differentiation:

1. Modified Composition Outline (place holders for longer notes)
 2. Group performance (for those who are shy about performing in front of the class)
 3. Instrument Choice (to fit performance ability)
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Interdisciplinary Connections:

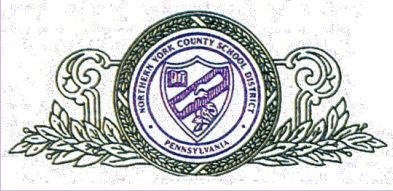
1. Math (counting number of beats & place holders to compare length)
 2. Math(ordering, letters in a sequence)
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Additional Resources:

1. Materials for composition notation
 2. Classroom percussion instruments (pitched)
 3. Computer
 4. Smartboard
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General Music / Grade 4

Dynamics

Subject: General Music	Grade: 4	Unit: 5-Dynamics	Suggested Timeline: 3 Semi-Focused Cycles and Year Long Concept
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Grade Level Summary	Students in fourth grade sing alone and with others, perform on classroom instruments, explore music from multiple genres, and recognize standard musical notation.
Grade Level Units	1-Rhythm/Steady Beat 2-Performance Skills 3-Performance Types 4-Melody 5-Dynamics 6-Harmony 7-Tone Color

Unit Title	Dynamics
Unit Summary	Students will review <i>Dynamics</i> through composition, movement, vocal performance, and instrumental performance. They will explore how dynamics can change the mood of a musical selection.

Unit Essential Questions <ol style="list-style-type: none"> 1. What are dynamics? 2. What are the terms that fourth graders use to describe dynamics? 3. How can dynamics change the mood of a composition (a story)? 4. How do musicians perform dynamics with instruments? 	Key Understandings. <ol style="list-style-type: none"> 1. Dynamics describe the volume of music. 2. Fortissimo=very loud, Forte=loud, Mezzo Forte=medium loud, Mezzo Piano=medium quiet, Piano=quiet, Pianissimo=very quiet. 3. Dynamics can bring excitement or relaxation to a piece of music. They can also be used to convey meaning when used in a story (accents). 4. Musicians playing techniques are different based on the dynamic they need to perform and then instrument that they are playing (instrument safety).
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Focus Standards Addressed in the Unit	
9.1.5.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.5.E	Know and demonstrate how the arts can communicate experiences, stories or emotions through the production of works in the arts.
MU:Pr6.1.4b	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.
MU:Re8.1.4a	Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.

Important Standards Addressed in the Unit	
9.3.5.B	Describe works in the arts comparing similar and contrasting characteristics.
9.3.5.F	Know how to recognize the process of criticism in identifying and analyzing characteristics among works in the arts.
MU:Pr5.1.4a	Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performance.
MU:Pr6.1.4a	Perform music, alone or with others with expression and technical accuracy, and appropriate interpretation.

Misconceptions	<ol style="list-style-type: none"> 1. Each instrument has only one dynamic (ex:drums are loud). 2. There is too much going on in a piece of music. If I get the notes right, that is enough. 3. Singers and musicians can perform at the same dynamic, and the audience will be able to hear everyone. 	Proper Conceptions	<ol style="list-style-type: none"> 1. Most instruments can play a variety of dynamics. 2. Dynamics are important expressive elements. A polished performance has accurate dynamic performance to enhance the playing of “the notes”. 3. When singers and instrumentalists are performing together, the instrumentalists need to observe a dynamic “under” that of the singers for the best complete performance
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Concepts: <ol style="list-style-type: none"> 1. Dynamics are important expressive qualities that can change the mood of a piece of music. 2. When instruments accompany singers, it is very important to observe the written dynamics. 	Competencies: The students will... <ol style="list-style-type: none"> 1. explore dynamics on classroom instruments and choose dynamics for performance based on those findings. 2. perform a “sound piece” and assign different dynamics to each sound. 3. use choral reading to present a story with special attention to dynamics (to enhance the story). 	Vocabulary: <ol style="list-style-type: none"> 1. Pianissimo 2. Piano 3. Mezzo Piano 4. Mezzo Forte 5. Forte 6. Fortissimo 7. Crescendo 8. Decrescendo 9. Sforzando 10. Accent 11. Vocal 12. Instrumental
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Assessments:

1. Teacher visual assessment - observation of dynamic instrument exploration (safety)
2. Written assessment- sound piece with assignment of dynamics appropriate for performance
3. Performance assessment-Choral Reading performance with correct dynamic interpretation

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson’s Framework for Teaching: Domain 3 Instruction

Domain 3C - Engaging Students in Learning

*Activities and assignments

Domain 3D- Using Assessment in Instruction

*Feedback to students

*Monitoring of student learning

Differentiation:

1. Modification of instrument choice

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2. Modification of choral reading piece (sensitivity to reading level)
 3. Modification for students with sensitivity to changes in volume (dynamics)
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Interdisciplinary Connections:

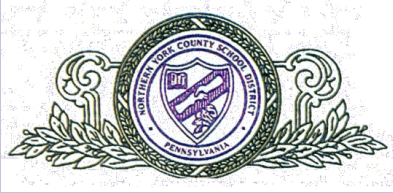
1. Reading (lyrics and choral reading selection)
 2. Science (sound frequency)
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Additional Resources:

1. Classroom Percussion Instruments (pitched and non-pitched)
 2. Computer
 3. Smartboard
 4. Quaver TM DVD
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Created By:

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General Music / Grade 4

Harmony

Subject: General Music	Grade: 4	Unit: 6-Harmony	Suggested Timeline: 2 Focused Cycles + Selected performance activities
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Grade Level Summary	Students in fourth grade sing alone and with others, perform on classroom instruments, explore music from multiple genres, and recognize standard musical notation.
Grade Level Units	1-Rhythm/Steady Beat 2-Performance Skills 3-Performance Types 4-Melody 5-Dynamics 6-Harmony 7-Tone Color

Unit Title	Harmony
Unit Summary	Students will explore three examples of harmony: ostinato, chords and partner songs. In fourth grade, harmony defined as notes that are added to the the melody to make the music more interesting. Students will then combine these elements in a composition and perform their piece.

Unit Essential Questions <ol style="list-style-type: none"> 1. What is harmony? 2. What are the terms that fourth graders use to describe harmony? 3. How are chord built and performed? 4. What is more important, Melody or Harmony? 	Key Understandings. <ol style="list-style-type: none"> 1. Harmony is a note or pattern added to the melody that makes the musical selection more interesting to perform and listen to. 2. Partner Song, Ostinato, Chords 3. Chords are built using the first, third, and fifth notes in the scale. In fourth grade, students focus on playing the first and fifth notes only. Chords can be performed by one person, or by using many players. 4. In a performance, the melody is the most important aspect. The harmony adds to the performance (so it should not be as pronounced as the melody).
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Focus Standards Addressed in the Unit	
9.1.5.D	Describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work.
9.2.5.J	Identify, explain and analyze historical and cultural differences as they relate to works in the arts.
MU:Re9.1.4a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.
MU:Cn10.0.4a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Important Standards Addressed in the Unit	
9.3.5.D	Compare similar and contrasting important aspects of works in the arts and humanities based on a set of guidelines using a comprehensive vocabulary of critical response.
MU:Cr3.2.4a	Present the final version of created music for others, and explain connection to expressive intent.

Misconceptions	<ol style="list-style-type: none"> 1. Everyone always has to sing the same thing, together. 2. If there is more than one thing happening at a time, I will get confused. 3. We can make music exciting by changing the dynamics or tempo. We don't need to have two things happening at the same time. 4. I only have 2 hands, so I can only play 2 notes at a time. 	Proper Conceptions	<ol style="list-style-type: none"> 1. Music in unison can be beautiful, but music with harmony can be more exciting to listen to. 2. With a little work, students can sing something different from the rest of the group without getting confused (harmony). 3. Dynamics and Tempo are way to add interest, however harmony can be even more exciting. 4. With practice, students can play more than 2 notes at a time to create chordal harmony.
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Concepts: <ol style="list-style-type: none"> 1. Harmony is a group of notes that are added to the the melody to make the music more interesting. 2. The three forms of harmony are: Chords, Ostinato, Partner Song. 	Competencies: The students will... <ol style="list-style-type: none"> 1. build chords (triads) in root position. 2. sing melodies then add each of the three forms of harmony for performance. 3. choose an ostinato based on what fits best with a given melody. 4. compose lyrics for a piece of music with an ostinato and chords. 	Vocabulary: <ol style="list-style-type: none"> 1. Melody 2. Harmony 3. Partner Song 4. Ostinato 5. Chords 6. Scale 7. Thirds 8. Pitched/ Non-Pitched Percussion 9. Balance
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Assessments:

1. Teacher visual assessment - observation of chord building (whiteboards)
2. Teacher visual/aural assessment-observation of partner song performance
3. Written assessment- composed lyrics (Do they fit the given melody?)
4. Performance assessment-Performance of a melody with ostinato and chord harmony

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Domain 3E- Demonstrating Flexibility and Responsiveness

*Lesson adjustment

*Persistence

Differentiation:

1. Modification of ostinato/ instrument choice (difficulty level)
2. Modification of lyrics (repeated sections for easier memorization)
3. Modification of chords (2 note vs. 3 note chords, or group chord playing)

Interdisciplinary Connections:

1. Math (distance in chord building)
2. Physical Education (coordination)

Additional Resources:

1. Classroom Percussion Instruments (pitched & non-pitched)
2. Computer
3. Smartboard

Created By:

Rachel Sherman and Karla Silbaugh



General Music / Grade 4

Tone Color

Subject: General Music

Grade: 4

**Unit:
7-Tone Color**

**Suggested Timeline: 2
Focused Cycles + class
performances**

Grade Level Summary	Students in fourth grade sing alone and with others, perform on classroom instruments, explore music from multiple genres, and recognize standard musical notation.
Grade Level Units	1-Rhythm/Steady Beat 2-Performance Skills 3-Performance Types 4-Melody 5-Dynamics 6-Harmony 7-Tone Color

Unit Title	Tone Color
Unit Summary	Tone Color is the how musicians describe the instruments used to perform a selection (instruments, voices, non-traditional “instruments”). Fourth graders do review of each instrument family in preparation for participation in band and orchestra at the beginning of fourth grade. They also do a more in depth at the end of the year focusing on non-traditional instruments and classification.

Unit Essential Questions <ol style="list-style-type: none"> What is an instrument family? How do instruments in the brass family produce a sound? String Family? Woodwind Family? Percussion Family? How do instruments differ in different areas of the world? 	Key Understandings. <ol style="list-style-type: none"> A family is how instruments are grouped. Brass=lips vibrate (buzz) String=strings vibrate (pluck, strum, hit, bow) Woodwind=air vibrates (with or without a reed) Percussion=instrument vibrates (strike, shake, scrape) Orchestral instruments look the same across the world (mostly) however, each culture has their own ethnic instruments specific to their location that are different from others in the world.
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Focus Standards Addressed in the Unit	
9.1.5.K	Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.
9.2.5.A	Explain the historical, cultural and social context of an individual work in the arts.
MU:Cn:11.0.4a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Important Standards Addressed in the Unit	
9.2.5.K	Identify, explain, and analyze traditions as they relate to works in the arts (ethnic instruments).
MU:Re9.1.4a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.

Misconceptions	<ol style="list-style-type: none"> 1. Instruments can be classified based on visual characteristics. 2. All musicians play one note at a time (read one note at a time). 3. You can never have too many instruments. Everyone should be able to play an instrument in every musical piece. 	Proper Conceptions	<ol style="list-style-type: none"> 1. Instruments are classified based on how their sound is produced. 2. Wind musicians (usually) play one note at a time. String and Percussion musicians OFTEN play 2 or more notes at a time. 3. Balance is important to musical performances: balance of instruments in an instrumental piece, balance of singers and instrumentalists in a mixed piece. Everyone can't play an instrument in every piece.
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Concepts: <ol style="list-style-type: none"> 1. Instruments can be divided into families (woodwind, brass, string, percussion). 2. There are subdivisions within some families (woodwind=reeds and flutes). 	Competencies: The students will... <ol style="list-style-type: none"> 1. classify instruments based on how the sound is produced (what vibrates). 2. explore non-traditional instruments and their origins. 3. perform harmony on pitched and non-pitched percussion instruments. 	Vocabulary: <ol style="list-style-type: none"> 1. Vibration 2. Instrument Family 3. String 4. Percussion 5. Brass 6. Woodwind 7. Lips Buzzing 8. Shake 9. Scrape 10. Strike 11. Pitched 12. Unpitched
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Assessments:

1. Teacher visual assessment - observation of safe playing techniques
2. Performance assessment- harmony performance on classroom instruments

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Domain 3B-Using Questioning and Discussion Techniques

*Student participation, Quality of Questions

Differentiation:

1. Modified playing requirement
2. Teacher grouping for performance

Interdisciplinary Connections:

1. Social Studies (regions and cultural instruments)
2. Math and Science (sorting and classifying)

Additional Resources:

1. Various orchestral instruments
2. Percussion Instruments
3. Cultural/ Ethnic Instruments
4. iPad (demonstration of “virtual instruments”)
5. Computer
6. Smartboard

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