Title of planned course:  4th Grade General Music

Subject Area:  Music

Grade Level:  4

Course Description:  This course is a continuation of the general overview of music through various singing, listening, moving, and instrumental play activities in order to experience and gain knowledge of the 6 elements of music.

Time/Credit for this Course:  40 minutes per week

Curriculum Writing Committee:  Donna Dillon, Nancy Moninghoff
Curriculum Map

August: Music element focus – Rhythm
Review & teach Patriotic Songs

September: Continue with element of Rhythm

October: Music Element focus – Melody
Fall Holiday Songs

November: Continue with element of Melody

December: Music Element focus – Harmony
Winter Holiday Songs

January: Continue with element of Harmony

February: Music element focus – Form

March: Music element focus - Expression
Spring themed songs

April: Continue with element of Expression

May: Music element focus – Tone Color

June: Finish element of Tone Color
Course Title: 4th Grade General Music

Textbook: *Making Music Grade 4* Silver - Burdette

Supplemental Books: *Music Connection Grade 4* – Silver Burdette

Teacher Resources:
- Various songbooks
- Selected YouTube videos
- Selected DVD’s including *Mr. Bach Comes to Call* and *the Music Man*.
Curriculum Scope & Sequence

Title of planned course: 4th Grade General Music

Subject Area: Music

Grade Level: 4

Unit: Rhythm

Time frame: 6 - 8 weeks and review/reinforcement throughout the year.

State Standards: 9.1. Production, Performance, & Exhibition of Music
9.2 Historical and Cultural Context
9.3. Critical Response
9.4 Aesthetic Response

Essential content/objectives: At end of the unit, students will be able to identify and perform:
- Steady beat/strong beat
- Simple rhythms including whole, half, quarter, eighth, & sixteenth note & rests
- Meter & meter signatures in 2, 3, & 4
- Even & uneven rhythms
- Syncopation
- Melodic rhythm

Core Activities: Students will complete/participate in the following:
- Listening
- Singing
- Movement
- Instrumental Play
- Notation
- Suggested Songs:
  - Turn the Beat Around
  - Rock Island Line
  - Rise and Shine
  - Bundle Buggy Boogie Woogie
  - Dry Bones
  - Symphony # 7 - Beethoven
  - America
  - America the Beautiful
  - Star Spangled Banner

Extensions:
- Periodic review of learned concept
- Practice of skills.
Remediation:
- Reinforcement
- Practice of skills

Instructional Methods:
- Large and small group
- Individual and partners

Materials & Resources:
- Textbook & accompanying CD’s,
- Classroom instruments,
- Whiteboards/Markers
- Supplemental songs/music as needed

Assessments:
- Teacher Observation
- Written Assessment/Worksheets
- Aural Assessment
Curriculum Scope & Sequence

Title of planned course: 4th Grade General Music

Subject Area: Music

Grade Level: 4

Unit: Melody

Time frame: 6 - 8 weeks and review/reinforcement throughout the year.

State Standards: 9.1. Production, Performance, & Exhibition of Music
9.2 Historical & Cultural Contexts
9.3. Critical Response
9.4 Aesthetic Response

Essential content/objectives: At end of the unit, students will be able to identify and perform:
- Pitch
- Melodic Notation
- Melodic Contour including steps, leaps, & repeats.
- Sequence
- Phrases
- Tonal Center

Core Activities: Students will complete/participate in the following:
- Listening
- Singing
- Movement
- Instrumental Play
- Notation
- Suggested Songs:
  - 59th St. Bridge Song
  - MTA Song
  - We’re off to see the Wizard
  - Over the Rainbow
  - Waiting for the Light to Shine
  - Ode to Joy
  - Halloween
  - Little Shop of Horrors

Extensions:
- Periodic review of learned concept
- Practice of skills.

Remediation:
- Reinforcement
- Practice of skills
**Instructional Methods:**
- Large and small group
- Individual and partners

**Materials & Resources:**
- Textbook & accompanying CD’s,
- Classroom instruments,
- Whiteboards/Markers
- Supplemental songs/music as needed

**Assessments:**
- Teacher Observation
- Written Assessment/Worksheets
- Aural Assessment
**Curriculum Scope & Sequence**

**Title of planned course:** 4<sup>th</sup> Grade General Music

**Subject Area:** Music

**Grade Level:** 4

**Unit:** Harmony

**Time frame:** 4 - 6 weeks and review/reinforcement throughout the year.

**State Standards:**
9.1. Production, Performance, & Exhibition of Music
9.2. Historical & Cultural Contexts
9.3. Critical Response
9.4. Aesthetic Response

**Essential content/objectives:** At end of the unit, students will be able to identify and perform:
- Texture
- Chordal Accompaniment
- Ostinato
- Partner Songs
- Rounds
- Descants
- Countermelodies

**Core Activities:** Students will complete/participate in the following:
- Listening
- Singing
- Movement
- Instrumental Play
- Notation
- Suggested Songs:
  - Pay Me My Money Down
  - Hey, m’tswala
  - Turn the World Around
  - Happiness Runs
  - Pick a Little Talk a Little
  - Over My Head
  - Winter Fantasy
  - Let it Snow!

**Extensions:**
- Periodic review of learned concept
- Practice of skills.
Remediation:
- Reinforcement
- Practice of skills

Instructional Methods:
- Large and small group
- Individual and partners

Materials & Resources:
- Textbook & accompanying CD’s,
- Classroom instruments,
- Whiteboards/Markers
- Supplemental songs/music as needed

Assessments:
- Teacher Observation
- Written Assessment/Worksheets
- Aural Assessment
Curriculum Scope & Sequence

Title of planned course: 4th Grade General Music

Subject Area: Music

Grade Level: 4

Unit: Form

Time frame: 3-4 weeks and review/reinforcement throughout the year.

State Standards: 9.1. Production, Performance, & Exhibition of Music
9.2 Historical & Cultural Contexts
9.3. Critical Response
9.4 Aesthetic Response

Essential content/objectives: At end of the unit, students will be able to identify and perform:
- Introduction/ Coda
- Call Response
- D.C.or D.S.al Fine
- Call/Response
- AB, ABA, ABACA

Core Activities: Students will complete/participate in the following:
- Listening
- Singing
- Movement
- Instrumental Play
- Notation
- Suggested Songs:
  - Limbo Like Me
  - River
  - Walk in Jerusalem
  - Music, Music, Music
  - Cement Mixer
  - Over the Rainbow

Extensions:
- Periodic review of learned concept
- Practice of skills.

Remediation:
- Reinforcement
- Practice of skills
Instructional Methods:
- Large and small group
- Individual and partners

Materials & Resources:
- Textbook & accompanying CD’s,
- Classroom instruments,
- Whiteboards/Markers
- Supplemental songs/music as needed

Assessments:
- Teacher Observation
- Written Assessment/Worksheets
- Aural Assessment
Curriculum Scope & Sequence

Title of planned course: 4th Grade General Music

Subject Area: Music

Grade Level: 4

Unit: Expression

Time frame: 4 - 6 weeks and review/reinforcement throughout the year.

State Standards: 9.1. Production, Performance, & Exhibition of Music  
                9.2 Historical & Cultural Contexts  
                9.3. Critical Response  
                9.4 Aesthetic Response

Essential content/objectives: At end of the unit, students will be able to identify and perform:
- Tempo – presto, allegro, andante, largo  
- Dynamics – pp,p,mp,mf,f,ff, crescendo, decrescendo  
- Articulation – legato, staccato  
- Relationship of lyrics to music

Core Activities: Students will complete/participate in the following:
- Listening  
- Singing  
- Movement  
- Instrumental Play  
- Notation  
- Suggested Songs:  
  - Put a Little Love in Your Heart  
  - Oh Danny Boy  
  - The Chicken Dance  
  - The Happy Wanderer  
  - The Lion Sleeps Tonight

Extensions:  
- Periodic review of learned concept  
- Practice of skills.

Remediation:  
- Reinforcement  
- Practice of skills

Instructional Methods:  
- Large and small group  
- Individual and partners
Materials & Resources:

- Textbook & accompanying CD’s,
- Classroom instruments,
- Whiteboards/Markers
- Supplemental songs/music as needed

Assessments:

- Teacher Observation
- Written Assessment/Worksheets
- Aural Assessment
Curriculum Scope & Sequence

Title of planned course: 4th Grade General Music

Subject Area: Music

Grade Level: 4

Unit: Tone Color (Timbre)

Time frame: 4 - 6 weeks and review/reinforcement throughout the year.

State Standards: 9.1. Production, Performance, & Exhibition of Music
9.2 Historical & Cultural Contexts
9.3. Critical Response
9.4 Aesthetic Response

Essential content/objectives: At end of the unit, students will be able to identify and perform:
- Vocal – soprano, alto, tenor, bass
- Vocal Ensemble – solo, duet, trio, chorus
- Instrument Families – Brass, woodwind, string, percussion
- Instrumental Ensemble – Orchestra, Concert Band.

Core Activities: Students will complete/participate in the following:
- Listening
- Singing
- Movement
- Instrumental Play
- Notation
- Suggested Songs:
  - I’m Gonna Sing
  - Bartok – Presentation of Pairs
  - Grieg – Russian Sailor’s Dance
  - Mozart – Eine Kleine Nacht Musik
  - Chavez – Toccatta for Percussion
  - We Gather Together
  - Tales from the Latin Woods

Extensions:
- Periodic review of learned concept
- Practice of skills.

Remediation:
- Reinforcement
- Practice of skills
**Instructional Methods:**
- Large and small group
- Individual and partners

**Materials & Resources:**
- Textbook & accompanying CD’s,
- Classroom instruments,
- Whiteboards/Markers
- Supplemental songs/music as needed

**Assessments:**
- Teacher Observation
- Written Assessment/Worksheets
- Aural Assessment