



4th Grade Music YSWPCS

- Curricular Strand

Melody

Objectives

1. Aurally differentiate higher or lower sound, and steps, skips and repeated notes.
2. Visually identify, demonstrate, sing, and notate melodic patterns individually, in small groups and large groups in the key of D Major or F (la-based) minor or higher:
 - 1) Sol Mi
 - 2) Sol Mi La
 - 3) Sol Mi La Do
 - 4) Sol Mi La Do Re
 - 5) Sol Mi La Do Re Do' Sol, La,
 - 6) Sol Mi La Do Re Do' Sol, La, Fa Ti
3. Sing song material or patterns on a neutral syllable in D Major or F (la-based) minor or higher.
4. Visually identify the staff.
5. Visually identify the treble cleff.
6. Visually identify and play on the soprano recorder:
(C' A D' B G)
7. Visually identify and play on the soprano recorder:
(D E F#)
8. Demonstrate correct fingering technique and proper tone production on the soprano recorder.
9. Visually identify and demonstrate sharp, flat, and natural signs.

National Standards for Music Ed.

Singing, alone and with others, a varied repertoire of music.

Performing on instruments, alone and with others, a varied repertoire of music.

Improvising melodies, variations, and accompaniments.

Reading and notating music.

Listening to, analyzing, and describing music.

Understanding music in relation to history and culture.

OCDEL Standards

N/A

PA Common Core Standards for Reading and Writing in History and Social Studies

N/A

PA Standards

9.1.3.A:

Know and use the elements and principles of each art form to create works in the arts and humanities.

9.1.3.B:

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

9.1.3.C:

Recognize and use fundamental vocabulary within each of the arts forms.

9.1.3.G:

Recognize the function of rehearsals and practice sessions.

9.1.3.H:

Handle materials, equipment and tools safely at work and performance spaces.

9.1.3.J:

Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

Assessment(s)

Observational Assessment

Students can...

1. Aurally differentiate higher or lower sound, and steps, skips and repeated notes.
2. Visually identify, demonstrate, sing, and notate melodic patterns individually, in small groups and large groups in the key of D Major or F (la-based) minor or higher:
 - 1) Sol Mi
 - 2) Sol Mi La
 - 3) Sol Mi La Do
 - 4) Sol Mi La Do Re
 - 5) Sol Mi La Do Re Do' Sol, La,
 - 6) Sol Mi La Do Re Do' Sol, La, Fa Ti
3. Sing song material or patterns on a neutral syllable in D Major or F (la-based) minor or higher.
4. Visually identify the staff.
5. Visually identify the treble cleff.
6. Visually identify and play on the soprano recorder:
(C' A D' B G)
7. Visually identify and play on the soprano recorder:
(D E F#)
8. Demonstrate correct fingering technique and proper tone production on the soprano recorder.
9. Visually identify and demonstrate sharp, flat, and natural signs.

Written Assessment

Students write the letter name for each note on the musical staff.

Related Materials

Piano

Seating Chart

Rules Posted

Markers

Marker Board

Body Percussion Visual

Soprano Recorders

Recorder Fingering Charts

Recordings

Treble Clef Note Cards

Solfege Ladder Visual

Shake Papaya Visual

Paper Plates

Treble Clef Worksheet (Appendix D GP)

Unpitched Percussion

Technology Integration

Recording Through Sound System

Projector to Show Visuals

- Curricular Strand

Rhythm

Objectives

1. Demonstrate steady beat.
2. Respond to the cues of a conductor.
3. Differentiate beat from rhythm.
4. First aurally interpret and orally replicate, then visually identify, demonstrate, and notate:

Duple

1. Quarter Note:Du
2. Eighth Notes:Du-De

3. Quarter Rest:arms extended, palms up
4. Half Note:Du
5. Half Rest:arms extended, palms up twice
6. Sixteenth Notes:Du-Ta-De-Ta
7. Dotted Half Note:Du
8. Whole Note:Du
9. Whole Rest:arms extended, palms up 4 times
10. Paired Sixteenth Notes:Du-De-Ta
11. Paired Sixteenth Notes:Du-Ta-De
12. Syncopated Rhythm
(Eighth/Quarter/Eighth):Du-De-De
13. Eighth Rest:arms extended, palms up
14. Dotted Quarter/Eighth Pattern:Du-De
15. Eighth/Dotted Quarter Pattern:Du-De

Triple

1. Dotted Quarter Note:Du
2. Three Eighth Notes:Du-Da-Di
3. Dotted Quarter Rest:arms extended, palms up
4. Dotted Half Note:Du
5. Dotted Half Rest:arms extended, palms up
6. Quarter Note/Eighth Note Patterns:Du-Di
5. Visually identify bar line, measure, and unpitched symbols.
6. Visually identify and demonstrate tied and slurred patterns.

National Standards for Music Ed.

Singing, alone and with others, a varied repertoire of music.

Performing on instruments, alone and with others, a varied repertoire of music.

Improvising melodies, variations, and accompaniments.

Reading and notating music.

Listening to, analyzing, and describing music.

Understanding music in relation to history and culture.

OCDEL Standards

N/A

PA Common Core Standards for Reading and Writing in History and Social Studies

N/A

PA Standards

9.1.3.A:

Know and use the elements and principles of each art form to create works in the arts and humanities.

9.1.3.B:

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

9.1.3.C:

Recognize and use fundamental vocabulary within each of the arts forms.

9.1.3.G:

Recognize the function of rehearsals and practice sessions.

9.1.3.H:

Handle materials, equipment and tools safely at work and performance spaces.

9.1.3.J:

Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

Assessment(s)

Observational Assessment

1. Demonstrate steady beat.
2. Respond to the cues of a conductor.
3. Differentiate beat from rhythm.
4. First aurally interpret and orally replicate, then visually identify, demonstrate, and notate:

Duple

1. Quarter Note:Du
2. Eighth Notes:Du-De
3. Quarter Rest:arms extended, palms up
4. Half Note:Du
5. Half Rest:arms extended, palms up twice
6. Sixteenth Notes:Du-Ta-De-Ta
7. Dotted Half Note:Du
8. Whole Note:Du
9. Whole Rest:arms extended, palms up 4 times
10. Paired Sixteenth Notes:Du-De-Ta
11. Paired Sixteenth Notes:Du-Ta-De
12. Syncopated Rhythm

(Eighth/Quarter/Eighth):Du-De-De

13. Eighth Rest:arms extended, palms up
14. Dotted Quarter/Eighth Pattern:Du-De
15. Eighth/Dotted Quarter Pattern:Du-De

Triple

1. Dotted Quarter Note:Du
2. Three Eighth Notes:Du-Da-Di
3. Dotted Quarter Rest:arms extended, palms up

4. Dotted Half Note:Du

5. Dotted Half Rest:arms extended, palms up

6. Quarter Note/Eighth Note Patterns:Du-Di

5. Visually identify bar line, measure, and unpitched symbols.

6. Visually identify and demonstrate tied and slurred patterns.

Written Assessment

Rhythmic Dictation: Students write each rhythm that they hear.

Related Materials

Piano

Seating Chart

Rules Posted

Markers

Marker Board

Body Percussion Visual

Soprano Recorders

Recorder Fingering Charts

Recordings

Treble Clef Note Cards

Solfege Ladder Visual

Shake Papaya Visual

Paper Plates

Treble Clef Worksheet (Appendix D GP)

Unpitched Percussion

Technology Integration

Recording Through Sound System

Projector to Show Visuals

- Curricular Strand

Harmony

Objectives

1. Sing and hear songs with varying tonalities.
2. Speak and play simple ostinati.
3. Sing root melodies of songs using tonic and dominant in major and minor on a neutral syllable.
4. Sing and play partner songs, rounds, and canons.
5. Play simple two-part harmony on the soprano recorder.

National Standards for Music Ed.

Singing, alone and with others, a varied repertoire of music.

Performing on instruments, alone and with others, a varied repertoire of music.

Improvising melodies, variations, and accompaniments.

Reading and notating music.

Listening to, analyzing, and describing music.

Understanding music in relation to history and culture.

OCDEL Standards

N/A

PA Common Core Standards for Reading and Writing in History and Social Studies

N/A

PA Standards

9.1.3.A:

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9.1.3.C:

Recognize and use fundamental vocabulary within each of the arts forms.

9.1.3.G:

Recognize the function of rehearsals and practice sessions.

9.1.3.H:

Handle materials, equipment and tools safely at work and performance spaces.

9.1.3.J:

Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

Assessment(s)

Observational Assessment

Students can...

1. Sing and hear songs with varying tonalities.
2. Speak and play simple ostinati.
3. Sing root melodies of songs using tonic and dominant in major and minor on a neutral syllable.
4. Sing and play partner songs, rounds, and canons.
5. Play simple two-part harmony on the soprano recorder.

Related Materials

Piano

Seating Chart

Rules Posted

Markers

Marker Board

Body Percussion Visual

Soprano Recorders

Recorder Fingering Charts

Recordings

Treble Clef Note Cards

Solfege Ladder Visual

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Form

Objectives

1. Aurally and visually demonstrate phrase length.
2. Aurally and visually demonstrate phrases that are the same and different.
3. Aurally and visually demonstrate AB form.
4. Aurally and visually demonstrate ABA form.
5. Aurally and visually identify and demonstrate repeat sign.
6. Aurally and visually identify canon and rondo.
7. Visually identify the double bar line, D.C. al fine, Fine, and first and second endings.

8. Aurally and visually identify and demonstrate theme and variation.

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Singing, alone and with others, a varied repertoire of music.

Performing on instruments, alone and with others, a varied repertoire of music.

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Assessment(s)

Observational Assessment

1. Aurally and visually demonstrate phrase length.
2. Aurally and visually demonstrate phrases that are the same and different.
3. Aurally and visually demonstrate AB form.
4. Aurally and visually demonstrate ABA form.
5. Aurally and visually identify and demonstrate repeat sign.
6. Aurally and visually identify canon and rondo.
7. Visually identify the double bar line, D.C. al fine, Fine, and first and second endings.
8. Aurally and visually identify and demonstrate theme and variation.

Related Materials

Piano

Seating Chart

Rules Posted

Markers

Marker Board

Body Percussion Visual

Soprano Recorders

Recorder Fingering Charts

Recordings

Treble Clef Note Cards

Solfege Ladder Visual

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Tone Color

Objectives

1. Demonstrate whispering, speaking, singing, calling voice.
2. Play various pitched and unpitched classroom instruments.
3. Visually and aurally identify the families of the orchestra.

National Standards for Music Ed.

Singing, alone and with others, a varied repertoire of music.

Performing on instruments, alone and with others, a varied repertoire of music.

Improvising melodies, variations, and accompaniments.

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9.1.3.J:

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Assessment(s)**Observational Assessment**

Students can...

1. Demonstrate whispering, speaking, singing, calling voice.
2. Play various pitched and unpitched classroom instruments.
3. Visually and aurally identify the families of the orchestra.

Written Assessment

Students describe the characteristics of the glockenspiel, xylophone, and metallophone.

Related Materials

Piano

Seating Chart

Rules Posted

Markers

Marker Board

Body Percussion Visual

Soprano Recorders

Recorder Fingering Charts

Recordings

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Solfege Ladder Visual

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Expressive Elements

Objectives

1. Discriminate and respond to loud and soft through movement, playing, singing, and discussion.
2. Discriminate and respond to fast and slow through movement, playing, singing, and discussion.
3. Participate in developmentally appropriate melodic, rhythmic, and movement improvisation.
4. Visually and aurally identify and demonstrate forte and piano.

5. Visually and aurally identify and demonstrate crescendo and decrescendo.
6. Visually and aurally identify and demonstrate accent.
7. Visually and aurally identify and demonstrate accelerando and ritardando.
8. Visually and aurally identify and demonstrate mezzo piano (mp), mezzo forte (mf), pianissimo (pp), and fortissimo (ff).

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Performing on instruments, alone and with others, a varied repertoire of music.

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Assessment(s)

Observational Assessment

1. Discriminate and respond to loud and soft through movement, playing, singing, and discussion.
2. Discriminate and respond to fast and slow through movement, playing, singing, and discussion.
3. Participate in developmentally appropriate melodic, rhythmic, and movement improvisation.
4. Visually and aurally identify and demonstrate forte and piano.
5. Visually and aurally identify and demonstrate crescendo and decrescendo.
6. Visually and aurally identify and demonstrate accent.
7. Visually and aurally identify and demonstrate accelerando and ritardando.
8. Visually and aurally identify and demonstrate mezzo piano (mp), mezzo forte (mf), pianissimo (pp), and fortissimo (ff).

Related Materials

Piano

Seating Chart

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History and Culture

Objectives

1. Identify varying uses of music in daily life.
2. Participate in fol songs and dances from the United States of America and other cultures.
3. Hear and move to music of many historical periods.

National Standards for Music Ed.

Singing, alone and with others, a varied repertoire of music.

Performing on instruments, alone and with others, a varied repertoire of music.

Improvising melodies, variations, and accompaniments.

Reading and notating music.

Listening to, analyzing, and describing music.

Understanding music in relation to history and culture.

OCDEL Standards

N/A

PA Common Core Standards for Reading and Writing in History and Social Studies

N/A

PA Standards

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9.1.3.G:

Recognize the function of rehearsals and practice sessions.

9.1.3.H:

Handle materials, equipment and tools safely at work and performance spaces.

9.1.3.J:

Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

Assessment(s)

Observational Assessment

Students can...

1. Identify varying uses of music in daily life.
2. Participate in folk songs and dances from the United States of America and other cultures.
3. Hear and move to music of many historical periods.

Related Materials

Piano

Seating Chart

Rules Posted

Markers

Marker Board

Body Percussion Visual

Soprano Recorders

Recorder Fingering Charts

Recordings

Treble Clef Note Cards

Solfege Ladder Visual

Shake Papaya Visual

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Unpitched Percussion

Technology Integration

Recording Through Sound System

Projector to Show Visuals

- Curricular Strand

Aesthetic and Critical Response

Objectives

1. Describe responses to recorded and/or live performances.
2. Evaluate performances heard/seen in terms of quality and expectation.

National Standards for Music Ed.

Singing, alone and with others, a varied repertoire of music.

Performing on instruments, alone and with others, a varied repertoire of music.

Improvising melodies, variations, and accompaniments.

Reading and notating music.

Listening to, analyzing, and describing music.

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OCDEL Standards

PA Common Core Standards for Reading and Writing in History and Social Studies

N/A

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9.1.3.C:

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9.1.3.G:

Recognize the function of rehearsals and practice sessions.

9.1.3.H:

Handle materials, equipment and tools safely at work and performance spaces.

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Assessment(s)

Observational Assessment

Students can...

1. Describe responses to recorded and/or live performances.
2. Evaluate performances heard/seen in terms of quality and expectation.

Related Materials

Piano

Seating Chart

Rules Posted

Markers

Marker Board

Body Percussion Visual

Soprano Recorders

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Unpitched Percussion

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Recording Through Sound System

Projector to Show Visuals