

**MUSIC
COURSE OF STUDY
GRADES K-5
GRADE 4
2009**

CORE CURRICULUM CONTENT STANDARDS

Core Curriculum Content Standard: The arts strengthen our appreciation of the world as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater, and the visual arts enhances these abilities.

STANDARD 1.1 (Aesthetics) All students will use aesthetic knowledge in the creation of and in response to dance, music, theater, and visual art.

Workplace Readiness:

- 3.10 Monitor thinking
- 3.12 Interpret
- 4.2 Work cooperatively

Cumulative Progress Indicator:

1.1.4 A. Knowledge

1. Compose simple works of art in response to stylized characteristics observed in the dance, music, theater, and visual art of various cultures and time periods.
2. Communicate ideas reflecting on the nature and meaning of art and beauty.
3. Recognize works of art and art elements designed to imitate systems in nature.

1.1.4 B. Skills

1. Apply basic domain-specific arts language to communicate personal responses to dance, theater, music, and visual art.
2. Compare and contrast works of art that communicate significant cultural meanings.

Suggested Activities:

Suggested activities may include, but are not limited to the following:

1. Play a montage of musical performers. Help students develop a list of general terms that might be used to describe each performance such as tempo, dynamics, ensemble, solo etc.
2. Using pitched and non pitched instruments students will improvise a phrase in response to works of art in the style of music (Classical, Pop, Country, Blues, or Rock). Compare the tempo, dynamics and express personal feelings about the styles of music.

Thinking Skills: Recall, analyze, imagine

1. Discuss the elements(instruments, voice, historical period, and cultures) that help to distinguish one performer or musical style from another.

Instructional strategies:

- Define musical terms to be used during the course of study
- Have students communicate their response using musical terms.
- Refer to your teachers' editions for sequence of instruction and suggested strategies.

Evaluation/Assessment of students

Students should be able to respond to shapes of melodies, recognize and describe accompaniments, identify music that suggest a story or subject, recognize sounds (environmental, instrumental and vocal), and determine mood and style from listening.

Evaluation/Assessment of Curriculum

Evaluate class responses (positive or negative) to lessons and make notes.
Suggest possible strategies to be implemented in the curriculum course study.

Resources/Bibliography:

MacMillan/McGraw-Hill, "Share The Music" Grade 4, Copyright 2003
Silver Burdett Ginn Inc., "The Music Connection" Grade 4, Copyright 2000
New Jersey Core Curriculum Content Standard 2006
New Jersey Visual and Performing Arts Curriculum Framework
The K-12 National Standards

Internet online Resources:

www.mhschool.com, www.slider.com/Arts/Music/Education/Resources.htm,
www.menc.org/, www.isd77.k12.mn.us/resources/staffpages/shirk/k12.music.html,
www.njmea.org/, www.lessonplanspage.com/Music23.htm,

Core Curriculum Content Standard: Through an education in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, fingering of musical instruments, etc.

1.2 (Creation and Performance) All students will refine perceptual, physical and technical skills through creating dance, music, theater and/or visual arts.

Workplace Readiness:

- 1.2 importance of skills
- 4.2 work cooperatively
- 5.3 safe physical movements
- 3.10 Monitor thinking
- 3.12 Interpret
- 3.1 clarify decision
- 3.3 use models and observations

Cumulative Progress Indicator:

1.2.4 B. Music

1. Clap, sing on pitch, or play from progressively complex notation while maintaining a steady tempo.
2. Recognize and vocalize the tonal triad (do, mi, sol) after being given the “home tone.”
3. Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, while blending both unison and/or harmonic parts and vocal and/or instrumental timbres, matching dynamic levels and responding to cues of a conductor.
4. Modify elements of music within a piece to create different expressive ideas.

Suggested Activities:

Suggested activities may include, but are not limited to the following:

1. Students will listen to examples of musical works and compare musical elements of accompanied excerpts. Clap or play using non-pitched instruments the ostinato tone and repeated rhythms. Using boom wackers and tone chimes, reproduce the melody of the theme and distinguish the AB and or ABA form.
2. Students will compose a variation of the theme using pitched instruments.

Thinking Skills: Compare, analyze, reproduce, match, label

1. Using the smartboard, the teacher will demonstrate how to compose a simple melody with an original verse using quarter, eighth, sixteenth, half and whole notes with their respective rests. Students will practice writing the above

onto music staff paper and then sing the melody with appropriate posture and breathing techniques.

Thinking Skills: Compare, analyze, reproduce, match, label

2. Students will continue to use Dalcroze Eurhythmics techniques. They will participate by clapping out simple rhythms from steaming media then clap out the examples individually. They will develop mallet technique, play syncopated pattern, and rhythm rounds.

Thinking Skills: Match, reproduce, review, apply

3. Students will be given a card containing a short rhythmic phrase using Dalcroze terminology. After practicing with the teacher, students will be expected to play instruments in combination, play expressively on a variety of pitched and non-pitch instruments. A partner may be chosen for assistance.

Thinking Skills: Match, read, recall, verify

4. Students will sing songs in unison, ostinatos, partner (Triple Travelogue: Chariot/When the Saints Go Marching I/This Train), counter-melodies, rounds (Ah, Poor Bird) and canons (Music Alone shall Live "Himmel und Erde"). They will build confidence in solo singing.

Thinking Skills: Match, read, recall, verify, reproduce

5. Students will view complex movement pattern on video (Dance Company) and reproduce the movements by sections or phrases. They will use prior knowledge to creatively produce and organize complex movements to two and three-part rounds and or counter melodies. This will be videotaped for future review by the class.

Thinking Skills: Evaluate, decide, create, memorize

6. **Music technology:** Students will be able to create music using music software that can be displayed on the smartboard. They will learn basic computer skills to do research in the Internet and do projects that will integrate the schools curriculum in the language arts, social studies, Mathematics and science.

The music teacher will work closely with the art teacher in creating project that will integrate music technology with graphic arts.

Thinking Skills: Analyze, evaluate, infer, classify

7. Students will have the opportunity to use a smartboard to sharpen their skills on the G Clef and F Clef learning the line notes and space notes; and direction of a phrase. They will also refine their skills in determining the form of a piece by identifying the Introduction, Coda, D.C. al fine, Phrases: same or different, Solo or Chorus, AB, ABA, and Ballad.

Thinking Skills: Identify, recall, read, listen

9. Students will listen to a series of melodies and be able to depict up/down, combination steps, leap, repeats, counter melodies, forte, piano, mezzo-forte, mezzo-piano and rounds using prior knowledge.

Thinking Skills: Memorize, read, label, locate

Instructional strategies:

-Define musical terms to be used during the course of study (form, AB, ABA, G and F Clefs, whole, half, quarter, sixteenth and eighth notes and their rests, rhythm, phrase, Midi

-Have students communicate their response using musical terms.

-Encourage students to improvise movements

-Include clapping, marching and singing to reinforce motor skill and speech

-Encourage students to share their emotional responses with the class.

-Refer to your teachers' editions for sequence of instruction and suggested strategies.

Evaluation/Assessment of students

Students should demonstrate performance and participation skills by working and creating individually and with others.

Evaluation/Assessment of Curriculum

Evaluate class responses (positive or negative) to lessons and make notes.
Suggest possible strategies to be implemented in the curriculum course study.

Resources/Bibliography:

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Silver Burdett Ginn Inc., "The Music Connection" Grade 4, Copyright 2000

New Jersey Core Curriculum Content Standard 2006

New Jersey Visual and Performing Arts Curriculum Framework

The K-12 National Standards

Orff Instruments

Internet online Resources:

www.mhschool.com, www.slider.com/Arts/Music/Education/Resources.htm,

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www.njmea.org/, www.lessonplanspage.com/Music23.htm, www.aosa.org (American Orff-Schulwerk Association)

Core Curriculum Content Standard: In order to understand the visual and performing arts, students must discover the elements and principles both unique and common to dance, music, theater, and the visual arts. The elements, such as color, line, shape, form and rhythm, time, space and energy, are the basis for the creation of works of art. An understanding of these elements and practice of the principles ensure the strengthening of interdisciplinary relationships with all content area curricula and their applications in daily life.

1.3 (Elements and Principles) All students will utilize arts elements and arts media to produce artistic products and performances.

Workplace Readiness:

- 2.6 accessing information
- 4.2 work cooperatively
- 5.8 promote safety

Cumulative Progress Indicator:

1.3.4 B. Music

1. Explore musical elements through verbal and written responses to diverse aural prompts and printed scores.
2. Identify and categorize sound sources by common traits.
3. Differentiate basic structures in music composition.

Suggested Activities:

Suggested activities may include, but are not limited to the following:

1. Students will sing songs of increasing difficulty and complexity.

Thinking Skills: Create, discuss, evaluate, singing, memorize, read, classify, recall,

2. Students will refine their skill in playing various instruments including boom whackers, recorders, xylophones, and tone chimes both from written music and from memory.

Thinking Skills: Recall, recitation, memorize, summarize, deduce, create

3. Students will evaluate music from various genres around the world and compare and contrast qualities of one genre with another.

Thinking Skills: Memorize, review, read, name, locate, compare, create, evaluate

4. Song writing using music technology: Students will use Garage Band to compose accompaniment tracks for class written raps about interdisciplinary topics.

5. **Music Scoring:** Students will collaborate on choosing instrumentation for rap project.

Thinking Skills: Identify, recall, read, listen, create, evaluate, analyze, organize, brainstorm

6. **Performance:** Students will create a final copy of self written songs and compare finished product with other classes.

Thinking Skills: Recall, review, create

7. Students will begin lessons on the Soprano Recorder. Focus will be on reading notes in the G Clef, reading rhythm, and playing C4, D4, E4, F#4, G4, A4, B4, and C5. The lesson book will contain short exercises and simple melodies. Students will further develop their finger coordination, breath control and attack, knowledge of musical notations. Students are expected to

practice their lessons at home.

Grades will be based on the student's performance and preparedness.

Thinking Skills: locate, identify patterns, demonstrate

8. Boomwhackers will allow students to contribute to the success or playing simple melodies and accompaniments as a group. Each student is responsible for playing one note at the correct time by reading standard notation.

Thinking Skills: locate, identify patterns, demonstrate

Instructional strategies:

- Define musical terms to be used during the course of study
- Have students communicate their response using musical terms.
- Encourage students to improvise movements
- Include clapping, marching and singing to reinforce motor skill and speech
- Encourage students to share their emotional responses with the class.
- Refer to your teachers' editions for sequence of instruction and suggested strategies.

Evaluation/Assessment of students:

Students will be evaluated based on teacher observation of the student's mastered skills. Students will also be evaluated on the completion of each activity. A rubric will be used in this assessment.

Evaluation/Assessment of Curriculum

Evaluate class responses (positive or negative) to lessons and make notes. Suggest possible strategies to be implemented in the curriculum course study.

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Core Curriculum Content Standard: Through the informed criticism of works of art, students will develop a process by which they will observe, describe, analyze, interpret and evaluate artistic expression and quality in both their own artistic creation and in the work of others. Through this critical process, students will arrive at informed judgments of the relative artistic and aesthetic merits of the work examined.

1.4 (Critique) All students will demonstrate knowledge of the process of critique

Workplace Readiness:

- 2.6 access information
- 3.8 organize, synthesize and evaluate information
- 3.9 identify patterns
- 4.2 work cooperatively
- 5.3 demonstrate physical movement

Cumulative Progress Indicator:

1.4.4 A. Knowledge

1. Utilize basic arts terminology and arts elements in all four arts domains.
2. Recognize the value of critiquing one's own work as well as the work of others.

1.4.4 B. Skills

1. Observe the basic arts elements in performances and exhibitions.
2. Formulate positive analysis of arts performances by peers and respond positively to critique.
3. Recognize the main subject or theme in a work of art.

Suggested Activities:

Suggested activities may include, but are not limited to, the following:

1. Students will use musical terminology to describe various musical elements present in listening logs.

Thinking Skills: Analyze, evaluate, compare, recall

2. Students will constantly be asked to comment on various non-musical parts of performance including stage presence, venue and audience etiquette.

Thinking Skills: Analyze, evaluate, compare, recall

3. Students will work cooperatively in creating a performance (dance, movement patterns, vocal, or instrumental) and evaluate each others using criteria set by the teacher and the class.

Thinking Skills: Analyze, evaluate, compare, recall

4. After listening logs students will draw pictures representing the perceived main theme. Students will compare pictures and discuss reasoning for choices.

Thinking Skills: Analyze, evaluate, compare, recall

Instructional strategies:

- Define musical term to be used during course of study
- Have students communicate their response using musical terms.
- Encourage students to improvise movements
- Criteria for evaluation should include pitch, beat, rhythm, and why the composer used each of these elements in a particular way.
- Include clapping, marching and singing to reinforce motor skill and speech
- Encourage students to share their emotional responses with the class.

Evaluation/Assessment of students

Students should explain the criteria by which they evaluate the quality of their work and the work of others.

Evaluation/Assessment of Curriculum

Evaluate class responses (positive or negative) to lessons and make notes.
Suggest possible strategies to be implemented in the curriculum course study.

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Core Curriculum Content Standard: In order to become culturally literate, students need to understand the historical, societal, and multicultural aspects and implications of dance, music, theater, and visual art. This includes understanding how the arts and cultures continue to influence each other.

1.5 (HISTORY/CULTURE) All students will understand and analyze the role, development, and continuing influence of the arts in relation to world cultures, history, and society.

Workplace Readiness:

- 2.6 accessing information
- 3.10 monitor their own thinking
- 4.3 evaluate own accomplishments

Cumulative Progress Indicator:

1.5.4 A. Knowledge

1. Identify works of art from various historical periods and diverse cultures.
2. Recognize arts resources that exist in communities.

1.5.4 B. Skills

1. Describe the general characteristics of artworks from various historical periods and world cultures.
2. Examine art as a reflection of societal values and beliefs.

Activities:

Suggested activities may include, but are not limited to, the following:

1. Students will put together a “Timeline Album” choosing songs from each different historical period to represent the musical characteristics of the time.

Thinking Skills: Analyze, evaluate, compare, recall

2. Expand the students repertoire of learned songs to include foreign language folk tunes from Africa, France, China, Spain etc.

Thinking Skills: Analyze, evaluate, compare, recall

3. Students will discuss the history of “American” songs such as Dixie to discover the multicultural roots of the country’s music collection.

Thinking Skills: Analyze, evaluate, compare, recall, identify patterns, demonstrate, review, create

4. Students will learn how American Folk music has been influence by rhythms and harmonies of other cultures. Students will focus on Latin Jazz and how it came to existence in the United States. They will learn who was involved in the infusion of the different genre (American Jazz and Cuban Music). Students listen to music and identify instruments, and texture in harmony.

Thinking Skills: Analyze, evaluate, compare, recall, identify patterns, demonstrate, review, create

Instructional strategies:

-Expose the students to diverse material that will develop an awareness of how people from different culture create and participate in music.

- Define musical term to be used during course of study
- Have students communicate their response using musical terms.
- Focus on pronunciation
- Team-up with foreign language specialist for cross-curriculum activity
- Encourage students to improvise movements
- Include clapping, marching and singing to reinforce motor skill and speech
- Encourage students to share their emotional responses with the class.
- Refer to your teachers' editions for sequence of instruction and suggested strategies.

Evaluation/Assessment of students

Students should investigate, experience and participate in music activities representing various historical periods and world cultures.

Students should apply knowledge of historical, social, and cultural influences to understanding a work of art.

Evaluation/Assessment of Curriculum

Evaluate class responses (positive or negative) to lessons and make notes.

Suggest possible strategies to be implemented in the curriculum course study.

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www.njmea.org/, www.lessonplanspage.com/Music23.htm, www.aosa.org (American Orff-Schulwerk Association)

STANDARD 8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.

Workplace Readiness:

- 2.6 accessing information
- 4.3 evaluate own accomplishments
- 3.8 organize, synthesize and evaluate information
- 3.9 identify patterns
- 3.10 monitor their own thinking
- 4.2 work cooperatively

Cumulative Progress Indicator:

1.5.4 A. Knowledge

1. Identify software and internet applications associated with gathering information about the arts.

1.5.4 B. Skills

1. Use search engines effectively to locate music resources online.
2. Use visual reproductions of sound waves to solve performance problems on pitched and non-pitched instruments.

Suggested Activities:

Suggested activities may include, but are not limited to, the following:

1. Students will do research on a composer and identify genre, time period, greatest achievement, and the extent of his\her music's influence.
2. Students will use recording software such as garage band to create recordings of class performances for critique.
3. Students will use digital media players to compare music of various composers.

Thinking Skills: problem solving, evaluate, compare, demonstrate, review, create, analyze, classify

Instructional strategies:

- Promote the use of websites such as PBS, United Streaming, and pages from performance groups as resources for projects and general inquiry.
- Utilize On Course website to aid in completion of class homework and links for further study.

Evaluation/Assessment of students

Students will be evaluated on completeness of final projects, efficiency with technology and adherence to project directions in the form of a rubric.

Evaluation/Assessment of Curriculum

Evaluate class responses (positive or negative) to lessons and make notes.

Suggest possible strategies to be implemented in the curriculum course study.

Internet online Resources:

www.pbs.com, www.musictheory.net, www.dsokids.com, www.njso.org
www.classicsforkids.com, www.mymusicclass.com

STANDARD 8.2 (Technology Education) All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

Workplace Readiness:

- 2.6 accessing information
- 4.3 evaluate own accomplishments
- 3.8 organize, synthesize and evaluate information
- 3.9 identify patterns

Cumulative Progress Indicator:

1.5.4 A. Knowledge

- 1. Discuss the impact of recording technology, equipment, and formats over the last 50 years and the impact it's had on the music industry.

1.5.4 B. Skills

- 1. Students will experience use of each type of media and discuss any special needs of each type.

Activities:

Suggested activities may include, but are not limited to, the following:

- 1. Students will compare and contrast various forms of music related storage media and brainstorm about what may come in the future
- 2. Students will write a paragraph describing the benefits of the current musical technology in comparison to the past.
- 3. Students will interview adults at home to describe progress of media technology

Thinking Skills: evaluate, compare, review, analyze, classify

Instructional strategies:

- Demonstration of both current and past music technology including final result.

Evaluation/Assessment of students

Students will be assessed through written assignments and through class discussion.

Evaluation/Assessment of Curriculum

Evaluate class responses (positive or negative) to lessons and make notes.

Suggest possible strategies to be implemented in the curriculum course study.

Internet online Resources:

www.pbs.com, www.musictheory.net, www.dsokids.com, www.njso.org
www.classicsforkids.com, www.mymusicclass.com