

Grade Level: LPS Music Curriculum: Grade 4	
<b>Unit Overview and Objective: I can listen and evaluate.</b>	
<b>Theme(s):</b> Seasonal or calendar-based themes may influence repertoire choices throughout the academic year.	
<b>Essential/Compelling Questions</b>	<b>Create:</b> How do I use my voice/instruments to create ideas? <b>Perform:</b> How do musicians improve the quality of a performance? <b>Respond:</b> How do I judge the quality of musical work(s) and performances? <b>Connect:</b> How do musicians make meaningful connections to creating, performing, and responding?
<b>Vocabulary</b> (Essential terms in bold)	<b>Harmony:</b> More than one note happening at the same time <b>Accompaniment:</b> Music that supports the melody <b>Ensemble:</b> A group playing or singing together <b>Pianissimo:</b> Very soft <b>Fortissimo:</b> Very loud <b>Syncopation:</b> Rhythms that occur “off” the beat <b>Conversational Solfege:</b> Level 2, Unit 5 - Tonal (Steps 1-12) Level 2, Unit 6 - Rhythmic (Steps 1-12) Level 2, Unit 7 - Rhythmic (Steps 1-12) Level 2, Unit 8 - Rhythmic (Steps 1-12)
<b>Teacher Notes</b>	<p>The National Core Arts Standards apply to all grades levels in K-12 music programs. Concepts, skills, and essential questions are concurrent and scaffolded throughout the academic year.</p> <p>As teachers are selecting repertoire, it is recommended that selected music represents a diverse selection of composers, styles, origins, and time periods.</p>
<b>Standards: National Core Arts Standards (2014)</b>	
<b>Create</b>	
<b>Anchor Standard 1:</b> Generate and conceptualize artistic ideas and work <b>Anchor Standard 2:</b> Organize and develop artistic ideas and work. <b>Anchor Standard 3:</b> Refine and complete artistic work.	
<b>Perform</b>	
<b>Anchor Standard 4:</b> Select, analyze, and interpret artistic work for presentation. <b>Anchor Standard 5:</b> Develop and refine artistic techniques and work for presentation. <b>Anchor Standard 6:</b> Convey meaning through the presentation of artistic work.	
<b>Respond</b>	
<b>Anchor Standard 7:</b> Perceive and analyze artistic work <b>Anchor Standard 8:</b> Interpret intent and meaning in artistic work. <b>Anchor Standard 9:</b> Apply criteria to evaluate artistic work.	
<b>Connect</b>	

**Anchor Standard 10:** Synthesize and relate knowledge and personal experiences to make art.

**Anchor Standard 11:** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

**Key Concepts/  
Content to be  
addressed:**

[See Appendix 1](#)

<b>Instructional Strategies and Skills</b>	<b>Create</b>	
	Improvise short musical phrases to express intent or purpose. (Cr2.1.4a)	Arioso singing, recorders, ukeleles, pitched percussion, call-and-response
	Generate musical ideas with or without accompaniment. (Cr2.1.4b)	Arioso singing, recorders, ukeleles, pitched percussion, call-and-response
	Create rhythms and simple melodies using more complex standard notation and refine using collaboratively-developed criteria. (Cr3.1.4)	Iconic and standard notation activities, think/pair/share
	Present a final version of musical ideas to class, explaining expressive intent, and give feedback to peers. (Cr3.2.4)	Think/pair/share, guided listening, peer evaluation
	<b>Perform</b>	
	Demonstrate harmony and form through partner singing, dance, and playing classroom instruments. (Pr4.2.4a, Pr4.2.4b & Pr4.2.4c)	Orff, recorders, ostinato, ukeleles, partner songs, movement games
	Experience, identify and demonstrate expressive qualities such as dynamics, tempo, and timbre. (Pr4.3.4)	Movement games, iconic notation
	As a soloist and in an ensemble using more complex forms and expressive techniques and peer evaluate. (Pr5.1.4a & Pr5.1.4b)	Iconic and standard composition, think/pair/share, Orff, recorders, ukeleles, peer evaluation
	Perform with appropriate expression and audience etiquette (Pr6.1.4a, Pr6.1.4b)	Folk dancing, class and whole school performances, improvisation
	<b>Respond</b>	
	Explain how specific music concepts and expressive qualities are used in a piece of music and connect to its purpose or context. (Re7.1.4, Re8.1.4)	Purposeful movement, guided listening

	Explain how responses to music are informed by the structure, use of the elements of music, and context (social, cultural, and historical). (Re7.2.4)	Guided listening, purposeful movement
	<b>Respond (cont.)</b>	
	Apply personal and expressive preferences in the evaluation of music for specific purposes. (Re9.1.4)	Guided listening, compare-and-contrast
	<b>Connect</b>	
	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. (Cn10.0.1a) <i>Demonstrate the skills and purposeful intent that connect to a musical selection through ensemble singing and playing.</i>	Group activities, peer and self evaluation, partner songs, ukelele, recorder, and Orff ensembles
	Demonstrate understanding of relationships between music and the other arts, other disciplines, and daily life. (Cn11.0.1a) <i>Reflect on the differences in music from different eras, instrument families, styles, cultures, and genres.</i>	Sing alongs, concerts, folk songs and dances, class sharing, guest artists, YouTube
<b>Formative Performance Tasks</b>	Common Rhythmic Assessments ( <a href="#">Appendix 2</a> ) Common Melodic Assessments ( <a href="#">Appendix 2</a> ) Kinesthetic Observation Class and Whole School Performances	
<b>Summative Assessment/ Extensions with evidence based claims</b>	<b>Trimester 1</b>	
	<b>Melody:</b> Plays D-R-M-S patterns or melodies on recorder.	
	<b>Rhythm:</b> Plays accompaniment patterns on pitched percussion in 2/4 and 6/8 time.	
	<b>Audience:</b> Critiques teacher and recorded musical performances.	
	<b>Trimester 2</b>	
	<b>Melody:</b> Sings D-R-M-S patterns or melodies.	
	<b>Rhythm:</b> Composes and performs 4-measure rhythmic patterns in 2/4 and 6/8 times.	
	<b>Audience:</b> Critiques peer performances.	
	<b>Trimester 3</b>	
	<b>Melody:</b> Sing D-R-M-S patterns or melodies with dynamics.	
	<b>Rhythm:</b> Strum ukelele accompaniment patterns in 2/4 and 6/8 time.	

	<b>Audience:</b> Critique own performances.
<b>Featured Sources</b>	<a href="#"><u>See Appendix 3</u></a>