

Planned Course: General Music	Course Number:	Department: Music	
Unit: Music Literacy Level 2	Grade Level: 4th Grade		
Estimated Time: 36 Weeks	Level/Track: Music Literacy Level 2	Date Approved: 08/01/2013	
PA Academic Standards	▶ Core Concepts (in question format) <ul style="list-style-type: none"> • Skills/Knowledge 	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)

<p>1. Content Standard: <i>Singing, alone and with others, a varied repertoire of music:</i></p> <p>a. Students sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.</p> <p>b. Students sing expressively, with appropriate dynamics, phrasing, and interpretation.</p> <p>c. Students sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.</p> <p>d. Students sing ostinatos, partner songs, and rounds.</p> <p>e. Students sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.</p> <p>2. Content Standard: <i>Performing on instruments, alone and with others, a varied repertoire of music:</i></p> <p>a. Students perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.</p> <p>b. Students perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.</p> <p>c. Students perform expressively a varied repertoire of music representing diverse genres and styles.</p> <p>d. Students echo short rhythms and melodic patterns.</p> <p>e. Students perform in groups, blending instrumental timbres, matching dynamic levels, and responding</p>	<p>▶ Curriculum Essential Questions:</p> <ul style="list-style-type: none"> ▶ How do you internalize music (develop inner hearing)? ▶ How do we instill music appreciation? ▶ How do you play a recorder? ▶ How do we become musically literate? ▶ How do we create tuneful individuals? ▶ How do we create beatful individuals? ▶ How do we create artful individuals? ▶ What are the elements of music? ▶ How would the students demonstrate the elements of 	<p>A. Rhythm</p> <p>1. Steady Beat A-1- Performing the beat while singing while tapping on their body A-1- Listen and move to the beat A-1- Performing the steady beat on rhythm instruments A-1- Playing games like "Follow the leader" where S are given the opportunity to lead the class in a motion to show the beat.</p> <p>2. Faster-Slower A-2- Playing musical games with fast and slow sections A-2- Moving to music that changes tempo</p> <p>3. Literacy A-3- Aurally echo rhythm patterns using rhythm syllables A-3- Aurally decode familiar patterns and songs using rhythm syllables A-3- Aurally decode unfamiliar patterns and songs using rhythm syllables A-3- Create original patterns using rhythm syllables A-3- Read familiar patterns and songs using rhythm syllables A-3- Read unfamiliar patterns and songs using rhythm syllables A-3- Write familiar patterns and songs using rhythm syllables A-3- Write unfamiliar patterns and songs using rhythm syllables A-3- Create/Compose original using</p>	<ul style="list-style-type: none"> • Teacher Assessment Individuals: <ol style="list-style-type: none"> 1. Use of rating scale to assess solo echo singing. 2. Use of rating scale to assess solo singing of simple songs. 3. Use of a rating scale to assess independently created improvised melodies. 4. Use of rating scale to assess individual's expressiveness through movement. 5. Use of rating scale to assess individual's ability to perform beat motions. 6. Use of rating scale to assess individual's ability to move as a group. 7. Use of rating scale to assess individual ability to decode and create rhythms. 8. Use of rating scale to assess individual ability to decode and create tones. <ul style="list-style-type: none"> • Teacher Assessment of Group/Small Ensemble performances. • Teacher Assessment of
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<p>to the cues of a conductor.</p> <p>f. Students perform independent instrumental parts while other students sing or play contrasting parts.</p> <p>3. Content Standard: Improvising melodies, variations, and accompaniments:</p> <p>a. Students improvise answers in the same style to given rhythmic and melodic phrases.</p> <p>b. Students improvise simple rhythmic and melodic ostinato accompaniments.</p> <p>c. Students improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.</p> <p>d. Students improvise short songs and instrumental pieces, using a variety of sound sources in their improvisations, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means.</p> <p>4. Content Standard: Composing and arranging music within specified guidelines:</p> <p>a. Students create and arrange music to accompany readings or dramatizations.</p> <p>b. Students create and arrange short songs and instrumental pieces within specified guidelines.</p> <p>c. Students use a variety of sound sources when composing.</p> <p>5. Content Standard: Reading and notating music:</p> <p>a. Students read whole, half, dotted half, quarter, and eighth notes in 2/4, 3/4, 4/4, and 6/8 meter signatures.</p>	<p>music?</p> <p>▶ How is music an important part of history and culture?</p> <p><i>Unit Essential Questions:</i></p> <ul style="list-style-type: none"> ○ <i>What is the proper etiquette for attending a performance?</i> ○ <i>What is proper technique for good recorder tone production?</i> ○ <i>What tone colors are a part of an orchestra?</i> ○ <i>What is the proper techniques for playing Orff instruments?</i> ○ <i>What is a steady beat?</i> ○ <i>What are the different ways we can use our voice?</i> ○ <i>What are the names and sounds of the rhythm instruments?</i> ○ <i>How do we find our own space and move from it?</i> 	<p>rhythm syllables</p> <p>4. Symbols</p> <p>A-4 Recognizing and reproducing rhythms</p> <p>A-4 Patterns using quarter note, pair of 8th notes, quarter rest, and half note</p> <p>A-4 Review of 6/8 rhythms including dotted quarter note, dotted half note, dotted quarter rest, and quarter note/ single eighth note combination.</p> <p>B. Melody</p> <p>1. Upward/Downward-</p> <p>B-1- Move voice to show steps, skips, leaps, and repeats in a melody</p> <p>2. Echo Singing</p> <p>B-2 Sing melodies and rhythms accurately by echoing a model.</p> <p>B-2 Sing Do, Re, Mi patterns</p> <p>3. Call and Response</p> <p>B-3- Recalling and singing a vocal response after hearing another melody.</p> <p>4. Improvisation</p> <p>B-4- Create original vocal melodies</p> <p>5. Literacy</p> <p>B-5- Aurally echo tonal patterns using tonal syllables (Example: Do, Re, Mi, patterns)</p> <p>B-5- Aurally decode familiar patterns and songs using tonal syllables</p> <p>B-5- Aurally decode unfamiliar patterns and songs using tonal syllables</p>	<p>concepts “About” music. (Example- terms, vocabulary, definitions, visual identification of musical symbols)</p>
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<p>b. Students use a system (i.e. syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.</p> <p>c. Students identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.</p> <p>d. Students use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.</p> <p>6. Content Standard: Listening to, analyzing, and describing music:</p> <p>a. Students identify simple music forms when presented aurally.</p> <p>b. Students demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.</p> <p>c. Students use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.</p> <p>d. Students identify the sounds of a variety of instruments, including many orchestra and band instruments and instruments from various cultures, as well as children's voices and male and female adult voices.</p> <p>e. Students respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.</p> <p>7. Content Standard: Evaluating music and music performances.</p>	<ul style="list-style-type: none"> ○ <i>How do we match our movements to the expressive qualities found in music?</i> ○ <i>How do we match our movements to follow the patterns of music?</i> ○ <i>What is the difference between loud and quiet?</i> ○ <i>What is the difference between fast and slow?</i> ○ <i>What is the difference between high and low sounds?</i> ○ <i>How is music used in holiday or festival celebrations?</i> ○ <i>How does music feel in groups of 2?</i> ○ <i>How does music feel in groups of 3?</i> 	<p>B-5- Create original patterns using tonal syllables</p> <p>B-5- Read familiar patterns and songs using tonal syllables</p> <p>B-5- Read unfamiliar patterns and songs using tonal syllables</p> <p>B-5- Write familiar patterns and songs using tonal syllables</p> <p>B-5- Write unfamiliar patterns and songs using tonal syllables</p> <p>B-5- Create/Compose original using tonal syllables</p> <p>C. Expression</p> <p>1. Showing emotion while singing and moving</p> <p>C-1-Moving expressively to songs with body gestures and facial expression</p> <p>D. Tone Color</p> <p>1. Instruments-non-pitched percussion</p> <p>D-1-Performing steady beat on rhythm instruments.</p> <p>D-1- Understanding the size/sound correlation of instruments.</p> <p>2. Instruments of the Symphonic Orchestra</p> <p>D-2 What instruments are in the Woodwind Family?</p> <p>D-2 Practice proper playing techniques and introductory tones on a woodwind instrument.</p> <p>D-2 What instruments are in the</p>	
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<p>a. Students devise criteria for evaluating performances and compositions.</p> <p>b. Students explain, using appropriate music terminology, their personal preferences for specific musical works and styles.</p> <p>8. Content Standard: <i>Understanding relationships between music, the other arts and disciplines outside the arts</i></p> <p>a. Students identify similarities and differences in the meanings of common terms used in the various arts.</p> <p>b. Students identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.</p> <p>9. Content Standard: <i>Understanding music in relation to history and culture:</i></p> <p>a. Students identify, by genre or style, aural examples of music from various historical periods and cultures.</p> <p>b. Students describe in simple terms how elements of music are used in music examples from various cultures of the world.</p> <p>c. Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.</p> <p>d. Students identify and describe roles of musicians in various settings and cultures.</p> <p>e. Students demonstrate audience behavior appropriate for the context and style of music performed.</p>		<p>brass family?</p> <p>D-2 Practice proper playing techniques and introductory tones on a brass instrument.</p> <p>D-2 What instruments are in the string family?</p> <p>D-2 Practice proper playing techniques and introductory tones on a string instrument.</p> <p>D-2 What instruments are in the percussion family?</p> <p>D-2 Practice proper playing techniques and introductory tones on a percussion instrument.</p> <p>3. Recorder</p> <p>D-3 Learn fingerings for B, A, G, E, D, and third space C on recorder</p> <p>D-3 Practice proper tonguing technique for recorder playing</p> <p>D-3 Perform simple melodies using correct rhythm on recorder</p> <p>E. Form</p> <p>1. Music that follows a simple form. (AB, ABA)</p> <p>E-1 Using expressive movements to show form</p> <p>E-1 Perform form of recorder pieces</p> <p>2. Phrases</p> <p>E-2 Signal or move to identify two phrases as similar or different</p> <p>3. Symbols</p> <p>E-3 Identify and correctly follow musical symbols to discover the form</p>	
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		<p>of a piece. (D.C., D.S, Coda, Fine, 1st and 2nd endings)</p> <p>F. Musical Terms (About Music)</p> <p>1. Dynamics F-1- Listen Listen to and perform music with expressive elements Piano, Pianissimo, Mezzo Piano, Mezzo Forte, Forte, Fortissimo, Crescendo, and Decrescendo</p> <p>2. Tempo F-2- Listen to and perform music with expressive qualities Largo, Adagio, Moderato, Allegro, and Presto</p> <p>3. Steady Beat F-3- Listening for and performing a steady beat.</p> <p>4. High/Low pitches F-4- Discovering high and low sounds and big/small size correlation.</p> <p>G. Listening</p> <p>1. Classical Music G-1- Listening to classical music and perform beat motions and expressive movements</p> <p>H. Spacial</p>	
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		<p>1. Finding own space H-1- Moving in personal space H-1- Awareness of Locomotion</p> <p>2. Dancing and Moving H-2 Perform dance movements as a group</p> <p>3. Moving through space H-3- Awareness of Isolated and Whole body parts. H-3- Awareness of time (quick and slow) H-3- Awareness of space (direction of movement) H-3- Awareness of levels (High/Middle/Low) H-3- Awareness of weight (heavy/light, strong/gentle, tense/relaxed) H-3- Awareness of flow (sudden/sustained, sequential/simultaneous, bound/free) H-3- Awareness of shape (becoming shapes) H-3- Awareness of others (partners vs. groups) H-3- Student created movement</p> <p>I. Cultural Connections</p> <p>1. Geography I-1- Listening to classical music and locating these countries that the composer originated from on the map.</p> <p>2. Holiday Celebration</p>	
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		<p>I-2- Experiences music from various cultures by singing songs and performing movement activities for holiday celebrations</p> <p>3. Historical Connections I-3- Listen to and discuss the historical connections of American music</p> <p>J. Harmony</p> <p>1. Two Part Canons J-1 Learn and sing 2 part canons J-1 Read rhythms in canon</p> <p>2. Ostinatos and borduns J-2 Perform simple bordun on Orff instruments</p> <p>3. Partner Songs J-3 Perform partner songs in two groups</p>	
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