

East Penn School District
Elementary Curriculum

A Planned Course Statement
for

4th Grade General Music

Length of Period (mins.) 30

Periods per Week: 1

Length of Course (yrs.) 1.0

Adopted: 06/11/06

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Description of Course

Course Title:

4th Grade General Music

Goals:

Students will:

- Demonstrate understanding of vocal harmony through aural recognition and performance
- Demonstrate high-order thinking skills in analysis of musical form and structure
- Use voice and instruments to create/perform compositions
- Demonstrate cognitive skills in interpreting musical notation
- Reinforce curricular language skills and oral reading skills
- Integrate intellectual, emotional, and physical responses through musical performance
- Improve critical thinking skills through musical decision-making, analysis, and synthesis
- Explore mathematical relationships in rhythm, harmony, melody, and musical form
- Improve creative thinking skills through musical composition/performance
- Integrate music, visual art, dance, drama in specific activities
- Expand awareness of the world's musical cultures

Text:

Making Music, Silver-Burdett, 2005.

includes CD's, charts, and technology package

Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):	Students are introduced to concepts, forms, and patterns.
Learning (L):	Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process.
Understanding (U):	Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R):	Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Unit	Num	Objective	Level	Content	Evaluation	Standard
	1	Students will continue to sing a melody on pitch while expanding the vocal range.	L	<ul style="list-style-type: none"> Individual and group singing 	<ul style="list-style-type: none"> Teacher observation of student performance 	9.1.5 A 9.1.5 B
	2	Students will begin to develop techniques of group singing: posture, diction, blend, and expressiveness.	L	<ul style="list-style-type: none"> Individual and group singing 	<ul style="list-style-type: none"> Teacher observation of student performance 	9.1.5 A 9.1.5 B 9.1.5 C
	3	Students will continue to sing ostinatos, rounds, and call-response songs.	L	<ul style="list-style-type: none"> Individual and group singing 	<ul style="list-style-type: none"> Teacher observation of student performance 	9.1.5 A 9.1.5 B
	4	Students will develop background knowledge of a variety of songs, including folk, multicultural, seasonal, patriotic, and those relating to the fourth grade curriculum.	U	<ul style="list-style-type: none"> Individual and group singing Listening to records, tapes, and CDs 	<ul style="list-style-type: none"> Teacher observation of student performance 	9.1.5 B 9.1.5 G 9.2.5 A 9.2.5 B 9.2.5 C 9.2.5 E 9.2.5 H 9.2.5 J 9.2.5 K 9.3.5 D 9.3.5 G
	5	Students will continue to explore the elements of music: melody, rhythm, harmony, form, and tone color.	U	<ul style="list-style-type: none"> Individual and group singing Responding to charts Playing instruments Using computer software Moving to music Listening to tapes, records, and CDs Class discussions Analytical questioning Reading melodies in standard melodic and rhythmic notation Improvising Composing 	<ul style="list-style-type: none"> Teacher observation of student performance Teacher-made questions Analytical questions Student evaluation 	9.1.5 A 9.1.5 C 9.1.5 F 9.2.5 L 9.3.5 B
	6	Students will continue to develop an awareness of melodic and rhythmic notation.	L	<ul style="list-style-type: none"> Reading conventional music notation Individual and group singing Playing instruments Using computer software 	<ul style="list-style-type: none"> Teacher observation of student performance Student evaluation 	9.1.5 A 9.1.5 B 9.1.5 C

Unit	Num	Objective	Level	Content	Evaluation	Standard
	7	Students will develop recognition of musical signs and vocabulary.	L	<ul style="list-style-type: none"> • Reading music notation • Individual and group singing • Playing instruments • Using computer software • Listening to tapes, records, and CDs 	<ul style="list-style-type: none"> • Teacher observation of student performance • Teacher-made questions 	9.1.5 C
	8	Students will begin to play simple melodies on a melodic instrument.	L	<ul style="list-style-type: none"> • Playing instruments 	<ul style="list-style-type: none"> • Teacher observation of student performance • Student evaluation of group performance 	9.1.5 B
	9	Students will identify band and orchestral instruments visually and aurally.	L	<ul style="list-style-type: none"> • Listening to records, tapes, and CDs • Using computer software • Live performances • Using posters 	<ul style="list-style-type: none"> • Analytical questioning • 	9.1.5 I 9.1.5 J 9.3.5 A 9.4.5 D
	10	Students will continue to express the mood of music individually and as a group.	U	<ul style="list-style-type: none"> • Individual and group singing • Instrument and vocal improvisation • Oral expression • Dramatization and dance 	<ul style="list-style-type: none"> • Teacher observation of student performance • Student evaluation 	9.1.5 B 9.1.5 E 9.3.5 A 9.4.5 A 9.4.5 B 9.4.5 C
	11	Students will continue to use body movements and rhythm instruments to develop an awareness of the beat and more complex rhythmic patterns.	L	<ul style="list-style-type: none"> • Playing instruments • Reading and playing ostinati • Improvising rhythmically • Moving to music, dancing, and listening 	<ul style="list-style-type: none"> • Teacher observation of student performance • Student evaluation 	9.1.5 B 9.1.5 H
	12	Students will continue to listen to a variety of musical genres including the use of the orchestral families.	U	<ul style="list-style-type: none"> • Listening to tapes, records, and CD's 	<ul style="list-style-type: none"> • Teacher observation of student performance 	9.2.5 B 9.2.5 C 9.2.5 G 9.2.5 I 9.2.5 J 9.3.5 C 9.3.5 F 9.4.5 A
	13	Students will continue to develop an awareness of multicultural contributions to the arts.	L	<ul style="list-style-type: none"> • Group singing • Performing on instruments from various cultures • Listening to music from various cultures 	<ul style="list-style-type: none"> • Teacher observation of student performance • Student evaluation • Analytic questioning 	9.1.5 K 9.2.5 D 9.2.5 F 9.2.5 G 9.2.5 I 9.3.5 F