

**Shrewsbury Borough School Visual and Performing Arts Curriculum 2012**  
**Music**  
**Grade 4**

<b>Marking Period 1:</b>	<b>Marking Period 2:</b>	<b>Marking Period 3:</b>	<b>Marking Period 4:</b>
<p><b><u>Tone Color</u></b>  <b>Objectives:</b></p> <p>Identify wind and percussion instrument tone colors.</p> <p>Distinguish differences in sound between orchestra and band.</p> <p><b>Lessons, Activities, &amp; Student Products:</b></p> <p>Identify various wind and percussion instruments through tone color.</p> <p><b><u>Expression</u></b>  <b>Objectives:</b></p> <p>Begin to develop posture, dictation, and expressiveness.</p> <p>Increase expressive playing through breath control, tempo, and dynamics.</p>	<p><b><u>Rhythm</u></b>  <b>Objectives:</b></p> <p>Correctly identify and play eighth, quarter, half, and whole notes and rests on a chosen instrument.</p> <p>Write an eight- measure piece of music in 4/4 time signature using eighth, quarter, half, and whole notes.</p> <p><b><u>Expression</u></b>  <b>Objectives:</b></p> <p>Use tempo, dynamics, and tone color to change the general mood of a piece.</p> <p><b>Lessons, Activities, &amp; Student Products:</b></p> <p>‘Surprise Symphony Theme.’ Listen to and then play using different dynamics as a group.</p> <p>‘The Cowboys and Indians Game.’ Students face off by adding up note values in their</p>	<p><b><u>Melody</u></b>  <b>Objectives:</b></p> <p>Play one major scale on a chosen wind instrument.</p> <p>Recognize how melody determines mood in instrumental music.</p> <p><b>Lessons, Activities, &amp; Student Products:</b></p> <p>Compare and Contrast ‘Ode to Joy’ with Mozart’s ‘Symphony in G Minor.’</p> <p>Construct a major scale using the major scale formula.</p> <p><b><u>Form</u></b>  <b>Objectives:</b></p> <p>Create a Call and Response piece.</p> <p>Identify 2 and 3 part form in instrumental pieces.</p>	<p><b><u>Melody</u></b>  <b>Objectives:</b></p> <p>Create original melodies.</p> <p><b>Lessons, Activities, &amp; Student Products:</b></p> <p>Create an original melody using a major or minor scale.</p> <p><b><u>Harmony</u></b>  <b>Objectives:</b></p> <p>Play counter melodies in three-part harmony.</p> <p>Recognize 2 and 3 part harmonies in instrumental pieces.</p> <p><b>Lessons, Activities, &amp; Student Products:</b></p> <p>‘Kum-Bah-Yah.’ Students play counter melody in three part harmony.</p>

<p><b>Lessons, Activities, &amp; Student Products:</b></p> <p>Change the general mood of a piece by playing passages softly, then loudly.</p>	<p>head as quickly as possible.</p>	<p><b>Lessons, Activities, &amp; Student Products:</b></p> <p>Identify ABA form in a popular classical selection. Example: Fur Elise</p> <p>Create a rhythmic call and response as a class. Perform together.</p>	
<p><b>Essential Questions:</b></p> <p>Why do instruments sound different?</p> <p>How do we change the mood of a piece when performing?</p>	<p><b>Essential Questions:</b></p> <p>How do we change the mood of a piece when performing?</p> <p>What is the importance of being able to read and write musical notation?</p>	<p><b>Essential Questions:</b></p> <p>What are some common musical forms that we find in popular music?</p> <p>Why do we use scales?</p> <p>How do we construct scales?</p>	<p><b>Essential Questions:</b></p> <p>How do we create a melody?</p> <p>What is harmony?</p> <p>How do we harmonize?</p>
<p><b>Materials:</b></p> <p>Wind Instruments Manuscript paper Music CDs</p>	<p><b>Materials:</b></p> <p>Wind Instruments Manuscript paper Music CDs</p>	<p><b>Materials:</b></p> <p>Wind Instruments Manuscript paper Music CDs</p>	<p><b>Materials:</b></p> <p>Wind Instruments Manuscript paper Music CDs</p>
<p><b>Assessment:</b></p> <p>Teacher Observation Performance Rubric Project Based Assessment Manuscript paper/Music Notation</p>	<p><b>Assessment:</b></p> <p>Teacher Observation Performance Rubric Project Based Assessment Manuscript paper/Music Notation</p>	<p><b>Assessment:</b></p> <p>Teacher Observation Performance Rubric Project Based Assessment Manuscript paper/Music Notation</p>	<p><b>Assessment:</b></p> <p>Teacher Observation Performance Rubric Project Based Assessment Manuscript paper/Music Notation</p>

<p><b>NJCCCS:</b></p> <p><b><u>1.1 The Creative Process – All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music.</u></b></p> <p><b>1.1.5.B.1</b> Identify the <b><u>elements of music</u></b> in response to aural prompts and printed music notational systems.</p> <p><b>1.1.5.B.2</b> Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.</p> <p><b><u>1.3 Performance - All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</u></b></p> <p><b>1.3.5.B.1</b> Sing or play music from complex notation, using notation systems in treble and bass clef, <b><u>mixed meter</u></b>, and <b><u>compound meter</u></b>.</p>	<p><b>NJCCCS:</b></p> <p><b><u>1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures.</u></b></p> <p><b>1.2.5.A.2</b> Relate common artistic elements that define distinctive <b><u>art genres</u></b> in dance, music, theatre, and visual art.</p> <p><b>1.2.5.A.3</b> Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.</p> <p><b><u>1.3 Performance - All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</u></b></p> <p><b>1.3.5.B.1</b> Sing or play music from complex notation, using notation systems in treble and</p>	<p><b>NJCCCS:</b></p> <p><b><u>1.1The Creative Process – All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music.</u></b></p> <p><b>1.1.5.B.1</b> Identify the <b><u>elements of music</u></b> in response to aural prompts and printed music notational systems.</p> <p><b>1.1.5.B.2</b> Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.</p> <p><b><u>1.3 Performance - All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</u></b></p> <p><b>1.3.5.B.1</b> Sing or play music from complex notation, using notation systems in treble and bass clef, <b><u>mixed meter</u></b>, and <b><u>compound meter</u></b>.</p>	<p><b>NJCCCS:</b></p> <p><b><u>1.4Aesthetic Responses &amp; Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</u></b></p> <p><b>1.4.5.A.1</b> Employ basic, <b><u>discipline-specific arts terminology</u></b> to categorize works of dance, music, theatre, and visual art according to established classifications.</p> <p><b>1.4.5.A.2</b> Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p> <p><b><u>1.3 Performance - All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</u></b></p>
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<p><b>1.3.5.B.2 Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.</b></p>	<p>bass clef, <u><a href="#">mixed meter</a></u>, and <u><a href="#">compound meter</a></u>.</p> <p><b>1.3.5.B.2 Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.</b></p>	<p><b>1.3.5.B.2 Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.</b></p>	<p><b><u><a href="#">1.3.5.B.1</a></u> Sing or play music from complex notation, using notation systems in treble and bass clef, <u><a href="#">mixed meter</a></u>, and <u><a href="#">compound meter</a></u>.</b></p> <p><b>1.3.5.B.2 Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.</b></p> <p><b><u><a href="#">1.4 History of the Arts and Culture</a></u> All students will <u>understand the role, development, and influence of the arts throughout history and across cultures.</u></b></p> <p><b><u><a href="#">1.2.5.A.2</a></u> Relate common artistic elements that define distinctive <u><a href="#">art genres</a></u> in dance, music, theatre, and visual art.</b></p> <p><b>1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.</b></p>
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