

Grade 4 Music Curriculum Maps

Unit of Study: Instruments and Timbre

Unit of Study: Rhythm

Unit of Study: Melody

Unit of Study: Holiday and Patriotic Songs

Unit of Study: Harmony

Unit of Study: Folk Songs

Grade: 4 Subject: Music	Unit of Study: Instruments and Timbre
Big Idea/Rationale	Musical instruments have unique qualities of tonality and resonance. Conventional instruments are divided into musical families according to shared properties
Enduring Understanding (Mastery Objective)	Examining the elements of music helps one to understand the music we hear and perform.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • Can students recognize and name the instruments in each family • Can students explain how an instrument gets into a family? • Can students recognize a family by sound? • Can students name the four families of instruments • What is different between an acoustic and an electronic instrument? • What is the difference between an orchestra and a band?
Content (Subject Matter)	<ul style="list-style-type: none"> • Instruments are placed in families (Brass, Strings, woodwinds and percussion) according to how they produce sound. • Sound on an instrument can be changed by using keys or valves to lengthen or shorten the column of air passing through the instrument. • Vocabulary or tempo, dynamic and expression terms. • A synthesizer is a computer that makes the sounds of instruments electronically, acoustic means a natural sound on the instrument. • The conductor sets the tempo, dynamics, and other expressions of a piece.
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures • 1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems • 1.3.5.B.4 Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions. • 1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications. • 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
Materials and Resources	<ul style="list-style-type: none"> • Posters • CDs • Audio Clips

	<ul style="list-style-type: none">• Game supplies• Instruments• YouTube Clips
Notes	

Grade: 4 Subject: Music	Unit of Study: Rhythm
Big Idea/Rationale	<ul style="list-style-type: none"> • Review 3rd grade skills • Identify and create rhythms and time signatures using rhythm symbols
Enduring Understanding (Mastery Objective)	Examining the elements of usci helps one to understand the music we hear and perform
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • Can students read, clap, or perform on instruments a simple 8 beat rhythm? • Do students know the names of the notes and their duration? • Do students know the difference between rhythm and melody? • Can students play a rhythmic ostinato while singing a melody? • Can students identify the time signature in a piece?
Content (Subject Matter)	<ul style="list-style-type: none"> • Notes and rests have names and a different duration depending on its value. • Collections of these notes and rests are called rhythms. • A time signature tells you how may beats can be in each measure of written music. • Sometimes a melody has more than one time signature • You can match rhythms with the text of a song
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems • 1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures • 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art. • 1.3.5.B.1 Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter • 1.3.5.B.2 Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice • 1.3.5.B.3 Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs. • 1.3.5.B.4 Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
Materials and Resources	<ul style="list-style-type: none"> • Rhythm instruments • Recordings • YouTube
Notes	

Grade: 4 Subject: Music	Unit of Study: Melody
Big Idea/Rationale	Students will be able to read notes on the staff and perform a melody on the Orff instruments
Enduring Understanding (Mastery Objective)	Examining the elements of music helps one to understand the music we hear and perform
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • Can students name the names of the lines and spaces? • Can students play a simple melody on Orff instruments using these notes? • Can students recognize the difference between melody and rhythm?
Content (Subject Matter)	<ul style="list-style-type: none"> • Each line and staff has an assigned name and sound • Names of the Treble Clef Staff line notes are E,G,B,D, and F • Names of the Treble Clef staff space notes are F, A, C, and E. • Adding rhythms and notes of different durations to these named lines and spaces make music
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems • 1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures • 1.3.5.B.1 Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter • 1.3.5.B.2 Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre • 1.3.5.B.3 Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs. • 1.3.5.B.4 Decode how the elements of music are used to achieve unity and variety
Materials and Resources	<ul style="list-style-type: none"> • Orff instruments • Sheet music
Notes	

Grade: 4 Subject: Music	Unit of Study: Holiday and Patriotic Songs
Big Idea/Rationale	<ul style="list-style-type: none"> • Music has an important role in holidays and cultures • Patriotic music is important for all citizens
Enduring Understanding (Mastery Objective)	<p>The arts have always been a part of culture and society and can tell us a lot about a culture and society.</p>
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • How does music add to a holiday celebration? • How does music add to a cultural identity? • What do these songs tell us about a culture or society? • Can students perform various songs for fall holidays (Halloween, Thanksgiving, Christmas, Chanukah) • Can students perform songs from various nations? • Can students tell us something about the song and its country of origin?
Content (Subject Matter)	<ul style="list-style-type: none"> • Songs to recognize fall holidays • Songs to recognize changing seasons • Standard patriotic songs (America, God Bless America, National Anthem) • Songs from other countries (various, taken from the textbook)
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. • 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art. • 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. • 1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications. • 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view. • 1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
Materials and Resources	<ul style="list-style-type: none"> • Piano • Recordings • Texts • Rhythm instruments

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Grade: 4 Subject: Music	Unit of Study: Harmony
Big Idea/Rationale	<ul style="list-style-type: none"> • Identify and perform harmony using songs from Music Connection books • Sing from simple notation • Identify and sing intervals of the third to create a major or minor chord.
Enduring Understanding (Mastery Objective)	Examining the elements of music helps one to understand the music we hear and perform
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • Can students identify harmony heard in music examples? • Can students perform harmony • Can students identify the interval of a third in listening examples. • Can students sing in thirds. • Can students create a harmony for a familiar melody
Content (Subject Matter)	<ul style="list-style-type: none"> • Various examples of singing in harmony –choirs, duets, recording artists, acappella groups • Songs from the Music Connections book • Instrumental examples
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems • 1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures • 1.3.5.B.1 Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter • 1.3.5.B.2 Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre • 1.3.5.B.3 Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs. • 1.3.5.B.4 Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
Materials and Resources	<ul style="list-style-type: none"> • CD's • Books • Instruments • YouTube • Audio Recordings
Notes	

Grade: 4 Subject: Music	Unit of Study: Folk Songs
Big Idea/Rationale	Identify the American experience in story and song.
Enduring Understanding (Mastery Objective)	A nation or people's culture can be understood through its folk songs
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What experiences can be put into music • Who wrote American folk songs • What influences can we find • Are there different songs for each region of the country
Content (Subject Matter)	Folk songs and American History
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. • 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art. • 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. • 1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications. • 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view. • 1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
Materials and Resources	<ul style="list-style-type: none"> • CD's • Various American folk song books.
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