

Curriculum Map**Course: Music****Topic: American Music****Subject(s): General Music****Grade(s): 4th grade**

Days: 10 days, 40 minutes each once per class

Key Learning(s): American music is important to our heritage.**Optional
Instructional Tools:****Unit Essential Question(s): How is American music important to our heritage?**

Concept: Patriotic Music National Standard(s): 1, 6, 9 State Standard(s): 9.1, 9.2, 9.3, 9.4	Concept: Folk Music National Standard(s): 9 State Standard(s): 9.2	Concept: Songs of Steven Foster National Standard(s): 8,9 State Standard(s): 9.2
Lesson Essential Questions: How do we recognize patriotic music? How do we behave when we hear patriotic music?	Lesson Essential Questions: Why is folk music important to our American heritage?	Lesson Essential Questions: What do we learn about our heritage through Steven Foster's music? What is a minstrel show? What is a composer?
Vocabulary: American, patriotic, respect, flag, anthem	Vocabulary: Folk, heritage	Vocabulary: Heritage, minstrel, composer

Attached Document(s):

Additional Info:

Patriotic Song material/Poem(s):

- “Fifty Nifty United States”
- Poem, “A Nation’s Strength” by Ralph Waldo Emerson, World of Music, 4th grade teacher’s manual, p. 211
- “America, the Beautiful” World of Music, 4th grade teacher’s manual, p. 212, CD6
- “Stars and Stripes Forever” World of Music, 4th grade teacher’s manual, p. 214, CD6
- “Star Spangled Banner”
- American folk music
- Songs of Steven Foster/poem suggestions:
 - “Some Folks” World of Music, 4th grade teacher’s manual, p. 12, CD1
 - “Oh, Susanna” World of Music, 4th grade teacher’s manual, p. 14, CD1
 - “The Glendy Burke”
 - “Camptown Races”

Children’s Books: (many quality options)

- “The Star Spangled Banner” by Pete Spier
- “The American Flag” by Tamara L. Britton
- “The Flag We Love” by Pam Munoz Ryan
- “Our Flag: a Book to Begin On” by Leslie Waller
- “The Pledge of Allegiance” by Marc Tyler Nobleman
- “American Tall Tales” by Mary Pope Osbourn
- “A treasury of American folklore : stories, ballads, and traditions of the people” edited by B.A. Botkin

DVD/Video:

- “The American Experience-Stephen Foster-America’s First Great Songwriter” PBS Home Video

Curriculum Map

Course: Music

Topic: Creating

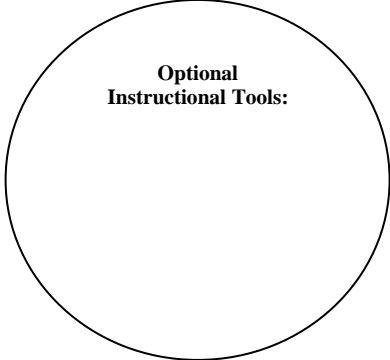
Subject(s): General Music

Grade(s): 4th grade

Days: 10 classes, 40 minute each once per week

**Once introduced, this unit will be practiced for the remainder of the school year.

Key Learning(s): Create and perform a music composition.



Unit Essential Question(s): How can we perform to music?

<p>Concept: Melodic Composition National Standard(s): 4, 5 State Standard(s): 9.1</p>	<p>Concept: Rhythm/Body Percussion Arrangement National Standard(s): 4, 5 State Standard(s): 9.1</p>	<p>Concept: Improvising Rhythms National Standard(s): 3 State Standard(s): 9.1</p>
<p>Lesson Essential Questions: In a group, can you write a melodic composition to be played on soprano recorder?</p>	<p>Lesson Essential Questions: In a group, can you take a known rhyme and add body percussion that makes sense? In a group, can you assign unpitched percussion instruments to the body percussion levels? In a group, can you perform the rhyme in body percussion? In a group, can you perform the rhyme with the unpitched percussion?</p>	<p>Lesson Essential Questions: Can you improvise a 4 beat answer to a 4 beat question using known rhythms?</p>
<p>Vocabulary: Steady beat, rhythm, quarter note, quarter rest, eighth notes in pairs, half note, treble clef, music staff, letter names</p>	<p>Vocabulary: Steady beat, rhythm, quarter note, quarter rest, eighth notes in pairs, four sixteenth notes</p>	<p>Vocabulary: Question/answer, improvise</p>

<p>Concept: Improvising Melodies National Standard(s): 3 State Standard(s): 9.1</p>		
<p>Lesson Essential Questions: Can you improvise a melody using known solfege given specific parameters?</p>		
<p>Vocabulary: improvise</p>		

Attached Document(s):

- Recorder Composition Master
- Rhythm and Body Percussion Arrangement

Additional Info:

Suggested Materials:

- Folk songs
- Composed songs
- Children's Literature
- Poetry
- Teacher created materials

Curriculum Map

Course: Music

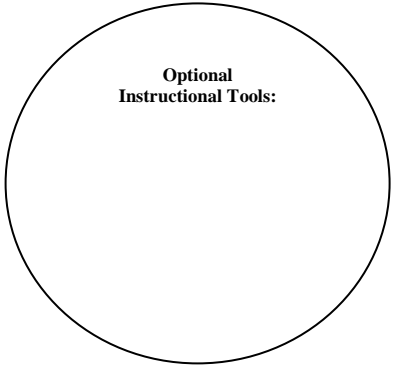
Topic: Elements of Music

Subject(s): General Music

Grade(s): 4th grade

Days: 36 classes, 40 minute each once per week

Key Learning(s): Music is comprised of many elements.



Unit Essential Question(s): How can we make music sound interesting?

<p>Concept: Rhythm-Rhythm of the Words National Standard(s): 6 State Standard(s): 9.3, 9.4</p>	<p>Concept: Notation National Standard(s): 6 State Standard(s): 9.3, 9.4</p>	<p>Concept: Timbre-Singing Voice National Standard(s): 1 State Standard(s): 9.1</p>
<p>Lesson Essential Questions: **Review "Rhythm of the Words" from 2nd grade</p>	<p>Lesson Essential Questions: **Review "Melody" from 2nd grade.</p> <p>How is rhythm used in music?</p> <p>How many sounds is a (insert music note/rest)?</p> <p>How many beats in a (insert music note/rest)?</p> <p>What is the music staff?</p> <p>What is the relationship with low sol and so?</p> <ul style="list-style-type: none"> Also...low sol and low la, low la and do <p>Can you sing a song using standard music notation in solfege?</p> <p>**Review treble clef and absolute pitch from 3rd grade.</p>	<p>Lesson Essential Questions: **Review "Singing Voice" from 3rd grade.</p>
<p>Vocabulary: Rhythm, sound, silence, long, short</p>	<p>Vocabulary: Quarter note, quarter rest, two eighth notes in pairs, half note, dotted half note, four sixteenth notes, whole note, line, space, pitch, high, low, going up, going down, solfege, do, re, mi, sol, la, low la, low sol, measure, barline, double barline, repeat sign, time signature, meter in 2, meter in 3, meter in 4, steps, skips, repeated notes, treble clef, absolute pitch (letter names) in treble clef</p>	<p>Vocabulary: Sing, song, child, man, woman</p>

Concept:	Concept:	Concept:
-----------------	-----------------	-----------------

Expression National Standard(s): 7 State Standard(s): 9.3, 9.4	Form-Rondo National Standard(s): 6 State Standard(s): 9.3, 9.4	Harmony National Standard(s): 2 State Standard(s): 9.1
Lesson Essential Questions: **Review "Expression" from 3 rd grade.	Lesson Essential Questions: **Review "Form" from 2 nd grade. Can you identify and label phrases in a song using letters? How is a song in Rondo form different from any other form we have learned?	Lesson Essential Questions: **Review "Harmony" from 3 rd grade. Can you play a level broken moving drone on an orff instrument? Can you sing a song and play a level broken moving drone on an orff instrument?
Vocabulary: loud, quiet, dynamics, piano, forte, crescendo, decrescendo, tempo, tempo markings, mood	Vocabulary: Phrase, same, similar, different, question, answer, AB, ABA, call and response, Rondo	Vocabulary: Ostinato, drone, broken drone, level moving drone, round/canon, unison, level broken moving drone

Concept: Texture National Standard(s): 6 State Standard(s): 9.3, 9.4		
Lesson Essential Questions: **Review "Texture" from 3 rd grade.		
Vocabulary: Melody, accompaniment, ostinato, rounds/canons		

Attached Document(s): <ul style="list-style-type: none"> • 4th Grade Rhythm Assessment #1 • 4th Grade Rhythm Assessment #2 • 4th Grade Melodic Assessment #1 • 4th Grade Melodic Assessment #2 • 4th Grade Melodic Assessment #3 • 4th Grade Absolute Pitch Assessment #1 • 4th Grade Absolute Pitch Assessment #2

Additional Info: Suggested Materials: <ul style="list-style-type: none"> • Poetry • Folk songs • Composed music • Art music/ "Classical" music • Patriotic music • Unpitched percussion instruments • Orff instrumentarium • Teacher made visuals • Children's books • Art music/ "Classical" music

Curriculum Map

Course: Music

Topic: Families of Instruments

Subject(s): Music
Grade(s): 4th grade

Days: 5 classes, 40 minute each once per week

**Once introduced, this unit will be practiced for the remainder of the school year.

Key Learning(s): Different instruments make different sounds. These differences are due to what they are made of and how they are played.

Optional Instructional Tools:

Unit Essential Question(s): How are instruments different?

Concept: Orchestral Instrument Families National Standard(s): 6 State Standard(s): 9.3, 9.4	Concept: Woodwind Family National Standard(s): 6 State Standard(s): 9.3,9.4	Concept: Orff Instruments National Standard(s): 6 State Standard(s): 9.3, 9.4
Lesson Essential Questions: **Review from 2 nd grade.	Lesson Essential Questions: What are the different instruments of the woodwind family?	Lesson Essential Questions: **Review from 3 rd grade.
Vocabulary: Orchestra, string, woodwind, brass, percussion	Vocabulary: Flute, piccolo, clarinet, saxophone, oboe, bassoon, English horn	Vocabulary: Xylophone, metallophone, glockenspiel, soprano, alto, bass

Attached Document(s):

Additional Info:

Suggested Materials:

- Traditional instruments of the orchestra
- Audio recordings
- posters

This is a list of children's books that may enhance this unit:

- *Meet the Orchestra*, William W. Suggs
- *Meet the Orchestra*, A. Hayes, K. Thompson
- *The Deaf Musicians*, P. Seeger, P. DuBois Jacobs

DVDs:

- "Amazing Music Series Volume 3: Families of the Orchestra"

Websites:

- BrainPop Jr.—www.brainpopjr.com currently has an instruments video online
- www.classicsforkids.com
- www.dsokids.com
- www.sfskids.org
- www.nyphilkids.org

Curriculum Map

Course: Music

Topic: Musical Masterpieces

Subject(s): General Music

Grade(s): 4th grade

Days: 10 classes, 40 minute each once per week

Key Learning(s): Composers write music to tell stories and communicate emotions.

Optional
Instructional Tools:

Unit Essential Question(s): How have composers used music to communicate ideas and feelings.

Concept: Johann Sebastian Bach, composer National Standard(s): 9 State Standard(s): 9.2	Concept: Musical Stories National Standard(s): 7 State Standard(s): 9.3, 9.4	
Lesson Essential Questions: How do composers get inspiration for their music? Why is Bach's music important in history?	Lesson Essential Questions: How do composers use music to tell stories?	
Vocabulary: Composer, culture	Vocabulary: Composer, instruments, loud, quiet, fast, slow, opera, ballet	

Attached Document(s):

Additional Info:

Some important pieces that should be covered in elementary grades include, but are not limited to:

- Carnival of the Animals
- Peter and the Wolf
- The Sorcerer's Apprentice
- Peer Gynt Suite
- The Nutcracker Suite
- Hansel and Gretel

Suggested materials:

- Children's books
 - "The Nutcracker" w/Tchaikovsky's "Nutcracker Suite"
 - Carnival of the Animals
 - "I'm going on a Bear Hunt" w/Grieg's "In the Hall of the Mountain King"
 - "Come Along Daisy" w/Grieg's "Norwegian Dance"
 - "The Story of the Orchestra" book and CD
- DVDs
 - "Peter Ustinov Reads the Orchestra" (specifically mood in music)
 - "Amazing Music Series Vol. 1: Emotions in Music"
 - "Hansel and Gretel"
 - "Peter and the Wolf"
 - "The Sorcerer's Apprentice"
 - "Peer Gynt"
 - "The Nutcracker Ballet" (Royal Ballet, New York City Ballet or San Francisco Ballet)
 - "Hansel and Gretel"

Curriculum Map

Course: Music

Topic: Skills and Techniques

Subject(s): General Music

Grade(s): 4th grade

Days: 14 classes, 40 minute each once per week

**Once introduced, this unit will be practiced for the remainder of the school year.

Key Learning(s): The students will sing alone and with others.

Optional
Instructional Tools:

Unit Essential Question(s): Can a student sing a simple song on pitch in a group setting/individually?

Concept: Singing Voice-Using the head voice. National Standard(s): 1 State Standard(s): 9.1	Concept: Orff Instruments National Standard(s): 2 State Standard(s): 9.1	Concept: Soprano Recorder National Standard(s): 2 State Standard(s): 9.1
Lesson Essential Questions: **Review "Singing Voice" from 3rd grade.	Lesson Essential Questions: **Review "Orff Instruments" from 2 nd grade.	Lesson Essential Questions: **Review "Soprano Recorder" from 3 rd grade. What is the fingering for ____? <ul style="list-style-type: none">• B, A, G, E• If time, high C, low D, high D, low C Can you play the following notes within a simple song on the soprano recorder with good tone? <ul style="list-style-type: none">• B, A, G, E• If time, high C, low D, high D, low C
Vocabulary: Sing, echo, same, different, call and response, question and answer	Vocabulary: Mallet, orff instruments, xylophone, metallophone, glockenspiel, bar	Vocabulary: Soprano recorder

Attached Document(s):

Additional Info:

Suggested Materials:

- Folk songs
- Composed songs
- Teacher created visuals
- Orff instrumentarium and mallets
- Soprano recorders

4th Grade Vocabulary and Definitions

Accent: a single tone or chord louder than those around it

Accompaniment: music that supports the sounds of the featured performer(s)

Ballet: a dramatic performance which includes dance (classical ballet) and music, often with scenery and costumes, combined to tell a story through movement

Beat: a repeating pulse that can be felt in some music

Call and Response: A musical form with a portion of a melody (call) followed by an answering portion (response). The response may imitate the call or it may be a separate melody that repeats each time.

Canon: a follow the leader process in which all sing/play the same melody but start at different times; also called a round

Composer: a person who makes up pieces of music by putting sounds together in his or her own way.

Crescendo: a gradual, steady increase in loudness or force

Culture: the behaviors and beliefs characteristic of a particular social, ethnic or age group

Decrescendo: a gradual, steady reduction of force or loudness

Dynamics: the loudness or quietness of sound

Echo: to repeat or imitate

Folk Song: a song originating among the people of a country or area, passed by oral tradition from one singer or generation to the next

Heritage: something that comes or belongs to one by reason of birth

Improvise: to perform a rhythmic or melodic piece of music with little or no preparation

Measure: a grouping of beats set off by bar lines

Melody: a line of single pitches that moves higher, lower, or repeats

Meter: the way the beats of music are grouped, often in sets of two or in sets of three

Minstrel: one person in a troupe of comedians presenting songs, jokes, etc.

Opera: a musical play in which all parts are sung to instrumental accompaniment

Orchestra: a balanced group of instruments consisting of strings, woodwinds, brass, and percussion

Ostinato: a rhythm or melody pattern that repeats

National Anthem: a song formally adopted as the song to represent a country

Patriotic: feeling, expressing, or inspired by love for one's country

Phrase: a musical "sentence"

Pitch: the highness or lowness of a tone

Repeated Tones: two or more tones in a row that have the same sound

Rondo: a musical form in which a section is repeated, with contrasting sections in between (such as ABACA)

Rhythm:

1. the way the words go in a song or rhyme
2. a group of long and short sounds

Round: a follow the leader process in which all sing/play the same melody but start at different times; also called a canon

Skip: to move from one tone to another and there was one

Solo: music for a single singer or player, often with an accompaniment

Steady: stays the same; does not get faster or slower

Step: to move from one tone to another without skipping tones in between

Strong Beat: the first beat in a measure

Tempo: the speed of the beat in music

Treble Clef: a symbol that locates the G above middle C, placed on the second line of the music staff, counting up. Also known as a "G clef."

Unison: the performance of musical parts at the same pitch or at the octave