

4.1. Musicians practice individually and rehearse as a group to improve and refine their skills.

Thursday, May 07, 2015 8:36 AM

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>9.1.5.A, 9.1.5.B, 9.1.5.C, 9.1.5.G</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Students will be able to read and perform music, interpreting the specified tempo and dynamics. • Students will be able to read and play pick up notes. • Students will be able to place bar lines to indicate meter: 2/4, 3/4, 4/4. • Students will be able to aurally differentiate between major and minor. • Students will be able to visually and aurally identify and sing pitches that step, skip, and leap. • Students will be able to visually and aurally identify and sing melodic patterns: D M S, D R M F S, D S. • Students will be able to sing the tonic after performing a piece of music • Students will be able to follow a musical road map that uses first and second endings, D.C., D.S., and fine. • Students will be able to point out improvements in performance due to practice and/or rehearsal. • Students will be able to assemble and care for instrument. • Students will be able to demonstrate correct playing posture, hand position, and embouchure appropriate to instrument. • Students will be able to describe the purpose of a warm up. • Students will be able to demonstrate performance etiquette • Students will be able to produce a controlled tone using appropriate 	<p>After playing a piece, students will sing the tonic.</p> <p>Teacher listens to the students and documents success with a checklist.</p>	<p>Concepts:</p> <ul style="list-style-type: none"> • Tempo <ul style="list-style-type: none"> ◦ Allegro ◦ Moderato ◦ Andante • Pick up notes • Meter: 2/4, 3/4, 4/4 • Bar line • Measure • La-based natural minor (solfege) • Tonic • First and second endings • Da capo (D.C.) • Del segno (D.S.) • Fine • Steps, skips, leaps • Triad (D M S) • Accuracy improves with practice and rehearsal. • Instrument assembly and care • Posture • Practice routine • Warm up • Performance etiquette • Winds: <ul style="list-style-type: none"> ◦ Breathing ◦ Embouchure ◦ Hand position ◦ Articulation ◦ Tone production ◦ Treble and bass clef, appropriate to instrument ◦ Ledger lines • Percussion: <ul style="list-style-type: none"> ◦ Stroke ◦ Grip ◦ Mallet technique <p>Competencies:</p> <ul style="list-style-type: none"> • Count the number of measures in a piece of music and find a specific measure • Read and play pick up notes • Apply a range of dynamics - forte, mezzo forte, piano - to performance • Aurally recognize and read melodic patterns: D M S, D R M F S, D S • Sing the tonic after performing a piece of music • Follow a musical road map that uses first and second endings, D.C., D.S., and fine. • Differentiate between major and minor • Assemble and care for instrument • Demonstrate correct playing posture, hand position, and embouchure appropriate to instrument • Understand the purpose of a warm up • Demonstrate performance etiquette • Produce controlled tone using 	<ul style="list-style-type: none"> • Tempo • Allegro • Moderato • Andante • Pick up notes • Meter • Bar line • Measure • Minor • Tonic • First and second endings • Da capo (D.C.) • Del segno (D.S.) • Fine • Steps, skips, leaps • Triad (D M S) • Posture • Practice routine • Warm up • Performance etiquette • Winds: <ul style="list-style-type: none"> ◦ Breathing ◦ Embouchure ◦ Hand position ◦ Articulation ◦ Tone production ◦ Treble and bass clef, appropriate to instrument ◦ Ledger lines • Percussion: <ul style="list-style-type: none"> ◦ Stroke ◦ Grip ◦ Mallet technique • Parts of instrument 	<p>Students will sing a simple diatonic selection applying solfege syllables.</p> <p>After finishing the selection, they will be asked to sing the tonic both as a group and/or individually.</p> <p>Then they will play the same or similar selection on their instrument and they will then be asked to sing the tonic both as a group and/or individually.</p> <p>In what way(s) were you able to identify/sense the tonic?</p> <p>Why is it important to be able to identify the tonic?</p>

<p>articulation.</p> <ul style="list-style-type: none"> • Students will be able to read notes on a staff and using ledger lines, using appropriate clef for instrument. 		<p>... notes on staff using appropriate articulation</p> <ul style="list-style-type: none"> • Read notes on staff and using ledger lines, using appropriate clef for instrument 		
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<p>Materials and Resources</p>
<p>None</p>

4.2. Different groups of voices and/or instruments have different sounds.

Wednesday, May 20, 2015 1:10 PM

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>9.1.3.A, 9.1.3.B, 9.1.3.C, 9.1.3.H, 9.1.3.J</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Students will be able to label the range of their instrument as high, middle, or low. • Students will be able to track music on multiple staves. • Students will be able to read and play tied and slurred notes. • Students will be able to match pitch between larger intervals and in an extended range. • Students will be able to blend their sound within an ensemble. • Students will be able to identify when they are playing melody and accompaniment. • Students will be able to decode and apply key signatures. 	<p>Students will listen to a recording of themselves performing a short passage with the teacher/others.</p> <p>They will identify at what points they are blending or <i>sticking out</i> and list what they could do to correct when they are <i>sticking out</i>.</p>	<p>Concepts:</p> <ul style="list-style-type: none"> • Range • Ensemble • Tied notes • Slur • Blend • Key signature • Flat • Sharp <p>Competencies:</p> <ul style="list-style-type: none"> • Track music on multiple staves • Develop awareness of different types of ensembles • Read and play tied and slurred notes • Match pitch between larger intervals and in an extended range • Participate as a member of an ensemble, working to blend their sound with the group • Identify when they are playing melody and accompaniment • Decode a key signature 	<ul style="list-style-type: none"> • Range • Ensemble • Tied notes • Slur • Blend • Key signature • Flat • Sharp 	<p>Students will be played examples of people playing 2-3 part music blending and with one person sticking out.</p> <p>They will then be recorded playing a short passage with the teachers/others.</p> <p>They will then listen to the recording of that passage while following a score and mark at what points the music is not blended and write how the problem would be remedied (ie. Adjust volume/tone/intonation).</p> <p>How does a well-blended sound make you feel as opposed to a performance where one part sticks out?</p>
<p>Materials and Resources</p>				
<p>Recording Equipment Playback Equipment</p>				

4.3. There are styles of music that are written to communicate ideas.

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This big idea is addressed in fourth grade music. Students do not have enough proficiency on their instruments at this level to address this big idea.

4.4. Pieces of music from one place or time often exhibit similar characteristics.

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4.5. The concept of quality in music can change based on context.

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Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
9.1.5.G, 9.1.5.H, 9.1.5.J, 9.3.5.B Objectives: <ul style="list-style-type: none"> Students will be able to compare and contrast two performances in different contexts. 	Students will evaluate their own performance as a solo or as a duet performed with their teacher/other. They will describe in writing why one was of a higher quality.	Concepts: <ul style="list-style-type: none"> Context - place, venue Practicing alone vs. playing with others Affect of technology on performance Competencies: <ul style="list-style-type: none"> Compare and contrast two performances in different contexts, e.g. alone, in an ensemble, accompanied by SmartMusic 	Context	Students will record a short passage both solo and with their teacher/other. They will listen to both recordings and express an opinion about why they preferred one to the other and why. What factors make one performance better than another?
Materials and Resources				
Recording Equipment Playback Equipment				

4.6. A composer's choices can affect the way an audience perceives his or her work.

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