Fourth Grade General Music Units

September: Music Elements	October: Music Elements	November: Music Elements	December: Composition	January: Performance
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			Chinese New Year	

February:	March:	April:	May:	June:
Instruments	Music In Our School	Instruments	Music Theater	Music Theater
D 1	Celebration	D 1	3.45 · (E) 4	C (M T TEL (
Recorders Recorder Information Facts/History Performance methods Fingerings Listening Examples of recorder performances Transfer music reading skills to recorder Develop performance skills Individual & Ensemble Practice Performance Special Celebrations: (Songs & Activities) Black History Month Songs Valentines Character Ed Song Presidents Day Songs	Performance Prepare solo & ensemble performances for announcements and PTO Dessert Buffet Continue building Recorder skills Chorus rehearsal And performances	Recorders (continued) Continue building Recorder skills Individual & group Rehearsal/practice Graded Performance Performance Special Celebrations: (Songs & Activities) -Easter Songs -Earth Day Songs/Skit -Character Ed Songs	Music Theater Intro to Music Theater Elements of music theater How to Participate in a mini musical Performance Performance	Continue Music Theater Continue rehearsals Dialogue/dance And music Perform for younger students Performance Mini Musical

Topic: Grade 4: Composition

Essential Questions:

- 1. How does music embrace, enhance and support all other subject areas?
- 2. What makes one piece of music sound different from another?
- 3. What basic music elements are essential to music?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas	Assessment Ideas
Standards 1,2,3,& 4	-What skills does one need to become a composer? -What jobs are available for composers? -What role does music play in television? Movies? Commercials? -What is a "Jingle"? -How can a catchy "Jingle" help to boost sales of an advertised product? -How does one create a "Jingle"? -What type of words/lyrics would you use to sell a product? -What is a melody line? -What would make a melody line more interestingcatchy? -How long should a jingle be in length? -Should a jingle be long and complicated or short and catchy? -What type of rhythms would you use in a jingle? -What type of dynamics and tempo markings should be used when composing a jingle? -What music elements will be used in the composition of a jingle?	Essential Knowledge & Skills Students will be able to: -Understand the importance of music in the world of TV, Movies and Commercials. -Understand how music helps to sell products to the public in commercials. -Understand how people can make a very good living writing and composing music for TV Show, Movies and Commercials. -Understand the purpose of a "Jingle" -Be able to explain what types of lyrics, tempo, dynamics, rhythms and melody lines would work best in the composition of a musical jingle. -Understand the musical elements which should be used to make a jingle more memorable and catchy. -Understand and implement a step by step process for writing music jingles. -Write a music jingle for a product which they have invented and wish to sell to the public. -Explain the product and advertise it with their original music jingle commercial.	Classroom Ideas -Classroom discussion about the role of music in TV, Movies and CommercialsListen to Examples of music used in movies, TV shows and commercialsAnalyze how music is used and what purpose it plays in movies, TV and commercialsDiscuss the role of the commercial music jingleExperiment/Brainstorm ideas for a product and some examples of a jingleFollow step by step formula in the composition of a jingleInvent a product (Imagination is The only limit) - Write four sentences describing The product Add rhyme to the sentence to Establish a flowAdd rhythmic notation matching rhythms to words syllabically - Add meter/ add bar lines according to the meter Pick out a melody line for your Lyrics. (Use keyboard or bells) - Add dynamics and tempo Markings -Give your Jingle a title! -Write composer's name on Top of musical composition!	-Student's ability to write a musical jingle about an original product which he/she is advertising in a commercialStudent's ability to follow a step by step process in the composition of a music jingleStudent's ability to use their knowledge of the music elements in the creation of a music compositionStudent's ability to present their composition and product to the class in a musical commercial.

Connections to Text (Resources) Silver Burdette, "The Music Connection" Series, Excerpts from Movies, TV Shows and Commercials, Piano keyboard, Bells

Time: On Going

Connections to Technology: Clips from movies, TV Show and commercials, Listening Examples

Key Vocabulary: Jingle, commercials, lyrics, dynamics, tempos, rhythmic notation, sforzando, crescendo, decrescendo, accelerando, ritardando, measure, bar lines, fine meter, time signature

Topic: Grade 4: Dynamics

Essential Questions: What do people hear when they listen to music? How can we use music to tell a story? What elements help to make a song more interesting?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas	Assessment Ideas
Standards 1,2,3, & 4	-What are musical dynamics?	Students will be able to:	-Dynamic Singing Games	Student's ability to
	-What is the difference between very	-Understand the purpose of dynamics in	-Create original sound pieces using	identify, demonstrate and
	loud and harsh sounds?	music.	dynamic contrast.	incorporate/use dynamics
	-How does the singer produce	-Identify the following dynamics by symbol,	-Aural Dictation/Listen and identify	in their musical
	different dynamics when singing?	name and definition:	dynamic changes.	performances.
	-What is the role of good breath	Piano, Forte, Fortissimo, Pianissimo,	-Read & Perform written dynamic	
	control?	Accent, Mezzo Piano, Mezzo Forte,	markings while participating in a recorder	Students will compose
	-What are the musical terms/symbols	crescendo, decrescendo, subito piano, and	ensemble.	and perform original
	for the following dynamics:	sforzando.	-Read & Perform written dynamic	sound pieces using their
	Med. Loud: Mezzo Forte, (mf)	-Demonstrate each of the dynamics in a	markings/symbols while reading and	knowledge of dynamics.
	Med. Soft: Mezzo Piano (mp)	vocal or instrumental performance.	performing from a vocal score.	
	Hit Hard: Accent	-Compose and perform an original sound	-Perform contrasting dynamic markings	Students will be able to
	Grad. Louder: Crescendo (<)	piece incorporating all the dynamics	while singing in a 2-part choral setting.	recognize dynamic
	Grad. Softer: Decrescendo (>)	covered.	-Individual Instrumental lessons and band	changes in a listening
	Soft= Piano (p)	-Identify dynamic changes in listening	ensemble	example.
	Loud= Forte (f)	exercises. Aural Dictation		1
	Very Loud= Fortissimo (ff)	-Perform dynamic markings while reading		Students will
	Very Soft = Pianissimo (pp)	and performing recorder music.		perform/demonstrate
	Suddenly Loud= Sforzando (sfz	-Perform dynamic markings while reading		different dynamic
	Suddenly soft= Subito Piano	and interpreting a vocal score.		markings while playing
	-Can you demonstrate each of the			recorders
	dynamics in a musical performance?			Students will
	-Where would a crescendo,			perform/demonstrate
	decrescendo, sforzando and accent			different dynamic
	marking be used?			markings while reading
	-What is actually happening in terms			from a vocal score.
	of vibration/sound when you change			
	dynamic levels?			Students will
				perform/demonstrate
				different dynamic
				markings while reading
				band music.
				1

Connections to Text (Resources) Silver Burdette, "The Music Connection" Level 4, Vocal music scores, Instrumental music scores, General Music Methods/Resources, Music Magazines.

Connections to Technology: Listening Examples, Recorders

Key Vocabulary: Dynamics, Contrast, piano, forte, fortissimo, pianissimo, sforzando, subito piano, crescendo, decrescendo, mezzo piano, mezzo forte, accent, score, gradually, suddenly, harsh, breath control, vibration, sound.

Topic: Grade 4: Instrumental Families

Essential Questions: How does music embrace, enhance and support all other subject areas? What makes one piece of music sound different from another? What basic music elements are essential to music?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas	Assessment Ideas
Standards 1,2,3 & 4	-What are the four instrumental	-Students will be able to:	-Demonstration of instruments	-Students ability to
	families? (Review)	-Identify the four instrumental families.	-Listening demonstrations and	identify an instrument in
	-What instruments make up the four	(Brass, WW, String and Percussion)	Activities	terms of:
	families? (Review)	-Identify the members of each of the	-Identifying instruments by	-Appearance
	-What does each instrumental family	Instrumental families.	listening to recording or live	-Family
	contribute to the ensemble?	-Identify unique characteristics of each	performances.	-Method of tone
	-Can you identify individual	family of instruments.	-Tone Color drill	production
	instruments/instrumental families	-Identify the tone color and timbre of each	-Instrumental Bingo Game	-Tone color
	while listening to a piece of music?	of the instrumental families.	-Matching Games (Instrument	-Parts
	-What should you be listening for	-Identify how sound is produced by each of	with sound)	-Range
	when trying to determine the	the instruments in the family.	-Tuning exercises	-Characteristics
	instrumentation used in a piece of	-Identify the difference between an	-Audio examples of orchestras,	-Size
	music? –What are the tools you	orchestra and a concert band in terms of	Jazz ensembles and concert	
	could use to help determine the	instrumentation used in each ensemble.	Bands.	-Students ability to
	instrumentation?	-Identify the brass family as the "Power	-Attend school concerts	understand the
	-What is the difference between an	House" of the band.	-Field Trips	importance of tuning
	orchestra and concert band?	-Identify the string family as the largest	-Students demonstrating their	when involved in an
	-What instrumental family is known	family of instruments in an orchestra.	individual instruments to	instrumental ensemble.
	as the "Power House" of the band?	-Identify the saxophone as the one	classmates.	-Students ability to
	-What instrumental family makes up	woodwind instrument that would not be	-Participation in recorder	identify the differences
	the largest group in an orchestra?	used in an orchestra.	ensemble.	between an orchestra and
	-What string instruments are used in	-Identify the guitar and banjo as string	-Participation in concert band	a concert band ensemble.
	an orchestra?	instruments that would not be used in an	ensemble	-Students ability to
	-What string instruments are not	orchestra.	-Video tapes of instrumental	identify the instrumental
	commonly used in an orchestra?	-Identify the harp as a member of the	ensemble performances	families which make up
	-What types of ensembles might use	orchestra.	-Posters of instruments	an orchestra and concert
	a piano?	-Understand that the violin and fiddle is the	-Participation in solo, duet, trios,	band.
	-What woodwind instruments are not	same instrument. The only difference is the	quartets, quintet, sextet and octet	-Students ability to
	used in an orchestra?	way the instrument is played.	ensemble groupings.	recognize that certain
	-What woodwind instrument is used	-Understand that the style of music does		styles of music use
	in a Jazz Ensemble & band but not in	determine the instrumentation used in a		specific instrumentation.
	an orchestra?	performance.		
	-Do certain styles of music indicate the instrumentation used?	-Identify the instruments not suited for a		
	-What is the difference between a	marching bandIdentify instruments which have evolved to		
	fiddle and a violin?	accommodate the marching band ensemble.		
	-What types of instruments would be	(Electric keyboards, electric bass, batteries		
	used in a Jazz composition?	operated, amplifiers etc.)		
	-What types of instruments would be	-Identify the difference between a lullaby,		
	used in a march?	march, concerto, jazz piece in terms of		
	-What instruments are not suited for	instrumentation.		
	a marching band? What instruments	-Identify various small ensembles by name		
	have evolved which can be used in a	reflecting the number of performers.		
	marching band?	Etc. Duet = 2 performers		
	-What types of instruments would be	-Identify the importance and role of the		
	used in a lullaby?	conductor.		
	-What types of instruments would be	-Understand the importance of tuning when		

			
	a Concerto?	playing in an ensemble.	
	can one solo instrument be	-Identify the tuning procedures for each	
	over an entire orchestra?	family of instruments.	
	is a solo? A duet? A trio?	-Identify the factors which affect tuning.	
	tet? A Quintet? A sextet?	-Identify what it means for an instrument to	
An Oct		be sounding "Flat" or "Sharp" in terms of	
	instruments make up a string	tuning	
	/quintet?	-Identify the water key and its purpose on	
-What i	instruments make up a brass	brass instruments.	
quintet'		-Identify how the size of the instrument	
	part does a conductor play in a	affects the sound/pitch of the instrument.	
	nsemble?		
	does the term "Tuning" mean?		
	do the terms flat and sharp		
	n terms of tuning.		
	must all the members of an		
	ble play in tune?		
	affects the tuning of an		
	nent? Why do instruments		
	be tuned every time you		
play?			
	do you tune an instrument?		
	s, strings and woodwinds)		
	do you tune a timpani drum?		
	s this percussion tuned?		
	is an electronic tuner?		
	do brass instruments need a		
	key (SpitValve)?		
	is condensation?		
	does the term condensation		
	o do with brass instruments?		
	brass instrument does not		
	ater key?		
	is the difference between a		
	et and cornet?		
	is the difference between a		
violin,	viola, cello and string bass?		

Connections to Text (Resources) Silver Burdett "Music Magic" Video Series, Instrumental families, Instrumental Posters, Worksheets, Listening exercises and examples, Orchestral and Concert Band Music

Time: On Going

Connections to Technology: DVD, CDS, Videos

Key Vocabulary: Tone Color, orchestra, styles, concerto, solo, duet, trio, quartet, quintet, sextet, octet tuning, instrumental families, names of instruments, tone production, range,

Topic:Grade 4: Melody

Essential Questions:

- 1. What basic music elements are essential to music?
- 2. How does music embrace, enhance and support all other subject areas?
- 3. What makes a great musician?
- 4. What musical tools (skills) should a musician have in his/her tool box?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas	Assessment Ideas
			(Instructional Strategies)	(Evidence of
				Learning)
Standards 1,2,3 & 4	-What is a melody? - How do you make a melody? -What is a monotone voice? -What makes a melody interesting? Boring? -How do we sing/play melodies? -How do notes move? -What kind of melody do you enjoy listening to? -What things should a composer keep in mind when writing a melody line?	Students will be able to:Identify upward and downward movement of notesIdentify steps, leaps and repeats in note movementIdentify short melody patterns by charting the contourIdentify the bass clef signUnderstand why it it is also called the f clef signDemonstrate some instruments that read the bass clef notesRead the notes on the bass clef staffTransfer their bass clef note reading skills	-Sing with recordings -Sing with piano -Shape Contour of song in the air -Draw Contour of song on paperMake up original melodies on Diatonic bellsNotate original melodies on staff paperLearn to read notes using the recordersTransfer note reading skills to fingering on the recorders.	-Students ability to change pitches while singingStudents ability to convey the contour of a song on paper or through movementStudents ability to create an original melody, notating it on staff paper and performing it -on bells.
	-What is a bass clef sign? -What is another name for the bass clef? Why? -What instruments/voices read notes on the bass clef Staff? -What are the notes on the bass clef staff?	to the diatonic bells.	-Bass clef note reading drill and exercises. Lines: Garbage Bags Don't Fall Apart Spaces: All Cars Eat Gas -Sight reading exercises -Decode Word Game using Bass clef notesPerform written notation on diatonic bells.	-Students ability to read notes on the bass clef staffStudents ability to transfer note reading skills to the diatonic bells.

Connections to Text (Resources) Various Music Supplemental Methods, Silver Burdett, "The Music Connection" Series

Time: On Going

Connections to Technology: Recorders, Diatonic Bells, CD Listening Examples, Piano

Key Vocabulary: Bass clef, f clef, melody, melody contour, skips, stepwise, leaps, repeats

Topic: Grade 4: Music History/Culture Time: On-Going

Essential Questions: How does music embrace, enhance and support all other subject areas? What makes one piece of music sound different from another? What basic music elements are essential to music? Why can music be considered a "Universal Language?"

in Social Studies? -How can we use music to help us underst understand and learn more about historical events? -Unders understIdentif State, A	ents will be able to: derstand how we can use music to help us erstand and learn more about historical events.	-"The Music Connection"	-Students ability to
American Revolution Underground Railroad Civil War Slavery New York History -How is music a sort of tool which has helped to preserve historical information throughout history? -How can music help us learn facts about the State of New York or any state or country? -What famous songs reflect the history of New York State? -How can music convey the emotions and way of life (culture) of people of the past? -What types of songs were written during the American Revolution and Civil War? What was the purpose of the songs? -What is a fife? What instrument do we play today that is very similar to a fife? -What type of music was sung by slaves? -What is a Work Song? -What is a Sea Shanty? -What does the term a cappella mean? -What holidays do people celebrate in different parts of the world? -How do cultures around the world compare and contrast? -What is a recorder? -How long has the recorder been used as a musical instrument? -What were the first recorders made out	ntify and sing songs pertaining to New York e, American Revolution, Underground road, Civil War, and slavery. Iderstand why music can be considered a type old which has helped to preserve historical rmation. In historical facts while singing songs anining to an historical event or period in ory. Iderstand that music can convey the emotions way of life (culture) of people of the past? Ic can also tell us a lot about the every day of people who lived long ago. Iderstand that certain types of music were ten for specific historical events. In historical events. In historical events were ten for specific historical events. In historical events. In historical events were ten for specific historical events. In historical events were ten for specific historical events. In historical events were ten for specific historical events. In historical events were ten for specific historical events. In historical events were ten for specific historical events. In historical event were ten for specific historical events. In historical event were ten for specific historical events. In historical event were ten for specific historical events. In historical event were ten for specific historical events. In historical event were ten for specific historical events. In historical event were ten for specific historical events. In historical event were ten for specific historical events. In historical event every day to help as the every day to help as the every day to help as the event and ten for specific historical events. In historical event of people living in diverse settings. In historical events and traditions. In historical event were teneforment to help as the every day to help as th	Series -Classroom discussion -Sing Songs pertaining to New York State, American Revolution, Underground Railroad, Civil War and SlaveryDVD's and Movies -Sing and dances relevant to the period -Discuss celebrations and the role of music during the celebrationsDemonstrate various instruments popular during the time period studiedPerform African American Spirituals and discuss the messages conveyed in the lyrics of the song. How do they give us a vivid picture into the daily lives of the slaves? -Perform a spiritual a capellaPerform examples of Work Songs and Sea Shanties. Connections to Text: The Money Series, Choral Music, Classro Textbooks, library references Connections to Technology: Examples, Movies, DVDs Key Vocabulary: African Ar A Capella, Sea Shanty, Work Underground Railroad, custor holidays	perform various types of music which reflect the culture and important periods in history. -Students ability to participate in dances and musical activities which help to reenact historical events and celebrations. -Students ability to participate in an A Capella performance of an African American Spiritual. -Students ability to read stories and sing songs about important historical events and celebrations.

Topic: Grade 4: Performance Time: On Going

Essential Questions: How does music embrace, enhance and support all other subject areas? What makes one piece of music sound different from another? What basic music elements are essential to music?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas	Assessment Ideas
Standards 1,2,3 & 4	-What makes a great Performance? -What is a performance? -What is the purpose of a "Dress Rehearsal?" -What happens if you should make a mistake or something goes wrong during a performance? _How does the human voice work? -Why do voices change as we get older? -What is meant by good "Tone Quality?" - Why is everyone's voice unique/different? -Can the human voice be considered an instrument? -What is the difference between a speaking voice and a singing voice? -What are some different types of voices in terms of quality? -What is the difference between harsh sounds vs. loud sounds? -What does the term annunciation mean? -What different effects can we produce with the human voice? -What does proper breathing do to help the vocalist? -How is sound produced on a recorder? -What causes a "Squeak" sound When playing a recorder? -How do you change pitch on recorders? -What does it mean to "Blend", in terms of musical sound? -What character traits must ensemble members possess? -What does a good rehearsal include? -What is meant by the following: "Good practice makes perfect!" -What is harmony? -What musical tools must you use when singing 2 part harmony? -What is a partner song? -What is a partner song? -What is a musical round?	-Students will be able to: -Name and experience the essential elements necessary in the preparation of a musical performanceDraw from coping skills in order to handle mistakes during performances -Identify key elements essential for Vocal productionIdentify parts of the human anatomy used in vocal production. Voice Box, Larynx, vocal chordsIdentify different types of voices in terms of pitch, quality, volume and clarity. -Participate in vocal exercises to help develop better vocal annunciation and breathing skills for singingIncorporate proper vocal skills and training in their performance. - Demonstrate music reading skills while playing an instrument: Recorder -Demonstrate the fingerings for the notes which make up a one octave C Major scalePerform as a valuable member of a recorder ensemble Musically "Blend" while performing within the ensemble setting. -Identify and use proper practice Techniques during individual practice timeDemonstrate their musical skills while Singing two part harmony within a choral settingParticipate in partner songs and musical rounds within a choral setting.	Various Performance Opportunities -Grade 4 Chorus -Vocal warm-ups and exercises -Elementary Band -Recorder Ensemble -Solo Opportunities -Score Reading Skills -Instrumental lessons -Solo Music Festivals -Adjudication/End of Yr. Trip/ Performance -Home practice -Theater Experience -Attend performances -Watch and discuss taped Performances in class. Discuss Character Traits necessary to be a good musician and ensemble member. DVD "The Human Voice" "Your Voice is You!" Class discussion and vocal examples. Recorder Ensemble and individual Practice. Sight reading exercises and drillListing examples -Diagrams	Students will demonstrate their performance skills by doing just thatperforming! Students will be graded during their lessons and rehearsals. Students will be graded on the following: 1. Preparation 2. Enthusiasm/Effort 3. Attendance 4. Musicianship 5. Performance -Ability to harmonize with one other vocal part.

Connections to Text (Resources) Choral Music (Unison and two part), Vocal Technique Methods, Instrumental Methods, Band Ensemble Music, Solo Music, Sight Reading Exercise Material, Recorder Methods, Score Reading Materials, CD library, DVD's and Videos, Piano, Current Events, Music Magazines. Connections to Technology: Taped concert/performances, Listening Examples

Key Vocabulary:Breathing, technique, blending, harsh, partner songs, musical rounds, dress rehearsal, performance, tone quality, harmony, good practice, fingerings, pitch, Voice Box, Larynx, Vocal Chords, vibration, vibrating air column.

Topic: Grade 4: Rhythm

Essential Questions: How does music embrace, enhance and support all other subject areas? What makes one piece of music sound different from another? What basic music elements are essential to music? What is the job of an orchestra/band conductor? What does he/she have to know/do when conducting a large ensemble?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas	Assessment Ideas
	What is the purpose of meter?	Students will be able to:		
Standards 1,2,3,& 4	What does a meter tell you?	-Demonstrate meter in 2, 3 &,4	-Measure Completion Exercises	-Original Rhythmic
	What is a music measure?	through performance & movement.	- Rhythmic Notation/Value Drill	Composition
	What is a bar line?	-Compose a 6 measure rhythmic piece.	-Aural Rhythmic Dictation Exercises	-Worksheets
	Why must a musician know	-Count and perform rhythmic notation.	-Rhythmic Math Games	-Elementary Band
	how to count rhythms?	-Explain dotted rhythms	-Count/Clap written rhythms	Experience
	What do music and math have	-Identify rhythmic notation in terms of	-Use Drum Sticks and Pads	-Elementary Chorus
	in common?	name, symbol and value.	-Participate in rhythmic ensemble	Experience
	What does a dot do to the value	-Identify rhythmic rest notation in	-Reading rhythmic Scores	-Performance
	of a note it follows?	terms of name, symbol and value.		-Sight Singing
	What is a pick-up note?	-		-Reading Vocal Score
		-Demonstrate conducting patterns for	-Conducting practice	_
	What is the purpose/job of the	2, 3, 4, meter.		
	Conductor?			-Conduct Patterns
		-Identify and perform musical tied	-Sight reading examples	
	What is the purpose of a	Rhythms.		-Perform written
	Musical tie?			rhythmic notation on
		Improvise various rhythms	-Improvisation Exercises	a recorder &
	What is improvisation?			percussion
		Identify and perform a fermata	-Listening Exercises	instruments.
	What is a fermata?		-Dance movements Exercises	-Perform as member of
		-Change movement and dance steps to	-Improvise and read and perform	Recorder Ensemble
	How does changing meter	Accompany changing meter.	Rhythmic dance accompaniment	-Perform as a member
	effect movement/dance steps?	-Identify style of music by	On percussion instruments	of a percussion
		meter.(Ex. Waltz in 3)		Ensemble.
	What is Tempo?		-Perform various tempos on	-Recognize meter
	How can a tempo change in the	-Identify changing tempos.	percussion instruments.	changes through
	middle of a song?	-Identify tempo markings and terms in	- Recite a poem using various tempos	movement and dance.
	What does the term "A Tempo"	a music score.	-Movement and Listening exercises.	-Recognize tempo
	mean?	(Andante, Largo, Allegretto, Allegro,	_	changes, symbols
		Presto, Accelerando, Ritardando, Poco		and terms.
		A Poco, A Tempo)		_Perform various
		_		Tempo markings and
				changes.

Connections to Text (Resources) Music Scores, Recorder/Vocal Method Book, Silver Burdett: "The Music Connection" Series

Time: Continuous

Connections to Technology: CD and VCR

Key Vocabulary: Meter, Measure, bar line, quarter note, half note, whole note, eighth note, sixteenth note, rests, musical tie, strong/weak beat, fermata, pick-up, musical styles, improvisation, tempo, a tempo, andante, largo, allegretto, allegro, presto, accelerando, ritardando, poco a poco.

Topic: Grade 4: Tempo Time: On-Going

Essential Questions:

- 1. What do people hear when they listen to music?
- 2. What makes music interesting?
- 3. How can music affect our mood/how we feel?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas	Assessment Ideas
Standards 1,2,3,& 4	-What does the term tempo mean?	Students will be able to:	-Various tempo singing/movement songs	Student's ability to:
	-Why is tempo important in music?	-Read and understand various tempo	and activities	-Recognize changes in
	-How do composers indicate the	markings in a written score.	-Enact various tempos through dance and	tempo
	tempo to be performed in a	-Perform various tempos markings in a	movement	-Demonstrate through
	composition?	written score.	-Conducting activities using changing	performance various
	-What is a tempo marking?	-Recognize and interpret tempo symbols and	tempo markings	tempo changes.
	-Where do tempo markings usually	abbreviations.		-Successfully conduct
	appear in a score?	-Understand that most of the tempo	-Listening Examples and identify	various tempos from a
	-Can tempos change within a piece	markings are written in Latin, Italian and	changes in tempo	written score.
	of music? How?	German.		-Participate in dances
	-Why is it important to have tempo	-Pronounce various tempo markings and	Learn various dances experimenting with	which incorporate
	changes throughout a piece of	explain their meaning.	different changing tempos. (Students can	changing tempos.
	music?	-Interpret and perform tempo changes	actually feel changes in tempo as they	-Recognize and interpret
	-Why do we use symbols and	within a written score.	move)	tempo terms and
	abbreviations for many tempo	-Interpret and perform gradual tempo		abbreviations.
	markings in a score?	changes within a written score.	Read choral music incorporating tempo	-Demonstrate the
	-Why are so many of the tempo	(Accelerando and ritardando or ritarde)	markings in performance.	following tempo
	markings written in a foreign	-Interpret and perform an example of an "A		markings: accelerando,
	language?	Tempo" in a written score.	Perform songs using/practicing various	ritardano and a tempo
	-How are dynamics sometimes	-Use helpful tools and devices to maintain	tempos on recorders and bells.	while singing and playing
	affected by tempo changes?	and set correct tempos.		recorder.
	Why? What kind of problems may	-Practice foot tapping to keep a steady		
	this cause in a performance?	tempo.		
	-What tricks can you use to keep an	-Identify the conductor as a useful tool in		
	accurate tempo?	establishing and maintaining tempos when		
	-What is another helpful tool to use	performing in an ensemble.		
	for maintaining tempos while	-Define, interpret and perform examples of		
	performing?	each of the following tempo markings:		
	-What role does a conductor play in	Allegro, Largo, Presto, Lento, Allegretto,		
	terms of tempo?	Andante, Accelerando, Ritarde, Ritardando,		
	-What do the following terms mean:	and A Tempo.		
	Allegro, Largo, Presto, Lento,			
	Allegretto and Andante.			
	-What terms are used for gradual			
	changes in tempo?			
	-What does the term "A Tempo"			
	mean?			

Connections to Text (Resources) Silver Burdett, "the Music connection" Level 4, Various General Music Methods, Muisc Magazines, Vocal

Connections to Technology: CDs DVD, Cassette Tapes, Listening Examples

Key Vocabulary: Tempo, Allegro, Largo, Presto, Lento, Allegretto, Andante, Accelerando, Ritarde, Ritardando, A Tempo, Score, Speed, Tempo Markings and Conductor,