

# Fifth Grade General Music Units

September: Music Elements	October: Music Elements	November: Piano Unit	December: Piano Skills Unit	January: Piano Skills Unit
<p><b>Music Elements</b></p> <ul style="list-style-type: none"> <li>Review the following elements: Rhythms, Meter, Treble &amp; Bass Clef Dynamics, Tempos and Articulations</li> </ul> <p><b>Performance</b> <u>Special Celebrations:</u> (Song and activities) Welcome Back Songs Constitution Rap Character Ed Song Broadway Jr. Theatre Production</p>	<p style="text-align: center;"><b>Key</b></p> <ul style="list-style-type: none"> <li>Key Signatures</li> <li>Flats and Sharps</li> <li>Natural Signs</li> <li>Major &amp; Minor</li> <li>Major Scale</li> <li>Scale construction Formula</li> </ul> <p style="text-align: center;"><b>Performance</b> <u>Special Celebrations:</u> (Songs and Activities) <b>Square Dance and Calls</b> <b>Va. Reel and Line Dance</b> Red Ribbon Songs Character Ed Songs Chorus Music Broadway Jr. Production</p>	<p style="text-align: center;"><b>Intro to the Piano Unit</b></p> <ul style="list-style-type: none"> <li>Intro to Piano Movie, Class notes and Demonstration</li> <li>Piano Forte</li> <li>Types, history, tuning, how sound is made</li> <li>Composers who wrote for the piano (Mozart, Chopin, Brahms, Beethoven, Hayden)</li> <li>Listening examples and piano scores</li> </ul> <p style="text-align: center;"><b>Performance</b> <u>Special Celebrations:</u> (Songs and Activities) <b>Election Day Songs</b> <b>President's Rap</b> <b>Thanksgiving Songs</b> <b>Chorus Music</b> <b>Show choir Music</b> <b>Character Ed Songs</b> <b>Broadway Jr. Performance</b></p>	<p style="text-align: center;"><b>Performance skills</b></p> <ul style="list-style-type: none"> <li>Begin Piano skills unit</li> <li>Students will transfer music reading skill to a piano keyboard</li> <li>Key elements (Hand Position, fingerings, treble and bass clef, right hand and left hand, rhythm)</li> <li>Piano Methods</li> </ul> <p style="text-align: center;"><b>Performance</b></p> <ul style="list-style-type: none"> <li>Piano Methods</li> <li>Skill Evaluation</li> </ul> <p style="text-align: center;"><u>Special Celebrations:</u> (Songs and activities) Winter Concert Chorus Music Character Ed Songs Holiday Song Booklets Instrumental Caroling Ex. Brass Quartet Hanukkah</p>	<p style="text-align: center;"><b>Performance skills</b></p> <ul style="list-style-type: none"> <li>Continue building piano skills</li> <li>Individual &amp; group Rehearsal/practice.</li> <li>Right and left hands playing at same time</li> <li>Two part harmony</li> <li>Key of C major hand Position</li> </ul> <p style="text-align: center;"><b>Performance</b> Piano Methods Skill Evaluation Auditions for All-County</p> <p style="text-align: center;"><u>Special Celebrations:</u> (Songs and Activities) Snow Day Songs Vitamin L Songs Martin Luther King Medley</p>
February: Music Writing Scales and Key Signature	March: Music in Our School's Celebration	April: Piano Recital Evaluation	May: Performance	June: Performance
<p style="text-align: center;"><b>Key Signatures</b></p> <ul style="list-style-type: none"> <li>Introduction to sharps, flats and natural signs</li> <li>What is a key signature?</li> <li>What does the key tell you?</li> <li>Have to determine the key</li> <li>Whole and half steps</li> <li>Major and Minor</li> <li>Scale construction formula</li> <li>Writing major scales</li> <li>Perform major scales (RH only one octave)</li> </ul> <p style="text-align: center;"><b>Performance</b> Piano Methods (Continue) Major Scales RH -1 octave Chorus/Show Choir Music Black History Songs President's Rap Character Ed Songs</p>	<p style="text-align: center;"><b>Performance</b></p> <ul style="list-style-type: none"> <li>Piano Performances</li> <li>Instrumental and Vocal solo announcement performances</li> <li>Chorus performances</li> <li>Show choir performances</li> <li>Composer Skits</li> <li>PTO Dessert Buffet Performance</li> <li>All-County Festival</li> <li>Student demonstrate Band instruments to Kindergarten and Pre-K classes</li> </ul>	<p style="text-align: center;"><b>Performance</b></p> <ul style="list-style-type: none"> <li>* Students will demonstrate Their music reading and Performance skills while Participating in a piano recital</li> <li>*Evaluate student's skills Graded on the following: Stage Presence Accuracy Fingerings/Hand position Level of difficulty Overall performance</li> <li>*Solo Festival (Instrumental)</li> <li>*Vocal Music Performance Chorus Music Show Choir Character Ed Songs Jazz History Month (Music and Performers)</li> </ul>	<p style="text-align: center;"><b>Performance</b></p> <ul style="list-style-type: none"> <li>Two part harmony</li> <li>Score Reading</li> <li>Rehearsal and performance skills</li> <li>Choreography</li> <li>Dialogue</li> <li>Performance etiquette</li> <li>What happens when something goes wrong?</li> <li>Evaluate performances</li> <li>Spring Concert</li> <li>Rotary/Sr. Meals Community performances</li> </ul> <p>Prepare Graduation Music Author Day Music Flag Day Music Character Ed Music</p>	<p style="text-align: center;"><b>Performance</b></p> <ul style="list-style-type: none"> <li>Practice words to National Anthem</li> <li>What is an Anthem?</li> <li>Rehearse Flag Day Music</li> <li>Rehearse Graduation Music</li> </ul>

**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?**

<b>Performance Indicators</b>	<b>Guided Questions</b>	<b>Essential Knowledge &amp; Skills</b>	<b>Classroom Ideas</b>	<b>Assessment Ideas</b>
Standards 1,2,3,& 4	<ul style="list-style-type: none"> <li>-What skills does one need to become a composer?</li> <li>-What jobs are available for composers?</li> <li>-What role does music play in television? Movies? Commercials?</li> <li>-What is a “Jingle”?</li> <li>-How can a catchy “Jingle” help to boost sales of an advertised product?</li> <li>-How does one create a “Jingle”?</li> <li>-What type of words/lyrics would you use to sell a product?</li> <li>-What is a melody line?</li> <li>-How do you “Pick Out” a melody line?</li> <li>-What would make a melody line more interesting ...catchy?</li> <li>-How long should a jingle be in length?</li> <li>-Should a jingle be long and complicated or short and catchy?</li> <li>-What type of rhythms would you use in a jingle?</li> <li>-What type of dynamics and tempo markings should be used when composing a jingle?</li> <li>-What music elements will be used in the composition of a jingle?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-Understand the importance of music in the world of TV, Movies and Commercials.</li> <li>-Understand how music helps to sell products to the public in commercials.</li> <li>-Understand how people can make a very good living writing and composing music for TV Show, Movies and Commercials.</li> <li>-Understand the purpose of a “Jingle”</li> <li>-Be able to explain what types of lyrics, tempo, dynamics, rhythms and melody lines would work best in the composition of a musical jingle.</li> <li>-Understand the musical elements which should be used to make a jingle more memorable and catchy.</li> <li>-Understand and implement a step by step process for writing music jingles.</li> <li>-Write a music jingle for a product which they have invented and wish to sell to the public.</li> <li>-Explain the product and advertise it with their original music jingle commercial.</li> </ul>	<ul style="list-style-type: none"> <li>-Classroom discussion about the role of music in TV, Movies and Commercials.</li> <li>-Listen to Examples of music used in movies, TV shows and commercials.</li> <li>-Analyze how music is used and what purpose it plays in movies, TV and commercials.</li> <li>-Discuss the role of the commercial music jingle.</li> <li>-Experiment/Brainstorm ideas for a product and some examples of a jingle.</li> <li>-Follow step by step formula in the composition of a jingle.                             <ul style="list-style-type: none"> <li>- Invent a product (Imagination is The only limit)</li> <li>- Write four sentences describing The product.</li> <li>- Add rhyme to the sentence to Establish a flow.</li> <li>-Add rhythmic notation matching rhythms to words syllabically</li> <li>- Add meter/ add bar lines according to the meter.</li> <li>- Pick out a melody line for your Lyrics. (Use keyboard or bells)</li> <li>- Add dynamics and tempo Markings</li> <li>-Give your Jingle a title!</li> <li>-Write composer’s name on Top of musical composition!</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-Student’s ability to write a musical jingle about an original product which he/she is advertising in a commercial.</li> <li>-Student’s ability to follow a step by step process in the composition of a music jingle.</li> <li>-Student’s ability to use their knowledge of the music elements in the creation of a music composition.</li> <li>-Student’s ability to present their composition and product to the class in a musical commercial.</li> </ul>

**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	<ul style="list-style-type: none"> <li>-What are musical dynamics?</li> <li>-What is the difference between very loud and harsh sounds?</li> <li>-How does the singer produce different dynamics when singing?</li> <li>-What is the role of good breath control?</li> <li>-What are the musical terms/symbols for the following dynamics:  <b>Med. Loud: Mezzo Forte, (mf)</b>  <b>Med. Soft: Mezzo Piano (mp)</b>  <b>Hit Hard: Accent</b>  <b>Grad. Louder: Crescendo (&lt;)</b>  <b>Grad. Softer: Decrescendo (&gt;)</b>  <b>Soft= Piano (p)</b>  <b>Loud= Forte (f)</b>  <b>Very Loud= Fortissimo (ff)</b>  <b>Very Soft = Pianissimo (pp)</b>  <b>Suddenly Loud= Sforzando (sfz)</b>  <b>Suddenly soft= Subito Piano</b></li> <li>-Can you demonstrate each of the dynamics in a musical performance?</li> <li>-Where would a crescendo, decrescendo, sforzando and accent marking be used?</li> <li>-What is actually happening in terms of vibration/sound when you change dynamic levels?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-Understand the purpose of dynamics in music.</li> <li>-Identify the following dynamics by symbol, name and definition:  <b>Piano, Forte, Fortissimo, Pianissimo, Accent, Mezzo Piano, Mezzo Forte, crescendo, decrescendo, subito piano, and sforzando.</b></li> <li>-Demonstrate each of the dynamics in a vocal or instrumental performance.</li> <li>-Compose and perform an original sound piece incorporating all the dynamics covered.</li> <li>-Identify dynamic changes in listening exercises. Aural Dictation</li> <li>-Perform dynamic markings while reading and performing recorder music.</li> <li>-Perform dynamic markings while reading and interpreting a vocal score.</li> </ul>	<ul style="list-style-type: none"> <li>-Dynamic Singing Games</li> <li>-Create original sound pieces using dynamic contrast.</li> <li>-Aural Dictation/Listen and identify dynamic changes.</li> <li>-Read &amp; Perform written dynamic markings while participating in a recorder ensemble.</li> <li>-Read &amp; Perform written dynamic markings/symbols while reading and performing from a vocal score.</li> <li>-Perform contrasting dynamic markings while singing in a 2-part choral setting.</li> <li>-Individual Instrumental lessons and band ensemble</li> </ul>	<p>Student's ability to identify, demonstrate and incorporate/use dynamics in their musical performances.</p> <p>Students will compose and perform original sound pieces using their knowledge of dynamics.</p> <p>Students will be able to recognize dynamic changes in a listening example.</p> <p>Students will perform/demonstrate different dynamic markings while playing recorders</p> <p>Students will perform/demonstrate different dynamic markings while reading from a vocal score.</p> <p>Students will perform/demonstrate different dynamic markings while reading band music.</p>

**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.**

## Fourth Grade General Music Units

September: Music Elements	October: Music Elements	November: Music Elements	December: Composition	January: Performance
<p style="text-align: center;"><b>Melodic Notation</b></p> <ul style="list-style-type: none"> <li>• Review Treble clef</li> <li>• Intro to bass clef</li> <li>• Ledger Line notes</li> <li>• Grand Staff</li> <li>• Three note bridge</li> </ul> <p style="text-align: center;"><b>Performance</b> <u>Special celebrations:</u> (Songs &amp; Activities) Welcome Back Constitution Day Song Character Ed Song</p>	<p style="text-align: center;"><b>Rhythmic Notation</b></p> <ul style="list-style-type: none"> <li>• Review rhythm names, symbols and values</li> <li>• Review Meter</li> <li>• Counting procedures (Ex. 1e+a, 2+, 3+a, etc.)</li> <li>• Dotted rhythms</li> <li>• Tied rhythms</li> <li>• Review dynamics and tempo markings/symbols</li> </ul> <p style="text-align: center;"><b>Performance</b> <u>Special Celebrations:</u> (Songs &amp; Activities) Columbus Day Songs Fall Songs Virginia Reel Song and Dance Halloween Songs Red Ribbon Songs Character Ed Songs</p>	<p style="text-align: center;"><b>Review all Music Elements</b></p> <ul style="list-style-type: none"> <li>• Continue working with music elements</li> <li>• <b>Performance</b> <u>Special Celebrations:</u> (Songs &amp; Activities) -Thanksgiving songs -Thankful Turkeys -Veterans Day Songs -Character Ed Songs</li> </ul>	<p style="text-align: center;"><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Students will use their music element tool box to compose a 4 sentence Jingle advertising an original product.</li> <li>• Class time used for composition following step by step procedure</li> </ul> <p style="text-align: center;"><b>Performance</b> <u>Special celebrations:</u> (Songs &amp; Activities) _Holiday Songs _Christmas Around the World -Happy B-Day Beethoven -Character Ed Song</p> <ul style="list-style-type: none"> <li>• Las Posadas</li> <li>• Hanukkah</li> <li>• Christmas</li> <li>• Chinese New Year</li> </ul>	<p style="text-align: center;"><b>Performance</b></p> <ul style="list-style-type: none"> <li>• Complete original Product Jingles Rehearse</li> <li>• Present product &amp; Jingle to class</li> <li>• Graded Presentation</li> </ul> <p style="text-align: center;"><b>Performance</b> <u>Special Celebrations:</u> (Songs &amp; Activities) Snow Day s Songs Martin Luther Kind Medley New Year Song Grandma’s Chicken Soup Vitamin L Songs Character Ed Songs</p>

February: Instruments	March: Music In Our School Celebration	April: Instruments	May: Music Theater	June: Music Theater
<p style="text-align: center;"><b>Recorders</b></p> <ul style="list-style-type: none"> <li>• Recorder Information Facts/History</li> <li>• Performance methods</li> <li>• Fingerings</li>   <li>• Listening Examples of recorder performances</li> <li>• Transfer music reading skills to recorder</li> <li>• Develop performance skills</li> <li>• Individual &amp; Ensemble Practice</li> </ul> <p style="text-align: center;"><b>Performance</b></p> <p><b><u>Special Celebrations:</u></b> (Songs &amp; Activities) -Black History Month Songs -Valentines -Character Ed Song -Presidents Day Songs</p>	<p style="text-align: center;"><b>Performance</b></p> <ul style="list-style-type: none"> <li>• Prepare solo &amp; ensemble performances for announcements and PTO Dessert Buffet</li> <li>• Continue building Recorder skills</li> <li>• Chorus rehearsal And performances</li> </ul>	<p style="text-align: center;"><b>Recorders (continued)</b></p> <ul style="list-style-type: none"> <li>• Continue building Recorder skills</li>   <li>• Individual &amp; group Rehearsal/practice</li> <li>• Graded Performance</li> </ul> <p style="text-align: center;"><b>Performance</b></p> <p><b><u>Special Celebrations:</u></b> (Songs &amp; Activities) -Easter Songs -Earth Day Songs/Skit -Character Ed Songs</p>	<p style="text-align: center;"><b>Music Theater</b></p> <ul style="list-style-type: none"> <li>• Intro to Music Theater</li> <li>• Elements of music theater</li> <li>• How to ...</li> <li>• Participate in a mini musical</li> <li>• Performance</li> </ul> <p style="text-align: center;"><b>Performance</b></p> <p><b>Spring concert</b></p>	<p style="text-align: center;"><b>Continue Music Theater</b></p> <ul style="list-style-type: none"> <li>• Continue rehearsals</li> <li>• Dialogue/dance And music</li> <li>• Perform for younger students</li> </ul> <p style="text-align: center;"><b>Performance</b></p> <p><b>Mini Musical</b></p>

**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?**

<b>Performance Indicators</b>	<b>Guided Questions</b>	<b>Essential Knowledge &amp; Skills</b>	<b>Classroom Ideas</b>	<b>Assessment Ideas</b>
Standards 1,2,3,& 4	<ul style="list-style-type: none"> <li>-What skills does one need to become a composer?</li> <li>-What jobs are available for composers?</li> <li>-What role does music play in television? Movies? Commercials?</li> <li>-What is a “Jingle”?</li> <li>-How can a catchy “Jingle” help to boost sales of an advertised product?</li> <li>-How does one create a “Jingle”?</li> <li>-What type of words/lyrics would you use to sell a product?</li> <li>-What is a melody line?</li> <li>-How do you “Pick Out” a melody line?</li> <li>-What would make a melody line more interesting ...catchy?</li> <li>-How long should a jingle be in length?</li> <li>-Should a jingle be long and complicated or short and catchy?</li> <li>-What type of rhythms would you use in a jingle?</li> <li>-What type of dynamics and tempo markings should be used when composing a jingle?</li> <li>-What music elements will be used in the composition of a jingle?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-Understand the importance of music in the world of TV, Movies and Commercials.</li> <li>-Understand how music helps to sell products to the public in commercials.</li> <li>-Understand how people can make a very good living writing and composing music for TV Show, Movies and Commercials.</li> <li>-Understand the purpose of a “Jingle”</li> <li>-Be able to explain what types of lyrics, tempo, dynamics, rhythms and melody lines would work best in the composition of a musical jingle.</li> <li>-Understand the musical elements which should be used to make a jingle more memorable and catchy.</li> <li>-Understand and implement a step by step process for writing music jingles.</li> <li>-Write a music jingle for a product which they have invented and wish to sell to the public.</li> <li>-Explain the product and advertise it with their original music jingle commercial.</li> </ul>	<ul style="list-style-type: none"> <li>-Classroom discussion about the role of music in TV, Movies and Commercials.</li> <li>-Listen to Examples of music used in movies, TV shows and commercials.</li> <li>-Analyze how music is used and what purpose it plays in movies, TV and commercials.</li> <li>-Discuss the role of the commercial music jingle.</li> <li>-Experiment/Brainstorm ideas for a product and some examples of a jingle.</li> <li>-Follow step by step formula in the composition of a jingle.                             <ul style="list-style-type: none"> <li>- Invent a product (Imagination is The only limit)</li> <li>- Write four sentences describing The product.</li> <li>- Add rhyme to the sentence to Establish a flow.</li> <li>-Add rhythmic notation matching rhythms to words syllabically</li> <li>- Add meter/ add bar lines according to the meter.</li> <li>- Pick out a melody line for your Lyrics. (Use keyboard or bells)</li> <li>- Add dynamics and tempo Markings</li> <li>-Give your Jingle a title!</li> <li>-Write composer’s name on Top of musical composition!</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-Student’s ability to write a musical jingle about an original product which he/she is advertising in a commercial.</li> <li>-Student’s ability to follow a step by step process in the composition of a music jingle.</li> <li>-Student’s ability to use their knowledge of the music elements in the creation of a music composition.</li> <li>-Student’s ability to present their composition and product to the class in a musical commercial.</li> </ul>

**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	<ul style="list-style-type: none"> <li>-What are musical dynamics?</li> <li>-What is the difference between very loud and harsh sounds?</li> <li>-How does the singer produce different dynamics when singing?</li> <li>-What is the role of good breath control?</li> <li>-What are the musical terms/symbols for the following dynamics:  <b>Med. Loud: Mezzo Forte, (mf)</b>  <b>Med. Soft: Mezzo Piano (mp)</b>  <b>Hit Hard: Accent</b>  <b>Grad. Louder: Crescendo (&lt;)</b>  <b>Grad. Softer: Decrescendo (&gt;)</b>  <b>Soft= Piano (p)</b>  <b>Loud= Forte (f)</b>  <b>Very Loud= Fortissimo (ff)</b>  <b>Very Soft = Pianissimo (pp)</b>  <b>Suddenly Loud= Sforzando (sfz)</b>  <b>Suddenly soft= Subito Piano</b> </li> <li>-Can you demonstrate each of the dynamics in a musical performance?</li> <li>-Where would a crescendo, decrescendo, sforzando and accent marking be used?</li> <li>-What is actually happening in terms of vibration/sound when you change dynamic levels?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-Understand the purpose of dynamics in music.</li> <li>-Identify the following dynamics by symbol, name and definition:  <b>Piano, Forte, Fortissimo, Pianissimo, Accent, Mezzo Piano, Mezzo Forte, crescendo, decrescendo, subito piano, and sforzando.</b> </li> <li>-Demonstrate each of the dynamics in a vocal or instrumental performance.</li> <li>-Compose and perform an original sound piece incorporating all the dynamics covered.</li> <li>-Identify dynamic changes in listening exercises. Aural Dictation</li> <li>-Perform dynamic markings while reading and performing recorder music.</li> <li>-Perform dynamic markings while reading and interpreting a vocal score.</li> </ul>	<ul style="list-style-type: none"> <li>-Dynamic Singing Games</li> <li>-Create original sound pieces using dynamic contrast.</li> <li>-Aural Dictation/Listen and identify dynamic changes.</li> <li>-Read &amp; Perform written dynamic markings while participating in a recorder ensemble.</li> <li>-Read &amp; Perform written dynamic markings/symbols while reading and performing from a vocal score.</li> <li>-Perform contrasting dynamic markings while singing in a 2-part choral setting.</li> <li>-Individual Instrumental lessons and band ensemble</li> </ul>	<p>Student's ability to identify, demonstrate and incorporate/use dynamics in their musical performances.</p> <p>Students will compose and perform original sound pieces using their knowledge of dynamics.</p> <p>Students will be able to recognize dynamic changes in a listening example.</p> <p>Students will perform/demonstrate different dynamic markings while playing recorders</p> <p>Students will perform/demonstrate different dynamic markings while reading from a vocal score.</p> <p>Students will perform/demonstrate different dynamic markings while reading band music.</p>

**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	<ul style="list-style-type: none"> <li>-What are the four instrumental families? (Review)</li> <li>-What instruments make up the four families? (Review)</li> <li>-What does each instrumental family contribute to the ensemble?</li> <li>-Can you identify individual instruments/instrumental families while listening to a piece of music?</li> <li>-What should you be listening for when trying to determine the instrumentation used in a piece of music? –What are the tools you could use to help determine the instrumentation?</li> <li>-What is the difference between an orchestra and concert band?</li> <li>-What instrumental family is known as the “Power House” of the band?</li> <li>-What instrumental family makes up the largest group in an orchestra?</li> <li>-What string instruments are used in an orchestra?</li> <li>-What string instruments are not commonly used in an orchestra?</li> <li>-What types of ensembles might use a piano?</li> <li>-What woodwind instruments are not used in an orchestra?</li> <li>-What woodwind instrument is used in a Jazz Ensemble &amp; band but not in an orchestra?</li> <li>-Do certain styles of music indicate the instrumentation used?</li> <li>-What is the difference between a fiddle and a violin?</li> <li>-What types of instruments would be used in a Jazz composition?</li> <li>-What types of instruments would be used in a march?</li> <li>-What instruments are not suited for a marching band? What instruments have evolved which can be used in a marching band?</li> <li>-What types of instruments would be used in a lullaby?</li> <li>-What types of instruments would be</li> </ul>	<p><b>-Students will be able to:</b></p> <ul style="list-style-type: none"> <li>-Identify the four instrumental families. (Brass, WW, String and Percussion)</li> <li>-Identify the members of each of the Instrumental families.</li> <li>-Identify unique characteristics of each family of instruments.</li> <li>-Identify the <b>tone color</b> and <b>timbre</b> of each of the instrumental families.</li> <li>-Identify how sound is produced by each of the instruments in the family.</li> <li>-Identify the difference between an orchestra and a concert band in terms of instrumentation used in each ensemble.</li> <li>-Identify the brass family as the “Power House” of the band.</li> <li>-Identify the string family as the largest family of instruments in an orchestra.</li> <li>-Identify the saxophone as the one woodwind instrument that would not be used in an orchestra.</li> <li>-Identify the guitar and banjo as string instruments that would not be used in an orchestra.</li> <li>-Identify the harp as a member of the orchestra.</li> <li>-Understand that the violin and fiddle is the same instrument. The only difference is the way the instrument is played.</li> <li>-Understand that the <b>style</b> of music does determine the instrumentation used in a performance.</li> <li>-Identify the instruments not suited for a marching band.</li> <li>-Identify instruments which have evolved to accommodate the marching band ensemble. (Electric keyboards, electric bass, batteries operated, amplifiers etc.)</li> <li>-Identify the difference between a lullaby, march, concerto, jazz piece in terms of instrumentation.</li> <li>-Identify various small ensembles by name reflecting the number of performers. Etc. Duet = 2 performers</li> <li>-Identify the importance and role of the conductor.</li> <li>-Understand the importance of tuning when</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstration of instruments</li> <li>-Listening demonstrations and Activities</li> <li>-Identifying instruments by listening to recording or live performances.</li> <li>-Tone Color drill</li> <li>-Instrumental Bingo Game</li> <li>-Matching Games (Instrument with sound)</li> <li>-Tuning exercises</li> <li>-Audio examples of orchestras, Jazz ensembles and concert Bands.</li> <li>-Attend school concerts</li> <li>-Field Trips</li> <li>-Students demonstrating their individual instruments to classmates.</li> <li>-Participation in recorder ensemble.</li> <li>-Participation in concert band ensemble</li> <li>-Video tapes of instrumental ensemble performances</li> <li>-Posters of instruments</li> <li>-Participation in solo, duet, trios, quartets, quintet, sextet and octet ensemble groupings.</li> </ul>	<ul style="list-style-type: none"> <li>-Students ability to identify an instrument in terms of:               <ul style="list-style-type: none"> <li>-Appearance</li> <li>-Family</li> <li>-Method of tone production</li> <li>-Tone color</li> <li>-Parts</li> <li>-Range</li> <li>-Characteristics</li> <li>-Size</li> </ul> </li> <li>-Students ability to understand the importance of tuning when involved in an instrumental ensemble.</li> <li>-Students ability to identify the differences between an orchestra and a concert band ensemble.</li> <li>-Students ability to identify the instrumental families which make up an orchestra and concert band.</li> <li>-Students ability to recognize that certain styles of music use specific instrumentation.</li> </ul>



	<p>used in a Concerto?</p> <ul style="list-style-type: none"> <li>-How can one solo instrument be heard over an entire orchestra?</li> <li>-What is a solo? A duet? A trio? A quartet? A Quintet? A sextet? An Octet?</li> <li>-What instruments make up a string quartet/quintet?</li> <li>-What instruments make up a brass quintet?</li> <li>-What part does a conductor play in a large ensemble?</li> <li>-What does the term "Tuning" mean?</li> <li>-What do the terms flat and sharp mean in terms of tuning.</li> <li>-Why must all the members of an ensemble play in tune?</li> <li>-What affects the tuning of an instrument? Why do instruments need to be tuned every time you play?</li> <li>-How do you tune an instrument? ( Brass, strings and woodwinds)</li> <li>-How do you tune a timpani drum? Why is this percussion tuned?</li> <li>-What is an electronic tuner?</li> <li>-Why do brass instruments need a water key (Spit Valve)?</li> <li>-What is condensation?</li> <li>-What does the term condensation have to do with brass instruments?</li> <li>-What brass instrument does not have water key?</li> <li>-What is the difference between a trumpet and cornet?</li> <li>-What is the difference between a violin, viola, cello and string bass?</li> </ul>	<p>playing in an ensemble.</p> <ul style="list-style-type: none"> <li>-Identify the tuning procedures for each family of instruments.</li> <li>-Identify the factors which affect tuning.</li> <li>-Identify what it means for an instrument to be sounding "Flat" or "Sharp" in terms of tuning</li> <li>-Identify the water key and its purpose on brass instruments.</li> <li>-Identify how the size of the instrument affects the sound/pitch of the instrument.</li> </ul>		
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<p><b>Connections to Text (Resources) Silver Burdett "Music Magic" Video Series, Instrumental families, Instrumental Posters, Worksheets, Listening exercises and examples, Orchestral and Concert Band Music</b>  <b>Time: On Going</b></p>
<p><b>Connections to Technology: DVD, CDS, Videos</b></p>
<p><b>Key Vocabulary: Tone Color, orchestra, styles, concerto, solo, duet, trio, quartet, quintet, sextet, octet tuning , instrumental families, names of instruments, tone production, range,</b></p>

**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?**

<b>Performance Indicators</b>	<b>Guided Questions</b>	<b>Essential Knowledge &amp; Skills</b>	<b>Classroom Ideas (Instructional Strategies)</b>	<b>Assessment Ideas (Evidence of Learning)</b>
Standards 1,2,3 & 4	<ul style="list-style-type: none"> <li>-What is a melody?</li> <li>- How do you make a melody?</li> <li>-What is a monotone voice?</li> <li>-What makes a melody interesting? Boring?</li> <li>-How do we sing/play melodies?</li> <li>-How do notes move?</li> <li>-What kind of melody do you enjoy listening to?</li> <li>-What things should a composer keep in mind when writing a melody line?</li> <li>-What is a bass clef sign?</li> <li>-What is another name for the bass clef? Why?</li> <li>-What instruments/voices read notes on the bass clef Staff?</li> <li>-What are the notes on the bass clef staff?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Identify upward and downward movement of notes.</li> <li>-Identify steps, leaps and repeats in note movement.</li> <li>-Identify short melody patterns by charting the contour.</li> <li>-Identify the bass clef sign.</li> <li>-Understand why it is also called the f clef sign.</li> <li>-Demonstrate some instruments that read the bass clef notes.</li> <li>-Read the notes on the bass clef staff.</li> <li>-Transfer their bass clef note reading skills to the diatonic bells.</li> </ul>	<ul style="list-style-type: none"> <li>-Sing with recordings</li> <li>-Sing with piano</li> <li>-Shape Contour of song in the air</li> <li>-Draw Contour of song on paper.</li> <li>-Make up original melodies on Diatonic bells.</li> <li>-Notate original melodies on staff paper.</li> <li>-Learn to read notes using the recorders.</li> <li>-Transfer note reading skills to fingering on the recorders.</li> <li>-Bass clef note reading drill and exercises.</li> <li>Lines: <b>G</b>arbage <b>B</b>ags <b>D</b>on't <b>F</b>all <b>A</b>part</li> <li>Spaces: <b>A</b>ll <b>C</b>ars <b>E</b>at <b>G</b>as</li> <li>-Sight reading exercises</li> <li>-Decode Word Game using Bass clef notes.</li> <li>-Perform written notation on diatonic bells.</li> </ul>	<ul style="list-style-type: none"> <li>-Students ability to change pitches while singing.</li> <li>-Students ability to convey the contour of a song on paper or through movement.</li> <li>-Students ability to create an original melody , notating it on staff paper and performing it -on bells.</li> <li>-Students ability to read notes on the bass clef staff.</li> <li>-Students ability to transfer note reading skills to the diatonic bells.</li> </ul>

**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**

**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?”**

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas	Assessment Ideas
<p>Standards 1,2,3, &amp; 4</p>	<ul style="list-style-type: none"> <li>-Why could music be considered a study in Social Studies?</li> <li>-How can we use music to help us understand and learn more about historical events?</li> <li>Examples:                             <ul style="list-style-type: none"> <li>American Revolution</li> <li>Underground Railroad</li> <li>Civil War</li> <li>Slavery</li> <li>New York History</li> </ul> </li> <li>-How is music a sort of tool which has helped to preserve historical information throughout history?</li> <li>-How can music help us learn facts about the State of New York or any state or country?</li> <li>-What famous songs reflect the history of New York State?</li> <li>-How can music convey the emotions and way of life (culture) of people of the past?</li> <li>-What types of songs were written during the American Revolution and Civil War? What was the purpose of the songs?</li> <li>-What instruments were used during this time period?</li> <li>-What is a fife? What instrument do we play today that is very similar to a fife?</li> <li>-What type of music was sung by slaves?</li> <li>-What is an African American Spiritual?</li> <li>-What is a Work Song?</li> <li>-What is a Sea Shanty?</li> <li>- What instruments were used by the slaves to accompany their singing? Did they use instruments?</li> <li>-What does the term a cappella mean?</li> <li>-What holidays do people celebrate in different parts of the world?</li> <li>-How do cultures around the world compare and contrast?</li> <li>-What is a recorder?</li> <li>-How long has the recorder been used as a musical instrument?</li> <li>-What were the first recorders made out of? Why are some made out of plastic today?</li> <li>-What instrumental family does the recorder belong to?</li> <li>-How do you play a recorder?</li> <li>-What period of history was the recorder most popular?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-Understand how we can use music to help us understand and learn more about historical events.</li> <li>-Identify and sing songs pertaining to New York State, American Revolution, Underground Railroad, Civil War, and slavery.</li> <li>-Understand why music can be considered a type of tool which has helped to preserve historical information.</li> <li>-Learn historical facts while singing songs pertaining to an historical event or period in history.</li> <li>-Understand that music can convey the emotions and way of life (culture) of people of the past? Music can also tell us a lot about the every day lives of people who lived long ago.</li> <li>-Understand that certain types of music were written for specific historical events.</li> <li>-Identify specific instruments used during the Civil War, Revolution and by slaves.</li> <li>-Understand that most African American spirituals were sung a cappella.</li> <li>-Understand the meaning of the term a cappella and will attempt to sing an a cappella example of music.</li> <li>-Understand why A cappella singing is more challenging for the performer than singing with accompaniment.</li> <li>-Sing examples of Spirituals, Work Songs and Sea shanties.</li> <li>-Understand the difference between a Work Song and a Sea Shantey.</li> <li>-Explore different experiences, beliefs, motives and tradition of people living in diverse settings.</li> <li>-Participate in activities, songs and dances which represent various cultures and traditions.</li> <li>-Observe different types of instruments used around the world.</li> <li>-Understand the history and development of the recorder.</li> <li>-Perform in a recorder ensemble.</li> <li>-Understand that the recorder was once made out of wood.</li> <li>-Understand that the recorder was very popular in the music of the Renaissance and Baroque periods.</li> </ul>	<ul style="list-style-type: none"> <li>-“The Music Connection” Series</li> <li>-Classroom discussion</li> <li>-Sing Songs pertaining to New York State, American Revolution, Underground Railroad, Civil War and Slavery.</li> <li>-DVD’s and Movies</li> <li>-Sing and dances relevant to the period</li> <li>-Discuss celebrations and the role of music during the celebrations.</li> <li>-Demonstrate various instruments popular during the time period studied.</li> <li>-Perform 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?</li> <li>-Perform a spiritual a capella.</li> <li>-Perform examples of Work Songs and Sea Shanties.</li> </ul>	<ul style="list-style-type: none"> <li>-Students ability to perform various types of music which reflect the culture and important periods in history.</li> <li>-Students ability to participate in dances and musical activities which help to reenact historical events and celebrations.</li> <li>-Students ability to participate in an A Capella performance of an African American Spiritual.</li> <li>-Students ability to read stories and sing songs about important historical events and celebrations.</li> </ul>

**Connections to Text:** The Music Connection Series, Choral Music, Classroom Social Studies Textbooks, library references

**Connections to Technology:** Listening Examples, Movies, DVDs

**Key Vocabulary:** African American Spirituals, A Capella, Sea Shanty, Work Songs, Underground Railroad, customs, celebration, holidays

**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	<ul style="list-style-type: none"> <li>-What makes a great <b>Performance</b>?</li> <li>-What is a performance?</li> <li>-What is the purpose of a <b>“Dress Rehearsal?”</b></li> <li>-What happens if you should make a mistake or something goes wrong during a performance?</li> <li>_How does the human voice work?</li> <li>-Why do voices change as we get older?</li> <li>-What is meant by good <b>“Tone Quality?”</b></li> <li>- Why is everyone’s voice <b>unique/different?</b></li> <li>-Can the human voice be considered an instrument?</li> <li>-What is the difference between a <b>speaking voice and a singing voice?</b></li> <li>-What are some different types of voices in terms of <b>quality</b>?</li> <li>-What is the difference between <b>harsh sounds vs. loud sounds?</b></li> <li>-What does the term <b>annunciation</b> mean?</li> <li>-What different <b>effects</b> can we produce with the human voice?</li> <li>-What does proper <b>breathing</b> do to help the <b>vocalist</b>?</li> <li>-How is sound produced on a recorder?</li> <li>-What causes a “Squeak” sound When playing a recorder?</li> <li>-How do you change pitch on recorders?</li> <li>-What does it mean to <b>“Blend”</b>, in terms of musical sound?</li> <li>-What character traits must ensemble members possess?</li> <li>-What does a <b>good rehearsal</b> include?</li> <li>-What is meant by the following: “Good practice makes perfect!”</li> <li>-What is <b>harmony</b>?</li> <li>-What musical tools must you use when singing 2 part harmony?</li> <li>-What is a <b>partner song</b>?</li> <li>-What is a <b>musical round</b>?</li> </ul>	<ul style="list-style-type: none"> <li>-Students will be able to:               <ul style="list-style-type: none"> <li>-Name and experience the essential elements necessary in the preparation of a musical performance.</li> <li>-Draw from coping skills in order to handle mistakes during performances</li> </ul> </li> <li>-Identify key elements essential for Vocal production.</li> <li>-Identify parts of the human anatomy used in vocal production. <b>Voice Box, Larynx, vocal chords.</b></li> <li>-Identify different types of voices in terms of pitch, quality, volume and clarity.</li> <li>-Participate in vocal exercises to help develop better vocal annunciation and breathing skills for singing.               <ul style="list-style-type: none"> <li>--Incorporate proper vocal skills and training in their performance.</li> </ul> </li> <li>-Demonstrate music reading skills while playing an instrument: Recorder</li> <li>-Demonstrate the fingerings for the notes which make up a one octave C Major scale.</li> <li>-Perform as a valuable member of a recorder ensemble.</li> <li>- Musically “Blend” while performing within the ensemble setting.</li> <li>-Identify and use proper practice Techniques during individual practice time.</li> <li>-Demonstrate their musical skills while Singing two part harmony within a choral setting.</li> <li>-Participate in partner songs and musical rounds within a choral setting.</li> </ul>	<p><u>Various Performance Opportunities</u></p> <ul style="list-style-type: none"> <li>-Grade 4 Chorus</li> <li>-Vocal warm-ups and exercises</li> <li>-Elementary Band</li> <li>-Recorder Ensemble</li> <li>-Solo Opportunities</li> <li>-Score Reading Skills</li> <li>-Instrumental lessons</li> <li>-Solo Music Festivals</li> <li>-Adjudication/End of Yr. Trip/ Performance</li> <li>-Home practice</li> <li>-Theater Experience</li> <li>-Attend performances</li> <li>-Watch and discuss taped Performances in class.</li> </ul> <p>Discuss Character Traits necessary to be a good musician and ensemble member.</p> <p>DVD “The Human Voice” “Your Voice is You!” Class discussion and vocal examples.</p> <p>Recorder Ensemble and individual Practice.</p> <p>Sight reading exercises and drill.</p> <ul style="list-style-type: none"> <li>-Listing examples</li> <li>-Diagrams</li> </ul>	<p>Students will demonstrate their performance skills by doing just that...performing!</p> <p>Students will be graded during their lessons and rehearsals.</p> <p>Students will be graded on the following:</p> <ol style="list-style-type: none"> <li>1. Preparation</li> <li>2. Enthusiasm/Effort</li> <li>3. Attendance</li> <li>4. Musicianship</li> <li>5. Performance</li> </ol> <p>-Ability to harmonize with one other vocal part.</p>

**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
Standards 1,2,3,& 4	<p>What is the purpose of meter?            What does a meter tell you?            What is a music measure?            What is a bar line?            Why must a musician know how to count rhythms?            What do music and math have in common?            What does a dot do to the value of a note it follows?            What is a pick-up note?</p> <p>What is the purpose/job of the Conductor?</p> <p>What is the purpose of a Musical tie?</p> <p>What is improvisation?</p> <p>What is a fermata?</p> <p>How does changing meter effect movement/dance steps?</p> <p>What is Tempo?            How can a tempo change in the middle of a song?            What does the term “A Tempo” mean?</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-Demonstrate meter in 2, 3 &amp;,4 through performance &amp; movement.</li> <li>-Compose a 6 measure rhythmic piece.</li> <li>-Count and perform rhythmic notation.</li> <li>-Explain dotted rhythms</li> <li>-Identify rhythmic notation in terms of name, symbol and value.</li> <li>-Identify rhythmic rest notation in terms of name, symbol and value.</li> </ul> <p>-Demonstrate conducting patterns for 2, 3, 4, meter.</p> <p>-Identify and perform musical tied Rhythms.</p> <p>Improvise various rhythms</p> <ul style="list-style-type: none"> <li>-Identify and perform a fermata</li> </ul> <p>-Change movement and dance steps to Accompany changing meter.</p> <p>-Identify style of music by meter.(Ex. Waltz in 3)</p> <ul style="list-style-type: none"> <li>-Identify changing tempos.</li> <li>-Identify tempo markings and terms in a music score. (Andante, Largo, Allegretto, Allegro, Presto, Accelerando, Ritardando, Poco A Poco, A Tempo)</li> </ul>	<ul style="list-style-type: none"> <li>-Measure Completion Exercises</li> <li>- Rhythmic Notation/Value Drill</li> <li>-Aural Rhythmic Dictation Exercises</li> <li>-Rhythmic Math Games</li> <li>-Count/Clap written rhythms</li> <li>-Use Drum Sticks and Pads</li> <li>-Participate in rhythmic ensemble</li> <li>-Reading rhythmic Scores</li> </ul> <p>-Conducting practice</p> <p>-Sight reading examples</p> <p>-Improvisation Exercises</p> <ul style="list-style-type: none"> <li>-Listening Exercises</li> <li>-Dance movements Exercises</li> <li>-Improvise and read and perform Rhythmic dance accompaniment On percussion instruments</li> </ul> <ul style="list-style-type: none"> <li>-Perform various tempos on percussion instruments.</li> <li>- Recite a poem using various tempos</li> <li>-Movement and Listening exercises.</li> </ul>	<ul style="list-style-type: none"> <li>-Original Rhythmic Composition</li> <li>-Worksheets</li> <li>-Elementary Band Experience</li> <li>-Elementary Chorus Experience</li> <li>-Performance</li> <li>-Sight Singing</li> <li>-Reading Vocal Score</li> </ul> <p>-Conduct Patterns</p> <ul style="list-style-type: none"> <li>-Perform written rhythmic notation on a recorder &amp; percussion instruments.</li> <li>-Perform as member of Recorder Ensemble</li> <li>-Perform as a member of a percussion Ensemble.</li> <li>-Recognize meter changes through movement and dance.</li> <li>-Recognize tempo changes, symbols and terms.</li> <li>_Perform various Tempo markings and changes.</li> </ul>

**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.**

**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?**

<b>Performance Indicators</b>	<b>Guided Questions</b>	<b>Essential Knowledge &amp; Skills</b>	<b>Classroom Ideas</b>	<b>Assessment Ideas</b>
Standards 1,2,3,& 4	<ul style="list-style-type: none"> <li>-What does the term tempo mean?</li> <li>-Why is tempo important in music?</li> <li>-How do composers indicate the tempo to be performed in a composition?</li> <li>-What is a tempo marking?</li> <li>-Where do tempo markings usually appear in a score?</li> <li>-Can tempos change within a piece of music? How?</li> <li>-Why is it important to have tempo changes throughout a piece of music?</li> <li>-Why do we use symbols and abbreviations for many tempo markings in a score?</li> <li>-Why are so many of the tempo markings written in a foreign language?</li> <li>-How are dynamics sometimes affected by tempo changes? Why? What kind of problems may this cause in a performance?</li> <li>-What tricks can you use to keep an accurate tempo?</li> <li>-What is another helpful tool to use for maintaining tempos while performing?</li> <li>-What role does a conductor play in terms of tempo?</li> <li>-What do the following terms mean: Allegro, Largo, Presto, Lento, Allegretto and Andante.</li> <li>-What terms are used for gradual changes in tempo?</li> <li>-What does the term “<b>A Tempo</b>” mean?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-Read and understand various tempo markings in a written score.</li> <li>-Perform various tempos markings in a written score.</li> <li>-Recognize and interpret tempo symbols and abbreviations.</li> <li>-Understand that most of the tempo markings are written in Latin, Italian and German.</li> <li>-Pronounce various tempo markings and explain their meaning.</li> <li>-Interpret and perform tempo changes within a written score.</li> <li>-Interpret and perform gradual tempo changes within a written score. (Accelerando and ritardando or ritarde)</li> <li>-Interpret and perform an example of an “A Tempo” in a written score.</li> <li>-Use helpful tools and devices to maintain and set correct tempos.</li> <li>-Practice foot tapping to keep a steady tempo.</li> <li>-Identify the conductor as a useful tool in establishing and maintaining tempos when performing in an ensemble.</li> <li>-Define, interpret and perform examples of each of the following tempo markings: Allegro, Largo, Presto, Lento, Allegretto, Andante, Accelerando, Ritarde, Ritardando, and A Tempo.</li> </ul>	<ul style="list-style-type: none"> <li>-Various tempo singing/movement songs and activities</li> <li>-Enact various tempos through dance and movement</li> <li>-Conducting activities using changing tempo markings</li> <li>-Listening Examples and identify changes in tempo</li> <li>Learn various dances experimenting with different changing tempos. (Students can actually feel changes in tempo as they move)</li> <li>Read choral music incorporating tempo markings in performance.</li> <li>Perform songs using/practicing various tempos on recorders and bells.</li> </ul>	<p>Student’s ability to:</p> <ul style="list-style-type: none"> <li>-Recognize changes in tempo</li> <li>-Demonstrate through performance various tempo changes.</li> <li>-Successfully conduct various tempos from a written score.</li> <li>-Participate in dances which incorporate changing tempos.</li> <li>-Recognize and interpret tempo terms and abbreviations.</li> <li>-Demonstrate the following tempo markings: accelerando, ritardano and a tempo while singing and playing recorder.</li> </ul>

**Connections to Text (Resources) Silver Burdett, “the Music connection” Level 4, Various General Music Methods, Music 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,**

**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	<ul style="list-style-type: none"> <li>-What are the four instrumental families? (Review)</li> <li>-What instruments make up the four families? (Review)</li> <li>-What does each instrumental family contribute to the ensemble?</li> <li>-Can you identify individual instruments/instrumental families while listening to a piece of music?</li> <li>-What should you be listening for when trying to determine the instrumentation used in a piece of music? –What are the tools you could use to help determine the instrumentation?</li> <li>-What is the difference between an orchestra and concert band?</li> <li>-What instrumental family is known as the “Power House” of the band?</li> <li>-What instrumental family makes up the largest group in an orchestra?</li> <li>-What string instruments are used in an orchestra?</li> <li>-What string instruments are not commonly used in an orchestra?</li> <li>-What types of ensembles might use a piano?</li> <li>-What woodwind instruments are not used in an orchestra?</li> <li>-What woodwind instrument is used in a Jazz Ensemble &amp; band but not in an orchestra?</li> <li>-Do certain styles of music indicate the instrumentation used?</li> <li>-What is the difference between a fiddle and a violin?</li> <li>-What types of instruments would be used in a Jazz composition?</li> <li>-What types of instruments would be used in a march?</li> <li>-What instruments are not suited for a marching band? What instruments have evolved which can be used in a marching band?</li> <li>-What types of instruments would be used in a lullaby?</li> <li>-What types of instruments would be</li> </ul>	<p><b>-Students will be able to:</b></p> <ul style="list-style-type: none"> <li>-Identify the four instrumental families. (Brass, WW, String and Percussion)</li> <li>-Identify the members of each of the Instrumental families.</li> <li>-Identify unique characteristics of each family of instruments.</li> <li>-Identify the <b>tone color</b> and <b>timbre</b> of each of the instrumental families.</li> <li>-Identify how sound is produced by each of the instruments in the family.</li> <li>-Identify the difference between an orchestra and a concert band in terms of instrumentation used in each ensemble.</li> <li>-Identify the brass family as the “Power House” of the band.</li> <li>-Identify the string family as the largest family of instruments in an orchestra.</li> <li>-Identify the saxophone as the one woodwind instrument that would not be used in an orchestra.</li> <li>-Identify the guitar and banjo as string instruments that would not be used in an orchestra.</li> <li>-Identify the harp as a member of the orchestra.</li> <li>-Understand that the violin and fiddle is the same instrument. The only difference is the way the instrument is played.</li> <li>-Understand that the <b>style</b> of music does determine the instrumentation used in a performance.</li> <li>-Identify the instruments not suited for a marching band.</li> <li>-Identify instruments which have evolved to accommodate the marching band ensemble. (Electric keyboards, electric bass, batteries operated, amplifiers etc.)</li> <li>-Identify the difference between a lullaby, march, concerto, jazz piece in terms of instrumentation.</li> <li>-Identify various small ensembles by name reflecting the number of performers. Etc. Duet = 2 performers</li> <li>-Identify the importance and role of the conductor.</li> <li>-Understand the importance of tuning when</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstration of instruments</li> <li>-Listening demonstrations and Activities</li> <li>-Identifying instruments by listening to recording or live performances.</li> <li>-Tone Color drill</li> <li>-Instrumental Bingo Game</li> <li>-Matching Games (Instrument with sound)</li> <li>-Tuning exercises</li> <li>-Audio examples of orchestras, Jazz ensembles and concert Bands.</li> <li>-Attend school concerts</li> <li>-Field Trips</li> <li>-Students demonstrating their individual instruments to classmates.</li> <li>-Participation in recorder ensemble.</li> <li>-Participation in concert band ensemble</li> <li>-Video tapes of instrumental ensemble performances</li> <li>-Posters of instruments</li> <li>-Participation in solo, duet, trios, quartets, quintet, sextet and octet ensemble groupings.</li> </ul>	<ul style="list-style-type: none"> <li>-Students ability to identify an instrument in terms of:               <ul style="list-style-type: none"> <li>-Appearance</li> <li>-Family</li> <li>-Method of tone production</li> <li>-Tone color</li> <li>-Parts</li> <li>-Range</li> <li>-Characteristics</li> <li>-Size</li> </ul> </li> <li>-Students ability to understand the importance of tuning when involved in an instrumental ensemble.</li> <li>-Students ability to identify the differences between an orchestra and a concert band ensemble.</li> <li>-Students ability to identify the instrumental families which make up an orchestra and concert band.</li> <li>-Students ability to recognize that certain styles of music use specific instrumentation.</li> </ul>

	<p>used in a Concerto?</p> <ul style="list-style-type: none"> <li>-How can one solo instrument be heard over an entire orchestra?</li> <li>-What is a solo? A duet? A trio? A quartet? A Quintet? A sextet? An Octet?</li> <li>-What instruments make up a string quartet/quintet?</li> <li>-What instruments make up a brass quintet?</li> <li>-What part does a conductor play in a large ensemble?</li> <li>-What does the term "Tuning" mean?</li> <li>-What do the terms flat and sharp mean in terms of tuning.</li> <li>-Why must all the members of an ensemble play in tune?</li> <li>-What affects the tuning of an instrument? Why do instruments need to be tuned every time you play?</li> <li>-How do you tune an instrument? ( Brass, strings and woodwinds)</li> <li>-How do you tune a timpani drum? Why is this percussion tuned?</li> <li>-What is an electronic tuner?</li> <li>-Why do brass instruments need a water key (Spit Valve)?</li> <li>-What is condensation?</li> <li>-What does the term condensation have to do with brass instruments?</li> <li>-What brass instrument does not have water key?</li> <li>-What is the difference between a trumpet and cornet?</li> <li>-What is the difference between a violin, viola, cello and string bass?</li> </ul>	<p>playing in an ensemble.</p> <ul style="list-style-type: none"> <li>-Identify the tuning procedures for each family of instruments.</li> <li>-Identify the factors which affect tuning.</li> <li>-Identify what it means for an instrument to be sounding "Flat" or "Sharp" in terms of tuning</li> <li>-Identify the water key and its purpose on brass instruments.</li> <li>-Identify how the size of the instrument affects the sound/pitch of the instrument.</li> </ul>		
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<p><b>Connections to Text (Resources) Silver Burdett "Music Magic" Video Series, Instrumental families, Instrumental Posters, Worksheets, Listening exercises and examples, Orchestral and Concert Band Music</b>  <b>Time: On Going</b></p>
<p><b>Connections to Technology: DVD, CDS, Videos</b></p>
<p><b>Key Vocabulary: Tone Color, orchestra, styles, concerto, solo, duet, trio, quartet, quintet, sextet, octet tuning , instrumental families, names of instruments, tone production, range,</b></p>



**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?**

<b>Performance Indicators</b>	<b>Guided Questions</b>	<b>Essential Knowledge &amp; Skills</b>	<b>Classroom Ideas (Instructional Strategies)</b>	<b>Assessment Ideas (Evidence of Learning)</b>
Standards 1,2,3 & 4	<ul style="list-style-type: none"> <li>-What is a melody?</li> <li>- How do you make a melody?</li> <li>-What is a monotone voice?</li> <li>-What makes a melody interesting? Boring?</li> <li>-How do we sing/play melodies?</li> <li>-How do notes move?</li> <li>-What kind of melody do you enjoy listening to?</li> <li>-What things should a composer keep in mind when writing a melody line?</li> <li>-What is a bass clef sign?</li> <li>-What is another name for the bass clef? Why?</li> <li>-What instruments/voices read notes on the bass clef Staff?</li> <li>-What are the notes on the bass clef staff?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Identify upward and downward movement of notes.</li> <li>-Identify steps, leaps and repeats in note movement.</li> <li>-Identify short melody patterns by charting the contour.</li> <li>-Identify the bass clef sign.</li> <li>-Understand why it is also called the f clef sign.</li> <li>-Demonstrate some instruments that read the bass clef notes.</li> <li>-Read the notes on the bass clef staff.</li> <li>-Transfer their bass clef note reading skills to the diatonic bells.</li> </ul>	<ul style="list-style-type: none"> <li>-Sing with recordings</li> <li>-Sing with piano</li> <li>-Shape Contour of song in the air</li> <li>-Draw Contour of song on paper.</li> <li>-Make up original melodies on Diatonic bells.</li> <li>-Notate original melodies on staff paper.</li> <li>-Learn to read notes using the recorders.</li> <li>-Transfer note reading skills to fingering on the recorders.</li> <li>-Bass clef note reading drill and exercises.</li> <li>Lines: <b>G</b>arbage <b>B</b>ags <b>D</b>on't <b>F</b>all <b>A</b>part</li> <li>Spaces: <b>A</b>ll <b>C</b>ars <b>E</b>at <b>G</b>as</li> <li>-Sight reading exercises</li> <li>-Decode Word Game using Bass clef notes.</li> <li>-Perform written notation on diatonic bells.</li> </ul>	<ul style="list-style-type: none"> <li>-Students ability to change pitches while singing.</li> <li>-Students ability to convey the contour of a song on paper or through movement.</li> <li>-Students ability to create an original melody , notating it on staff paper and performing it -on bells.</li> <li>-Students ability to read notes on the bass clef staff.</li> <li>-Students ability to transfer note reading skills to the diatonic bells.</li> </ul>

**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**

**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?”**

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas	Assessment Ideas
<p>Standards 1,2,3, &amp; 4</p>	<ul style="list-style-type: none"> <li>-Why could music be considered a study in Social Studies?</li> <li>-How can we use music to help us understand and learn more about historical events?</li> <li>Examples:                             <ul style="list-style-type: none"> <li>American Revolution</li> <li>Underground Railroad</li> <li>Civil War</li> <li>Slavery</li> <li>New York History</li> </ul> </li> <li>-How is music a sort of tool which has helped to preserve historical information throughout history?</li> <li>-How can music help us learn facts about the State of New York or any state or country?</li> <li>-What famous songs reflect the history of New York State?</li> <li>-How can music convey the emotions and way of life (culture) of people of the past?</li> <li>-What types of songs were written during the American Revolution and Civil War? What was the purpose of the songs?</li> <li>-What instruments were used during this time period?</li> <li>-What is a fife? What instrument do we play today that is very similar to a fife?</li> <li>-What type of music was sung by slaves?</li> <li>-What is an African American Spiritual?</li> <li>-What is a Work Song?</li> <li>-What is a Sea Shanty?</li> <li>- What instruments were used by the slaves to accompany their singing? Did they use instruments?</li> <li>-What does the term a cappella mean?</li> <li>-What holidays do people celebrate in different parts of the world?</li> <li>-How do cultures around the world compare and contrast?</li> <li>-What is a recorder?</li> <li>-How long has the recorder been used as a musical instrument?</li> <li>-What were the first recorders made out of? Why are some made out of plastic today?</li> <li>-What instrumental family does the recorder belong to?</li> <li>-How do you play a recorder?</li> <li>-What period of history was the recorder most popular?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-Understand how we can use music to help us understand and learn more about historical events.</li> <li>-Identify and sing songs pertaining to New York State, American Revolution, Underground Railroad, Civil War, and slavery.</li> <li>-Understand why music can be considered a type of tool which has helped to preserve historical information.</li> <li>-Learn historical facts while singing songs pertaining to an historical event or period in history.</li> <li>-Understand that music can convey the emotions and way of life (culture) of people of the past? Music can also tell us a lot about the every day lives of people who lived long ago.</li> <li>-Understand that certain types of music were written for specific historical events.</li> <li>-Identify specific instruments used during the Civil War, Revolution and by slaves.</li> <li>-Understand that most African American spirituals were sung a cappella.</li> <li>-Understand the meaning of the term a cappella and will attempt to sing an a cappella example of music.</li> <li>-Understand why A cappella singing is more challenging for the performer than singing with accompaniment.</li> <li>-Sing examples of Spirituals, Work Songs and Sea shanties.</li> <li>-Understand the difference between a Work Song and a Sea Shantey.</li> <li>-Explore different experiences, beliefs, motives and tradition of people living in diverse settings.</li> <li>-Participate in activities, songs and dances which represent various cultures and traditions.</li> <li>-Observe different types of instruments used around the world.</li> <li>-Understand the history and development of the recorder.</li> <li>-Perform in a recorder ensemble.</li> <li>-Understand that the recorder was once made out of wood.</li> <li>-Understand that the recorder was very popular in the music of the Renaissance and Baroque periods.</li> </ul>	<ul style="list-style-type: none"> <li>-“The Music Connection” Series</li> <li>-Classroom discussion</li> <li>-Sing Songs pertaining to New York State, American Revolution, Underground Railroad, Civil War and Slavery.</li> <li>-DVD’s and Movies</li> <li>-Sing and dances relevant to the period</li> <li>-Discuss celebrations and the role of music during the celebrations.</li> <li>-Demonstrate various instruments popular during the time period studied.</li> <li>-Perform 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?</li> <li>-Perform a spiritual a capella.</li> <li>-Perform examples of Work Songs and Sea Shanties.</li> </ul>	<ul style="list-style-type: none"> <li>-Students ability to perform various types of music which reflect the culture and important periods in history.</li> <li>-Students ability to participate in dances and musical activities which help to reenact historical events and celebrations.</li> <li>-Students ability to participate in an A Capella performance of an African American Spiritual.</li> <li>-Students ability to read stories and sing songs about important historical events and celebrations.</li> </ul>

**Connections to Text:** The Music Connection Series, Choral Music, Classroom Social Studies Textbooks, library references

**Connections to Technology:** Listening Examples, Movies, DVDs

**Key Vocabulary:** African American Spirituals, A Capella, Sea Shanty, Work Songs, Underground Railroad, customs, celebration, holidays

**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	<ul style="list-style-type: none"> <li>-What makes a great <b>Performance</b>?</li> <li>-What is a performance?</li> <li>-What is the purpose of a <b>“Dress Rehearsal?”</b></li> <li>-What happens if you should make a mistake or something goes wrong during a performance?</li> <li>_How does the human voice work?</li> <li>-Why do voices change as we get older?</li> <li>-What is meant by good <b>“Tone Quality?”</b></li> <li>- Why is everyone’s voice <b>unique/different?</b></li> <li>-Can the human voice be considered an instrument?</li> <li>-What is the difference between a <b>speaking voice and a singing voice?</b></li> <li>-What are some different types of voices in terms of <b>quality</b>?</li> <li>-What is the difference between <b>harsh sounds vs. loud sounds?</b></li> <li>-What does the term <b>annunciation</b> mean?</li> <li>-What different <b>effects</b> can we produce with the human voice?</li> <li>-What does proper <b>breathing</b> do to help the <b>vocalist</b>?</li> <li>-How is sound produced on a recorder?</li> <li>-What causes a “Squeak” sound When playing a recorder?</li> <li>-How do you change pitch on recorders?</li> <li>-What does it mean to <b>“Blend”</b>, in terms of musical sound?</li> <li>-What character traits must ensemble members possess?</li> <li>-What does a <b>good rehearsal</b> include?</li> <li>-What is meant by the following: “Good practice makes perfect!”</li> <li>-What is <b>harmony</b>?</li> <li>-What musical tools must you use when singing 2 part harmony?</li> <li>-What is a <b>partner song</b>?</li> <li>-What is a <b>musical round</b>?</li> </ul>	<ul style="list-style-type: none"> <li>-Students will be able to:               <ul style="list-style-type: none"> <li>-Name and experience the essential elements necessary in the preparation of a musical performance.</li> <li>-Draw from coping skills in order to handle mistakes during performances</li> </ul> </li> <li>-Identify key elements essential for Vocal production.</li> <li>-Identify parts of the human anatomy used in vocal production. <b>Voice Box, Larynx, vocal chords.</b></li> <li>-Identify different types of voices in terms of pitch, quality, volume and clarity.</li> <li>-Participate in vocal exercises to help develop better vocal annunciation and breathing skills for singing.               <ul style="list-style-type: none"> <li>--Incorporate proper vocal skills and training in their performance.</li> </ul> </li> <li>-Demonstrate music reading skills while playing an instrument: Recorder</li> <li>-Demonstrate the fingerings for the notes which make up a one octave C Major scale.</li> <li>-Perform as a valuable member of a recorder ensemble.</li> <li>- Musically “Blend” while performing within the ensemble setting.</li> <li>-Identify and use proper practice Techniques during individual practice time.</li> <li>-Demonstrate their musical skills while Singing two part harmony within a choral setting.</li> <li>-Participate in partner songs and musical rounds within a choral setting.</li> </ul>	<p><u>Various Performance Opportunities</u></p> <ul style="list-style-type: none"> <li>-Grade 4 Chorus</li> <li>-Vocal warm-ups and exercises</li> <li>-Elementary Band</li> <li>-Recorder Ensemble</li> <li>-Solo Opportunities</li> <li>-Score Reading Skills</li> <li>-Instrumental lessons</li> <li>-Solo Music Festivals</li> <li>-Adjudication/End of Yr. Trip/ Performance</li> <li>-Home practice</li> <li>-Theater Experience</li> <li>-Attend performances</li> <li>-Watch and discuss taped Performances in class.</li> </ul> <p>Discuss Character Traits necessary to be a good musician and ensemble member.</p> <p>DVD “The Human Voice” “Your Voice is You!” Class discussion and vocal examples.</p> <p>Recorder Ensemble and individual Practice.</p> <p>Sight reading exercises and drill.</p> <ul style="list-style-type: none"> <li>-Listing examples</li> <li>-Diagrams</li> </ul>	<p>Students will demonstrate their performance skills by doing just that...performing!</p> <p>Students will be graded during their lessons and rehearsals.</p> <p>Students will be graded on the following:</p> <ol style="list-style-type: none"> <li>1. Preparation</li> <li>2. Enthusiasm/Effort</li> <li>3. Attendance</li> <li>4. Musicianship</li> <li>5. Performance</li> </ol> <p>-Ability to harmonize with one other vocal part.</p>

**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
Standards 1,2,3,& 4	<p>What is the purpose of meter?            What does a meter tell you?            What is a music measure?            What is a bar line?            Why must a musician know how to count rhythms?            What do music and math have in common?            What does a dot do to the value of a note it follows?            What is a pick-up note?</p> <p>What is the purpose/job of the Conductor?</p> <p>What is the purpose of a Musical tie?</p> <p>What is improvisation?</p> <p>What is a fermata?</p> <p>How does changing meter effect movement/dance steps?</p> <p>What is Tempo?            How can a tempo change in the middle of a song?            What does the term “A Tempo” mean?</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-Demonstrate meter in 2, 3 &amp;,4 through performance &amp; movement.</li> <li>-Compose a 6 measure rhythmic piece.</li> <li>-Count and perform rhythmic notation.</li> <li>-Explain dotted rhythms</li> <li>-Identify rhythmic notation in terms of name, symbol and value.</li> <li>-Identify rhythmic rest notation in terms of name, symbol and value.</li> </ul> <p>-Demonstrate conducting patterns for 2, 3, 4, meter.</p> <p>-Identify and perform musical tied Rhythms.</p> <p>Improvise various rhythms</p> <p>-Identify and perform a fermata</p> <p>-Change movement and dance steps to Accompany changing meter.</p> <p>-Identify style of music by meter.(Ex. Waltz in 3)</p> <p>-Identify changing tempos.</p> <p>-Identify tempo markings and terms in a music score.            (Andante, Largo, Allegretto, Allegro, Presto, Accelerando, Ritardando, Poco A Poco, A Tempo)</p>	<ul style="list-style-type: none"> <li>-Measure Completion Exercises</li> <li>- Rhythmic Notation/Value Drill</li> <li>-Aural Rhythmic Dictation Exercises</li> <li>-Rhythmic Math Games</li> <li>-Count/Clap written rhythms</li> <li>-Use Drum Sticks and Pads</li> <li>-Participate in rhythmic ensemble</li> <li>-Reading rhythmic Scores</li> </ul> <p>-Conducting practice</p> <p>-Sight reading examples</p> <p>-Improvisation Exercises</p> <p>-Listening Exercises</p> <p>-Dance movements Exercises</p> <p>-Improvise and read and perform Rhythmic dance accompaniment On percussion instruments</p> <p>-Perform various tempos on percussion instruments.</p> <p>- Recite a poem using various tempos</p> <p>-Movement and Listening exercises.</p>	<ul style="list-style-type: none"> <li>-Original Rhythmic Composition</li> <li>-Worksheets</li> <li>-Elementary Band Experience</li> <li>-Elementary Chorus Experience</li> <li>-Performance</li> <li>-Sight Singing</li> <li>-Reading Vocal Score</li> </ul> <p>-Conduct Patterns</p> <p>-Perform written rhythmic notation on a recorder &amp; percussion instruments.</p> <p>-Perform as member of Recorder Ensemble</p> <p>-Perform as a member of a percussion Ensemble.</p> <p>-Recognize meter changes through movement and dance.</p> <p>-Recognize tempo changes, symbols and terms.</p> <p>_Perform various Tempo markings and changes.</p>

**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.**

**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?**

<b>Performance Indicators</b>	<b>Guided Questions</b>	<b>Essential Knowledge &amp; Skills</b>	<b>Classroom Ideas</b>	<b>Assessment Ideas</b>
Standards 1,2,3,& 4	<ul style="list-style-type: none"> <li>-What does the term tempo mean?</li> <li>-Why is tempo important in music?</li> <li>-How do composers indicate the tempo to be performed in a composition?</li> <li>-What is a tempo marking?</li> <li>-Where do tempo markings usually appear in a score?</li> <li>-Can tempos change within a piece of music? How?</li> <li>-Why is it important to have tempo changes throughout a piece of music?</li> <li>-Why do we use symbols and abbreviations for many tempo markings in a score?</li> <li>-Why are so many of the tempo markings written in a foreign language?</li> <li>-How are dynamics sometimes affected by tempo changes? Why? What kind of problems may this cause in a performance?</li> <li>-What tricks can you use to keep an accurate tempo?</li> <li>-What is another helpful tool to use for maintaining tempos while performing?</li> <li>-What role does a conductor play in terms of tempo?</li> <li>-What do the following terms mean: Allegro, Largo, Presto, Lento, Allegretto and Andante.</li> <li>-What terms are used for gradual changes in tempo?</li> <li>-What does the term “<b>A Tempo</b>” mean?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-Read and understand various tempo markings in a written score.</li> <li>-Perform various tempos markings in a written score.</li> <li>-Recognize and interpret tempo symbols and abbreviations.</li> <li>-Understand that most of the tempo markings are written in Latin, Italian and German.</li> <li>-Pronounce various tempo markings and explain their meaning.</li> <li>-Interpret and perform tempo changes within a written score.</li> <li>-Interpret and perform gradual tempo changes within a written score. (Accelerando and ritardando or ritarde)</li> <li>-Interpret and perform an example of an “A Tempo” in a written score.</li> <li>-Use helpful tools and devices to maintain and set correct tempos.</li> <li>-Practice foot tapping to keep a steady tempo.</li> <li>-Identify the conductor as a useful tool in establishing and maintaining tempos when performing in an ensemble.</li> <li>-Define, interpret and perform examples of each of the following tempo markings: Allegro, Largo, Presto, Lento, Allegretto, Andante, Accelerando, Ritarde, Ritardando, and A Tempo.</li> </ul>	<ul style="list-style-type: none"> <li>-Various tempo singing/movement songs and activities</li> <li>-Enact various tempos through dance and movement</li> <li>-Conducting activities using changing tempo markings</li> <li>-Listening Examples and identify changes in tempo</li> <li>Learn various dances experimenting with different changing tempos. (Students can actually feel changes in tempo as they move)</li> <li>Read choral music incorporating tempo markings in performance.</li> <li>Perform songs using/practicing various tempos on recorders and bells.</li> </ul>	<p>Student’s ability to:</p> <ul style="list-style-type: none"> <li>-Recognize changes in tempo</li> <li>-Demonstrate through performance various tempo changes.</li> <li>-Successfully conduct various tempos from a written score.</li> <li>-Participate in dances which incorporate changing tempos.</li> <li>-Recognize and interpret tempo terms and abbreviations.</li> <li>-Demonstrate the following tempo markings: accelerando, ritardano and a tempo while singing and playing recorder.</li> </ul>

**Connections to Text (Resources) Silver Burdett, “the Music connection” Level 4, Various General Music Methods, Music 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,**