

## 2022-2023-Fourth Grade-Music-Semester 1

### Big Ideas:

Students will experience singing and playing with proper technique and with standard notation and expression.

Students will create musical ideas through improvisation and composition using standard notation.

Students will evaluate musical works and performances.

Students will demonstrate appropriate performance and audience behavior.

### Essential Questions:

PERFORM: How do musicians select, study, rehearse and perform music?

CREATE: How do musicians brainstorm, develop, and share creative ideas?

RESPOND: How do musicians evaluate and experience music?

CONNECT: How do musicians connect music to their own lives and the world around them?

Standards	Student Friendly "I Can" Statements
<p style="text-align: center;"><b>PERFORM</b></p> <p><b>4.GM.P1.A</b> Demonstrate (through performance) and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.</p> <p><b>4.GM.P1.B</b> Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.</p> <p><b>4.GM.P1.C</b> Explain how context (such as social and cultural) informs a performance.</p>	<p style="text-align: center;"><b>PERFORM</b></p> <p>I can explain how music is chosen for performance.</p> <p>I can perform patriotic music.</p> <p>I can demonstrate music concepts through movement and/ or performance.</p> <p>I can explain how culture influences a performance.</p> <p>I can read music in order to perform it.</p>

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<p><b>4.GM.P1.D</b> When analyzing selected music, read and perform using standard notation (including treble clef) with voice, body percussion, and/or instruments.</p> <p><b>4.GM.P2.A</b> Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of solo/ensemble rehearsals/performances.</p> <p><b>4.GM.P2.B</b> Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.</p> <p><b>4.GM.P3.A</b> Sing, alone and with others, with expression, technical accuracy, and appropriate interpretation* <i>Pitch matching games, sol-la-do-re-mi-sol-la-do’ patterns, extended pentatonic/diatonic melodies, questions/answers, in circle formation, in 169 major/minor, in canon, partner songs, and with proper posture/diction/tone/breath support/placement.</i></p> <p><b>4.GM.P3.B</b> Using body percussion or instruments, perform instrumentally (pitched/unpitched), alone and with others, with expression, technical accuracy, and appropriate interpretation* <i>Standard notation, ascending/descending, canon, pitched accompaniment, a chord/broken chord/level bordun, extended rhythm patterns, appropriate technique (mallet technique, tone, etc.), with a conductor in various tempi/dynamics, and a melody.</i></p> <p><b>4.GM.P3.C</b> Perform appropriately for the audience and context; demonstrate appropriate posture, and evaluate performance etiquette.</p> <p><b>4.GM.P3.D</b> Demonstrate appropriate audience behavior, and evaluate student behavior during a performance.</p>	<p>I can use a rubric my teacher gives me to evaluate a group or solo performance.</p> <p>I can identify challenges in rehearsing music.</p> <p>I can rehearse to improve the accuracy and expression in my performance.</p> <p>I can sing alone and with others using good posture, diction, breath control and tone.</p> <p>I can play major or minor melodies.</p> <p>I can play with dynamics, phrasing, and appropriate tempos.</p> <p>I can follow the conductor.</p> <p>I can play with correct technique.</p> <p>I can show appropriate performance behavior with correct posture.</p> <p>I can evaluate etiquette during a performance.</p> <p>I can demonstrate appropriate audience behavior.</p> <p>I can evaluate audience behavior during a performance.</p> <p style="text-align: center;"><b>CREATE</b></p> <p>I can improvise pentatonic melodies in major.</p> <p>I can improvise simple accompaniments.</p>

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<p style="text-align: center;"><b>CREATE</b></p> <p><b>4.GM.Cr1.A</b> Use pentatonic melodies in major/minor, simple accompaniments, introductions, codas, or question/answer phrases to improvise rhythmic, melodic, harmonic, and/or movement ideas within a context (such as social, cultural, historical, etc.).</p> <p><b>4.GM.Cr1.B</b> Use parameters such as improvising/composing a 2-4 measure musical idea, a pentatonic melody, or a rhythm pattern using grade appropriate note values in binary/ternary form to generate musical ideas within a given tonality, form, and/or rhythmic set.</p> <p><b>4.GM.Cr2.A</b> Using musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas for arrangement, improvisation, or composition.</p> <p><b>4.GM.Cr2.B</b> Use notation and/or recording technology to document personal musical ideas (such as grade-appropriate rhythm/melodic pattern, simple harmonies, introduction, coda, interlude, etc.).</p> <p style="text-align: center;"><b>RESPOND</b></p> <p><b>4.GM.R1.A</b> Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts (such as how music listening is influenced by interests, etc.).</p> <p><b>4.GM.R1.C</b> Demonstrate an understanding of the elements of music applied to a listening example using teacher-given vocabulary (such as</p>	<p>I can improvise question/answer phrases.</p> <p>I can create a musical idea following specific guidelines. <i>(for example, compose 2-4 measures, improvise using paired eighth notes, quarter notes and rests, half notes and rests, and whole notes and rests in binary form).</i></p> <p>I can demonstrate a personal choice when selecting a musical idea.</p> <p>I can write my personal musical ideas using notation and musical symbols discussed in class.</p> <p>I can record my musical ideas using technology.</p> <p style="text-align: center;"><b>RESPOND</b></p> <p>I can explain how my life connects me to music selections. I can demonstrate how my life connects me to music selections.</p> <p>I can identify elements of music in a listening example. For example, form and specific instruments. I can demonstrate how music concepts are used by performers to show meaning of song or what the composers wanted. For example, tempo and mood.</p> <p>I can explain how music concepts are used by performers to show meaning of song or what the composers wanted. For example, tempo and mood.</p> <p style="text-align: center;"><b>CONNECT</b></p>

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<p>different sections of complex forms, teacher-selected orchestral instruments, etc.).</p> <p><b>4.GM.R2.A</b> Demonstrate and explain how music concepts are used by performers to reflect intent (such as comparing how tempo could be used in different arrangements to create a different mood).</p> <p style="text-align: center;"><b>CONNECT</b></p> <p><b>4.GM.Cn1.A</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as identifying pieces of music that are important to one's family or how music is used in daily life).</p>	<p>I can show how music is important to one's family.</p> <p>I can show how music is used in my daily life.</p>

## 2022-2023-Fourth Grade-Music-Semester 2

### Big Ideas:

Students will improvise their own musical ideas.

Students will demonstrate an understanding of relationships between music and other disciplines.

Students will play accompaniments and melodies using specific note values.

Students will use music symbols in their musical ideas.

### Essential Questions:

PERFORM: How do musicians select, study, rehearse and perform music?

CREATE: How do musicians brainstorm, develop, and share creative ideas?

RESPOND: How do musicians evaluate and experience music?

CONNECT: How do musicians connect music to their own lives and the world around them?

Standards	Student Friendly "I Can" Statements
<p style="text-align: center;"><b>PERFORM</b></p> <p><b>4.GM.P1.A</b> Demonstrate (through performance) and explain how the selection of music to perform is influenced by personal interest ,knowledge, context, and technical skill.</p> <p><b>4.GM.P1.B</b> Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.</p> <p><b>4.GM.P1.D</b> When analyzing selected music, read and perform using standard notation (including treble clef) with voice, body percussion, and/or instruments.</p> <p><b>4.GM.P2.A</b> Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of solo/ensemble rehearsals/performances.</p>	<p style="text-align: center;"><b>PERFORM</b></p> <p>I can select a song to perform alone or with a group based on the context. (e.g. the location of the performance or the context in which the music was written, such as a spiritual)</p> <p>I can demonstrate music concepts through movement and/ or performance.</p> <p>I can read music in order to perform it.</p> <p>I can develop criteria with my teacher and classmates to evaluate and improve a performance.</p> <p>I can sing alone and with others using expression.</p>

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<p><b>4.GM.P3.A</b> Sing, alone and with others, with expression, technical accuracy, and appropriate interpretation*  <i>Pitch matching games, sol-la-do-re-mi-sol-la-do' patterns, extended pentatonic/diatonic melodies, questions/answers, in circle formation, in 169 major/minor, in canon, partner songs, and with proper posture/diction/tone/breath support/placement.</i></p> <p><b>4.GM.P3.B</b> Using body percussion or instruments, perform instrumentally (pitched/unpitched), alone and with others, with expression, technical accuracy, and appropriate interpretation*  <i>Standard notation, ascending/descending, canon, pitched accompaniment, a chord/broken chord/level bordun, extended rhythm patterns, appropriate technique (mallet technique, tone, etc.), with a conductor in various tempi/dynamics, and a melody.</i></p> <p style="text-align: center;"><b>CREATE</b></p> <p><b>4.GM.Cr1.A</b> Use pentatonic melodies in major/minor, simple accompaniments, introductions, codas, or question/answer phrases to improvise rhythmic, melodic, harmonic, and/or movement ideas within a context (such as social, cultural, historical, etc.).</p> <p><b>4.GM.Cr1.B</b> Use parameters such as improvising/composing a 2-4 measure musical idea, a pentatonic melody, or a rhythm pattern using grade appropriate note values in binary/ternary form to generate musical ideas within a given tonality, form, and/or rhythmic set.</p> <p><b>4.GM.Cr3.A</b> Interpret and apply collaboratively developed feedback to revise personal music over time, such as a created introduction, sequence, interlude, and/or coda.</p>	<p>I can play instruments correctly alone and with others.</p> <p>I can play alone and with others.</p> <p style="text-align: center;"><b>CREATE</b></p> <p>I can improvise pentatonic melodies in minor.</p> <p>I can improvise a coda.</p> <p>I can create a musical idea following specific guidelines. <i>(for example, compose 2-4 measures, improvise using paired eighth notes, quarter notes and rests, half notes and rests, and whole notes and rests in ternary form).</i></p> <p>I can add to and change my personal music using introduction, interlude, and coda.</p> <p>I can create a final version of my personal musical idea using my voice, instruments, or movement.</p> <p>I can demonstrate my final version through a performance of my musical idea.</p> <p style="text-align: center;"><b>RESPOND</b></p> <p>I can demonstrate how music symbols and concepts are used for a specific purpose.</p> <p>I can evaluate a musical work using musical terms.</p>

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<p><b>4.GM.Cr3.B</b> Demonstrate a final version of personal musical ideas using created vocal, instrumental, or movement pieces through performance.</p> <p style="text-align: center;"><b>RESPOND</b></p> <p><b>4.GM.R1.B</b> Demonstrate and explain how specific music concepts (such as form, timbre, etc.) are used to support a specific purpose in music (such as social and cultural contexts) through various means (such as manipulatives, movement, and/or pictorial representation).</p> <p><b>4.GM.R3.A</b> Evaluate musical works and performances, applying established criteria.</p> <p style="text-align: center;"><b>CONNECT</b></p> <p><b>4.GM.Cn2.A</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as the connection between fractions and rhythm values).</p>	<p style="text-align: center;"><b>CONNECT</b></p> <p>I can show the relationship between music and daily life.</p> <p>I can show the relationship between music and other subjects.</p>