Grade 4 Visual & Performing Arts  
Music 4

Creating A

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 4 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others ideas and expressing their own clearly.

Reading: Informational Text

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OH Grade 4 OH: Fine Arts - Music (2012)

Music

Perceiving/Knowing/Creating (CE)

1CE Classify instruments by the four families of the orchestra.

2CE Describe the way sound is produced by various instruments and the human voice

3CE Listen, identify and respond to music of different composers and world cultures.

4CE Discuss the lives and times of composers from various historical periods.

5CE Identify and respond to basic music forms (e.g., AABA and rondo).

6CE Identify elements of music using developmentally appropriate vocabulary.

OH Kindergarten OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

**Form**

* basic music forms

**Performance Observation**

* instrument family classification
* instrument identification
* voice identification

**Cross-Curricular Connections**

* various cultures (social studies)
* composers and musical periods (history)
* sound production (science)

Skills

1. Classify instruments.
2. Describe the way sound is produced.
3. Listen to music.
4. Identify music.
5. Respond to music.
6. Discuss the lives and times of composers.
7. Identify basic music forms.
8. Respond to basic music forms.
9. Identify elements of music.
10. Demonstrate independence.
11. Build knowledge of music.
12. Respond to demands of audience, task, purpose, and discipline.
13. Value evidence.
14. Understand different cultures and perspectives.
15. Engage in collaborative discussions.
16. Demonstrate command of written and spoken English.
17. Refer to details and examples in a text.
18. Determine the main idea of a text.
19. Explain ideas in a historical text.

Essential Questions

1. Why do various instruments produce different sounds?
2. How are rhythm and fractions related?

Standards Vocabulary

1. classify
2. describe
3. identify
4. respond
5. discuss
6. world culture

Additional Vocabulary

1. four families
2. string
3. woodwind
4. brass
5. multicultural
6. percussion
7. AABA
8. rondo
9. elements of music
10. historical period

Stage 2: Assessment Evidence

Orchestral Instruments

Diagnostic: Class Discussion

Teacher guides students in classification of instruments by family.

Composers and Periods

Formative: Interactive Media

Teacher observes and assesses students as they play a game to learn about composers and historical periods.

Rondo

Formative: Aural Assessment

Teacher assesses students' word pattern creation in standard rondo form as an exit ticket (i.e., soccer ball, baseball, soccer ball, basketball, soccer ball.)

Resources

Stage 3: Learning Plan

Learning Experiences

1. Lecture/Inquiry: Orchestral Instruments. Students will classify instruments by the four orchestral families. (See Links for interactive chart for this lesson.)
2. Games: Composers and Periods. Students will play "Composer Time Machine" to explore the lives and times of composers from historical periods. (See Links for detailed information regarding this lesson.)
3. Guided and Shared Listening: Viennese Musical Clock. Students will listen and respond with movement to a selection in rondo form (i.e., "Viennese Musical Clock"). (See Links for detailed information regarding this lesson.)
4. Independent Work: Lives of Composers. Students will research the life stories of some composers from different time periods to determine how their culture and time in history affected their music. Students will then share their findings orally with the class.

Resources

* Orchestral Instruments (<http://classicsforkids.com/music/orchestra.asp>)

Resources

1. **iPad Resources**
2. **Literature Connections**  
   *150 American Folk Songs to Sing, Read, and Play* by B.H. Kodaly  
   *Sail Away* by B.H. Kodaly  
   *D.R.U.M. (Discipline, Respect, and Unity through Music)* by Jim Solomon

*Those Amazing Musical Instruments!: Your Guide to the Orchestra Through Sounds and Stories (Naxos Books)* by Genevieve Helsby  
*Story of the Orchestra: Listen While You Learn About the Instruments, the Music and the Composers Who Wrote the Music!* by Robert Levine  
*Can You Hear It?* by William Lach  
*Ludwig Van Beethoven (Getting to Know the World's Greatest Composers)* by Mike Venezia

*What's So Great About Beethoven?: A Biography of Ludwig van Beethoven Just for Kids! (What's So Great About... Book 10)* by Sam Rogers  
*Who Was Wolfgang Amadeus Mozart? (Who Was...?)* by Yona Z. McDonough  
*What's So Great About Bach?: A Biography of Johann Sebastian Bach Just for Kids!* by Sam Rogers  
*What's So Great About Chopin?: A Biography of Frederic Chopin Just for Kids! (What's So Great About... Book 11)* by Sam Rogers

Resources

* Carnegie Hall Music Educators Toolbox: Grade 4 (<http://www.carnegiehall.org/uploadedFiles/Resources_and_Components/PDF/WMI/Toolbox_Grade4_SummativeAssessment.pdf>)

Grade 4 Visual & Performing Arts  
Music 4

Performing A

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 4 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 4 OH: Fine Arts - Music (2012)

Music

Producing/Performing (PR)

1PR Sing a varied repertoire with accurate rhythm and pitch and expressive qualities individually and with others.

2PR Use the head voice to produce a light, clear sound employing breath support and maintaining appropriate posture.

3PR Play a variety of classroom instruments with proper technique.

4PR Sing, move and respond to music from world cultures and different composers.

5PR Improvise and compose short compositions using a variety of classroom instruments and sound sources.

6PR Read, write and perform using sixteenth through whole note values including syncopated rhythms in 2/4, 3/4 and 4/4 meter.

7PR Read, write and perform in treble clef extended pentatonic melodies G, F and C.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

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Content

**Pitch**

* pitch accuracy
* notation

**Rhythm**

* steady beat
* rhythm accuracy
* notation

**Form**

* phrases

**Performance Technique**

* head voice
* appropriate posture
* pitch and rhythm accuracy
* expression
* breath support
* appropriate instrument use

**Cross-Curricular Connections**

* various cultures (social studies)
* composers (history)

Skills

1. Sing varied repertoire.
2. Use the head voice.
3. Employ breath support.
4. Maintain appropriate posture.
5. Play instruments.
6. Sing music.
7. Move to music.
8. Respond to music.
9. Improvise short compositions.
10. Compose short compositions.
11. Read rhythms.
12. Write rhythms.
13. Perform rhythms.
14. Read extended pentatonic melodies.
15. Write extended pentatonic melodies.
16. Perform extended pentatonic melodies.
17. Demonstrate independence.
18. Build knowledge of music.
19. Respond to demands of audience, task, purpose, and discipline.
20. Value evidence.
21. Understand different cultures and perspectives.

Essential Questions

1. How does being able to identify and describe the elements of music aid in reading and writing music?
2. How can the technique and expression of a musician be used to improve the quality of his or her performance?

Standards Vocabulary

1. composition
2. improvise

Additional Vocabulary

1. repertoire
2. accurate
3. expression
4. multicultural
5. breath support
6. sound source
7. sixteenth note
8. sixteenth rest
9. whole note
10. whole rest
11. syncopation

Stage 2: Assessment Evidence

Rhythm

Formative: Cooperative Group Work

Teacher guides students' creation of syncopated rhythm patterns and assesses students' performance of them.

Melody

Formative: Cooperative Group Work

Teacher guides students' creation of extended pentatonic melodic patterns and assesses students' performance of them.

Recorder

Formative: Performance

Teacher observes students' ability to accurately play a folk song using proper playing technique.

Rondo Composition

Summative: Music Comprehension

Teacher observes students' short rhythm rondo composition and assesses class performance of rondos with body percussion or classroom instruments.

Stage 3: Learning Plan

Learning Experiences

1. Drill and Practice: Rhythm. Teacher will lead students in creation of rhythmic patterns, focusing on syncopated rhythms. Students will then perform the patterns as classroom percussion ensembles (i.e., *World Rhythms* by Higgins and Shank).
2. Drill and Practice: Melody. Teacher will lead students in creation of extended pentatonic melodic patterns. Students will then vocally perform the patterns using a system (i.e., solfege, numbers, letters).
3. Demonstrating: Recorder. Students will play a simple folk song on the recorder.
4. Demonstrating: Rondo Composition. In small groups, students will create a rondo form composition using known rhythms and time signatures. Each group will then perform it using body percussion or classroom instruments.

Resources

1. **iPad Resources**
2. **Literature Connections**  
   *150 American Folk Songs to Sing, Read, and Play* by B.H. Kodaly  
   *Sail Away* by B.H. Kodaly  
   *D.R.U.M. (Discipline, Respect, and Unity through Music)* by Jim Solomon

*From Sea to Shining Sea: A Treasury of American Folklore and Folk Songs* by Amy L. Cohn  
*Gonna Sing My Head Off!: American Folk Songs for Children [Collected and Arranged for Piano and Guitar]* compiled by Kathleen Krull  
*American Folk Songs for Children* edited by Ruth Seeger  
*My First Recorder: Learn To Play* by Ben Parker

Resources

* Carnegie Hall Music Educators Toolbox: Grade 4 (<http://www.carnegiehall.org/uploadedFiles/Resources_and_Components/PDF/WMI/Toolbox_Grade4_SummativeAssessment.pdf>)

Grade 4 Visual & Performing Arts  
Music 4

Reflecting A

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 4 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others ideas and expressing their own clearly.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OH Grade 4 OH: Fine Arts - Music (2012)

Music

Responding/Reflecting (RE)

1RE Explain how the elements and subject matter of music connect with disciplines outside the arts.

2RE Describe the connection between emotion and music in selected musical works.

5RE Interpret a selected musical work using dance, drama or visual art.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

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Content

**Cross-Curricular Connections**

* self-expression (visual art, dance, drama)
* self-expression (language arts)
* connecting concepts (other disciplines)

Skills

1. Explain how the elements and subject matter of music connect with other disciplines.
2. Describe the connection between emotion and music.
3. Interpret a musical work.
4. Demonstrate independence.
5. Build knowledge of music.
6. Respond to demands of audience, task, purpose, and discipline.
7. Comprehend music.
8. Critique music.
9. Value evidence.
10. Understand different cultures and perspectives.
11. Engage in collaborative discussions.
12. Demonstrate command of written and spoken English.

Essential Questions

1. How and why do people create music?
2. How do the form and style of a piece influence the audiences response?
3. How is music used in everyday life, including our Catholic faith?
4. How do music and history influence each other?

Standards Vocabulary

1. explain
2. describe
3. interpret

Additional Vocabulary

1. elements of music
2. musical work

Stage 2: Assessment Evidence

Cross-Curricular Music Listening

Formative: Listening Task

Teacher guides students' discussion and responses regarding subject matter outside of the arts.

Emotions in Music

Summative: Listening Task

Teacher accurately assesses student responses regarding interpretation of emotions in a specific piece of music. The teacher can also assess them on their artistic renderings of the feeling the music conveys.

Artistic Interpretations

Summative: Project

Teacher provides rubric (i.e., with elements of music, emotion, images) to assess student groups' accuracy of interpretation of music through dance, drama, or visual art.

Original Songs

Summative: Cooperative Group Work

In groups students will create an original song (or original lyrics to a traditional song) that conveys historical, religious, or other content information that they learned in another class. Groups will present the songs to their classmates. Students will be assessed on how well they incorporated content from other disciplines into their original songs.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Guided and Shared-Listening: Cross-Curricular Music Listening. Students will identify subject matter from outside the arts while listening to a piece of music (i.e., "Didn't My Lord Deliver Daniel," "Joshua Fit the Battle of Jericho," etc.).
2. Guided and Shared-Listening: Emotions in Music. After a class discussion of emotions, students listen to a piece of music (i.e., "Ave Maria" by Schubert). As they listen, students will interpret and discuss how the music conveys emotions. They can then draw their interpretation of how the music makes them feel.
3. Cooperative Learning Groups: Artistic Interpretations. In cooperative groups, students will listen to a piece of music and create a dance, drama, or visual art interpretation which they will share with the class.
4. Cooperative Learning Groups: Original Songs. In groups students will create an original song (or original lyrics to a traditional song) that conveys historical, religious, or other content information that they learned in another class. Groups will present the songs to their classmates.

Resources

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2. **Literature Connections**  
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   *Sail Away* by B.H. Kodaly  
   *D.R.U.M. (Discipline, Respect, and Unity through Music)* by Jim Solomon

*Sing It the Way It Was: Using Folk and Popular Music To Teach and Understand American History* by Dr. Jerry Rodnitzky  
*Five Minutes to Music History: Fun and Easy-to-Teach Lessons for Four Musical Eras* by Rick Weymuth

Resources

* Carnegie Hall Music Educators Toolbox: Grade 4 (<http://www.carnegiehall.org/uploadedFiles/Resources_and_Components/PDF/WMI/Toolbox_Grade4_SummativeAssessment.pdf>)

Grade 4 Visual & Performing Arts  
Music 4

Creating B

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 4 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others ideas and expressing their own clearly.

Writing

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 13 above.)

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OH Grade 4 OH: Fine Arts - Music (2012)

Music

Perceiving/Knowing/Creating (CE)

1CE Classify instruments by the four families of the orchestra.

2CE Describe the way sound is produced by various instruments and the human voice

3CE Listen, identify and respond to music of different composers and world cultures.

4CE Discuss the lives and times of composers from various historical periods.

5CE Identify and respond to basic music forms (e.g., AABA and rondo).

6CE Identify elements of music using developmentally appropriate vocabulary.

7CE Describe the roles of musicians in various music settings.

8CE Describe the use of technology and digital tools in music.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

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10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

**Form**

* basic music forms

**Performance Observation**

* instrument family classification
* instrument identification
* voice identification
* roles of musicians

**Cross-Curricular Connections**

* various cultures (social studies)
* composers and musical periods (history)
* sound production (science)
* technology

Skills

1. Classify instruments.
2. Describe the way sound is produced.
3. Listen to music.
4. Identify music.
5. Respond to music.
6. Discuss the lives and times of composers.
7. Identify basic music forms.
8. Respond to basic music forms.
9. Identify elements of music.
10. Describe the roles of musicians.
11. Describe the use of technology in music.
12. Demonstrate independence.
13. Build knowledge of music.
14. Respond to demands of audience, task, purpose, and discipline.
15. Comprehend music.
16. Critique music.
17. Value evidence.
18. Understand different cultures and perspectives.
19. Engage in collaborative discussions.
20. Demonstrate command of written and spoken English.
21. Write narratives.
22. Produce clear and coherent writing.

Essential Questions

1. Why do various instruments produce different sounds?
2. How are rhythm and fractions related?

Standards Vocabulary

1. classify
2. describe
3. identify
4. respond
5. discuss
6. world culture

Additional Vocabulary

1. four families
2. string
3. woodwind
4. brass
5. percussion
6. multicultural
7. AABA
8. rondo
9. elements of music
10. historical period
11. role of musician
12. music setting

Stage 2: Assessment Evidence

Orchestral Instruments

Summative: Writing Assignment

Teacher provides worksheets on which students place instruments in the correct families using visual and aural cues.

Careers of Music

Formative: Aural Assessment

Teacher guides students' discussion and identification of musicians' roles.

Music Technology

Summative: Graphic Organizer

Teacher observes then assesses students' graphic organizer on interactive white board that shows uses of technology and digital media in music.

Composer

Summative: Dramatization

Students create a short narrative performed for the class in which the student acts as the composer providing specific information about the life of the composer.

Stage 3: Learning Plan

Learning Experiences

1. Lecture/Inquiry: Orchestral Instruments. Students will classify instruments by family, based on timbre and appearance.
2. Discussion: Career of Music. Students will describe the various roles of musicians in different careers.
3. Lecture/Inquiry/Discussion: Music Technology. Students will describe the use of technology and digital tools in music.
4. Narrative/Role Playing: Composer. Using Classics for Kids website (See Links) or books, students will research the life of a composer and create a short narrative for the class in which they share specific information in first person, as the composer.

Resources

* Classics for Kids: Learning Activity 4 (<http://www.classicsforkids.com/composers/composers_period.asp>)

Resources

1. **iPad Resources**
2. **Literature Connections**  
   *150 American Folk Songs to Sing, Read, and Play* by B.H. Kodaly  
   *Sail Away* by B.H. Kodaly  
   *D.R.U.M. (Discipline, Respect, and Unity through Music)* by Jim Solomon

*Career Ideas for Kids Who Like Music and Dance* by Diane Lindsey Reeves and Lindsey Clasen

*Johann Sebastian Bach (Getting to Know the World's Greatest Composers)* by Mike Venezia  
*Wolfgang Amadeus Mozart (Getting to Know the World's Greatest Composers)* by Mike Venezia  
*Ludwig Van Beethoven (Getting to Know the World's Greatest Composers)* by Mike Venezia  
*Peter Tchaikovsky (Getting to Know the World's Greatest Composers)* by Mike Venezia  
*Igor Stravinsky (Getting to Know the World's Greatest Composers)* by Mike Venezia  
*George Handel (Getting to Know the World's Greatest Composers)* by Mike Venezia  
*Johannes Brahms (Getting to Know the World's Greatest Composers)* by Mike Venezia

Resources

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Grade 4 Visual & Performing Arts  
Music 4

Performing B

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 4 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Writing

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 13 above.)

OH Grade 4 OH: Fine Arts - Music (2012)

Music

Producing/Performing (PR)

1PR Sing a varied repertoire with accurate rhythm and pitch and expressive qualities individually and with others.

2PR Use the head voice to produce a light, clear sound employing breath support and maintaining appropriate posture.

3PR Play a variety of classroom instruments with proper technique.

4PR Sing, move and respond to music from world cultures and different composers.

5PR Improvise and compose short compositions using a variety of classroom instruments and sound sources.

6PR Read, write and perform using sixteenth through whole note values including syncopated rhythms in 2/4, 3/4 and 4/4 meter.

7PR Read, write and perform in treble clef extended pentatonic melodies G, F and C.

8PR Demonstrate appropriate audience etiquette at live performances.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

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5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

**Pitch**

* pitch accuracy
* notation

**Rhythm**

* steady beat
* rhythm accuracy
* notation

**Form**

* phrases

**Performance Technique**

* head voice
* appropriate posture
* pitch and rhythm accuracy
* expression
* breath support
* appropriate instrument use

**Performance Observation**

* etiquette
* attendance

**Cross-Curricular Connections**

* various cultures (social studies)
* composers (history)

Skills

1. Sing varied repertoire.
2. Use the head voice.
3. Employ breath support.
4. Maintain appropriate posture.
5. Play instruments.
6. Sing music.
7. Move to music.
8. Respond to music.
9. Improvise short compositions.
10. Compose short compositions.
11. Read rhythms.
12. Write rhythms.
13. Perform rhythms.
14. Read extended pentatonic melodies.
15. Write extended pentatonic melodies.
16. Perform extended pentatonic melodies.
17. Demonstrate appropriate audience etiquette.
18. Demonstrate independence.
19. Build knowledge of music.
20. Respond to demands of audience, task, purpose, and discipline.
21. Value evidence.
22. Understand different cultures and perspectives.
23. Write informative texts.
24. Produce clear and coherent writing.

Essential Questions

1. How does being able to identify and describe the elements of music aid in reading and writing music?
2. How can the technique and expression of a musician be used to improve the quality of his or her performance?

Standards Vocabulary

1. composition
2. improvise

Additional Vocabulary

1. repertoire
2. accurate
3. expression
4. multicultural
5. breath support
6. sound source
7. sixteenth note
8. sixteenth rest
9. whole note
10. whole rest
11. syncopation

Stage 2: Assessment Evidence

School Chant Composition

Summative: Teacher Observation

Teacher observes students' creation of syncopated school chants and assesses students' performance of them.

Pentatonic Melody Composition

Summative: Teacher Observation

Teacher guides students' creation of extended pentatonic melodies and assesses students' performance of them.

Improvisational Singing

Formative: Performance

Teacher monitors students' improvisational ability and vocal accuracy.

Stage 3: Learning Plan

Learning Experiences

1. Composition: School Chant. Students will create school chants, focusing on syncopated rhythms. Students will then perform the chants vocally and instrumentally (i.e., *World Drumming* by Higgins and Shank).
2. Composition: Pentatonic Melody. Students will create extended pentatonic melodies using notes for the recorder. They will then perform the melodies on the recorder.
3. Demonstrating: Students will sing a known song (i.e., "Hey Lidee") and then improvise new verses while the class continues with the chorus.
4. Field Trip: Live Performance. Students can attend a live musical performance at which they demonstrate appropriate audience etiquette. In preparation for the performance, students can model appropriate and inappropriate audience behavior in small groups. They can also practice by watching a recorded performance in class and discuss appropriate behavior.
5. Creativity: Haiku. Students will write a haiku or other short poem and then choose classroom instruments or found objects to add appropriate sound effects to dramatize the poem while they read it.

Resources

1. **iPad Resources**
2. **Literature Connections**  
   *150 American Folk Songs to Sing, Read, and Play* by B.H. Kodaly  
   *Sail Away* by B.H. Kodaly  
   *D.R.U.M. (Discipline, Respect, and Unity through Music)* by Jim Solomon

*The Year Comes Round: Haiku through the Seasons* by Sid Farrar  
*Won Ton: A Cat Tale Told in Haiku* by Lee Wardlaw  
*If It Rains Pancakes: Haiku and Lantern Poems (Poetry Adventures)* by Brian P. Cleary

Resources

* Carnegie Hall Music Educators Toolbox - Grade 4 (<http://www.carnegiehall.org/uploadedFiles/Resources_and_Components/PDF/WMI/Toolbox_Grade4_SummativeAssessment.pdf>)

Grade 4 Visual & Performing Arts  
Music 4

Reflecting B

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 4 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others ideas and expressing their own clearly.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OH Grade 4 OH: Fine Arts - Music (2012)

Music

Responding/Reflecting (RE)

1RE Explain how the elements and subject matter of music connect with disciplines outside the arts.

2RE Describe the connection between emotion and music in selected musical works.

3RE Explain classification of musical instruments, voices, composers and forms using appropriate music vocabulary.

4RE Discuss the roles of musicians heard in various performance settings.

5RE Interpret a selected musical work using dance, drama or visual art.

6RE Use constructive feedback to improve and refine musical performance and response.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

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Content

**Performance Observation**

* instrument classification
* voice classification
* form classification
* performance critique
* roles of musicians

**Cross-Curricular Connections**

* composers (history)
* self-expression (visual art, dance, drama)
* self-expression (language arts)
* connecting concepts (other disciplines)
* performance critique (language arts)

Skills

1. Explain how the elements and subject matter of music connect with other disciplines.
2. Describe the connection between emotion and music.
3. Interpret a musical work.
4. Explain classification of musical instruments, voices, composers and forms.
5. Discuss the roles of musicians.
6. Use constructive feedback.
7. Demonstrate independence.
8. Build knowledge of music.
9. Respond to demands of audience, task, purpose, and discipline.
10. Comprehend music.
11. Critique music.
12. Value evidence.
13. Understand different cultures and perspectives.
14. Engage in collaborative discussions.
15. Demonstrate command of written and spoken English.

Essential Questions

1. How and why do people create music?
2. How do the form and style of a piece influence the audiences response?
3. How is music used in everyday life, including our Catholic faith?
4. How do music and history influence each other?

Standards Vocabulary

1. explain
2. describe
3. interpret
4. classify
5. discuss
6. refine
7. respond
8. constructive

Additional Vocabulary

1. elements of music
2. musical work
3. form
4. role of musician
5. performance setting

Stage 2: Assessment Evidence

Concert Critique

Formative: Self Assessment

Teacher guides students' experience as they watch and reflect on concert performance while completing Learning Experience 1.

Vocal Listening Map

Summative: Listening Task

Teacher accurately assesses classification and explanation responses from a Listening Map Activity.

Musician Role Skits

Formative: Dramatization

Teacher guides discussion and responses to Musician Role Skits. As groups perform skits, students identify each group member's role and performance setting.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Field Observation/Narrative/Reflective Discussion: Concert Critique. After recording the concert performance with an audio/visual device, teacher leads the class in discussion identifying various elements of music that could be evaluated from this performance. The teacher guides students through the definitions of each category, as well as through filling out the chart. In each category the number rating (3, 2, 1) is placed in the small box, while comments are recorded in the larger box below. Students will complete these boxes WHILE watching the concert recording. The back of the worksheet is done individually AFTER the concert has been viewed. The class will then discuss their responses. (See assessment for document.)
2. Concept Mapping/Peer Partner Learning: Vocal Listening Map. Students are divided into pairs and provided a listening map without voice part labels (i.e., *Judas Maccabaeus,* "Hallelujah, Amen" by Handel). Students listen to the piece of music depicted on the listening map, classify each voice part they used (soprano, alto, tenor, bass), and explain why.
3. Cooperative Learning Groups/Role Playing: Musician Role Skits. Students are divided into small groups and given a performance setting (i.e., orchestra concert, rock concert, jazz concert, Mass setting, etc.) and asked to identify and assign roles of musicians within that setting to individual members of the group. Students prepare and present a skit to the class.
4. Discussion: The Science of Sound. Using a book such as *Sound: Loud, Soft, High, and Low* by Natalie M. Rosinsky, students discuss the connection between science and music.

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   *D.R.U.M. (Discipline, Respect, and Unity through Music)* by Jim Solomon

*Story of the Orchestra : Listen While You Learn About the Instruments, the Music and the Composers Who Wrote the Music!* by Robert Levine

*Can You Hear It?* by William Lach  
*Those Amazing Musical Instruments!: Your Guide to the Orchestra Through Sounds and Stories* by Genevieve Helsby  
*Sound: Loud, Soft, High, and Low (Amazing Science)* by Natalie M. Rosinsky

Resources

* Carnegie Hall Grade 4 Summative Assessment (<http://www.carnegiehall.org/uploadedFiles/Resources_and_Components/PDF/WMI/Toolbox_Grade4_SummativeAssessment.pdf>)