

Grade 4 General Music

Music integrates cognitive learning and creativity to contribute to the holistic development of every child. This program is designed to include an active music making approach to address the Four Artistic Processes of the National Core Arts Standards; creating, performing, responding and connecting. Students will study rhythm, melody and harmony, form and style, and vocal, instrumental and ensemble skill development to receive a comprehensive musical learning experience. Curwen hand signs are used for solfege and Gordon rhythm syllables are used for reading rhythm. The study of music sets a foundation for lifelong participation in and appreciation of music, and reinforces skills needed for many of life's responsibilities. All students in fourth grade receive two forty minute classes of music instruction per six day rotation.

Course Overview

Course Goals

Students will have the ability to understand and engage with music in a number of different ways, including the **creative**, **responsive** and **performative** artistic processes. They will have the ability to perform music in a manner that illustrates careful preparation and reflects an understanding and interpretation of the selection. They will be musically literate.

Students will be artistically literate: they will have the knowledge and understanding required to participate authentically in the arts. They will have the ability to transfer arts knowledge, skills, experiences and capacities to other subjects, settings and **connects** to promote and enhance lifelong learning.

Artistic Processes

- Create
- Perform
- Respond
- Connect

Anchor Standards

- Select, analyze, and interpret artistic work for presentation.
- Develop and refine artistic techniques and work for presentation.
- Convey meaning through the presentation of artistic work.
- Perceive and analyze artistic work.
- Interpret intent and meaning in artistic work.
- Apply criteria to evaluate artistic work.
- Synthesize and relate knowledge and personal experiences to make art.
- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Course Skill Objectives

Students will:

- Sing alone and with other, a varied repertoire of music
- Perform on percussion instruments, alone and with others, a varied repertoire of music
- Improvise and compose rhythmic and melodic patterns
- Read and notate music
- Listen to, analyze, interpret and evaluate music
- Perform multicultural music and dances

<p><u>Content Topics</u></p> <ul style="list-style-type: none"> I. Rhythm II. Melody and Harmony III. Form and Style IV. Vocal, Instrumental and Ensemble Skill Development 		<p><u>Assessments:</u></p> <p>Students will complete a summative assessment for each content topic:</p> <ul style="list-style-type: none"> I. Rhythm II. Melody and Harmony III. Form and Style IV. Vocal, Instrumental and Ensemble Skill Development
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Rhythm

Skill Objectives

- Students will be able to demonstrate contrasts in tempi (largo, adagio, andante, allegro, presto) using non-locomotor movements.
- Students will be able to identify a single bar line, measure, double bar line, time signature, tie and slur.
- Students will compose and perform short rhythmic patterns in common time using grouped sixteenth notes, whole notes, whole rests, half notes, dotted half notes, half rests, quarter notes, quarter rests and paired eighth notes.
- Students will be able to read and play simple rhythmic patterns comprised of grouped sixteenth notes, whole notes, whole rests, half notes, dotted half notes, half rests, quarter notes, quarter rests and paired eighth notes on unpitched percussion instruments.
- Students will read rhythm patterns using both Gordon syllables and standard numeric enumeration.

Responding <i>Understanding and evaluating how the arts convey meaning.</i>	Performing <i>Realizing artistic ideas and work through interpretation and presentation.</i>	Creating <i>Conceiving and developing new artistic ideas and work.</i>
<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL) <p><u>Essential Question</u></p> <ul style="list-style-type: none"> • How do we judge the quality of musical work(s) and performances? <p>Process Components: Analyze, Interpret, Evaluate</p>	<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place and cultures. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • When is a performance judged ready to present? <p>Process Components: Analyze, Interpret, Rehearse, Evaluate, Refine, Present</p>	<p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> • Musicians' creative choices are influenced by their expertise, context, and expressive intent. • Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? <p>Process Components: Plan and Make, Evaluate and Refine</p>
<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will analyze rhythm patterns in 2/4, 3/4, 4/4 time and will identify grouped sixteenth notes, whole notes, whole rests, dotted half notes, half notes, half rests, quarter notes, quarter rests and paired eighth notes. 	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will clap and tap a steady beat in contrasting meters (2/4, 3/4, 4/4, 6/8) and tempi (largo, adagio, andante, allegro, presto) • Students will analyze, rehearse, refine and present simple rhythmic patterns 	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • As individuals, small groups and large class groups, students will plan, make and compose four measure rhythmic patterns in 4/4 time using grouped sixteenth notes, whole notes, whole rests, dotted half notes, half notes, half

<ul style="list-style-type: none"> • Students will evaluate rhythm patterns for accurate use of time signature and note values. • Students will identify and interpret musical symbols including: single bar line, double bar line, measure, time signature, tie and slur. 	<p>using Gordon rhythmic syllables and standard numeric enumeration. Note values include grouped sixteenth notes, whole notes, whole rests, dotted half notes, half notes, half rests, quarter notes, quarter rests and paired eighth notes.</p> <ul style="list-style-type: none"> • Students will play, rehearse, refine and present simple rhythmic patterns on unpitched percussion instruments. Note values include grouped sixteenth notes, whole notes, whole rests, dotted half notes, half notes, half rests, quarter notes, quarter rests and paired eighth notes. 	<p>rests, quarter notes, quarter rests and paired eighth notes.</p> <ul style="list-style-type: none"> • Students will evaluate their four measure compositions for accurate use of time signature and note values, and will refine their compositions.
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Assessments:

Grade 4 Rhythm Assessment

Individual/Small group performance

Full group performance

Melody and Harmony

Skill Objectives

- Students will be able to sing, play, read and notate diatonic scale patterns.
- Students will be able to perform music in both major and minor keys.
- Students will be able to perform a song and rhyme with two and three rhythmic and/or melodic ostinati.
- Students will be able to perform I and V chord accompaniments on pitched percussion.
- Students will be able to sing three part canons and rounds, as well as partner songs.
- Students will be able to play Sol,-La,-Do-Re-Mi (D,E,G,A,B) songs in the key of G major on the soprano recorder.

<p>Responding <i>Understanding and evaluating how the arts convey meaning.</i></p>	<p>Performing <i>Realizing artistic ideas and work through interpretation and presentation.</i></p>	<p>Creating <i>Conceiving and developing new artistic ideas and work.</i></p>
<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL) <p><u>Essential Question</u></p> <ul style="list-style-type: none"> • How do we judge the quality of musical work(s) and performances? <p>Process Components: Analyze, Interpret</p>	<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place and cultures. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • When is a performance judged ready to present? <p>Process Components: Analyze, Rehearse, Evaluate, Refine, Present</p>	<p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> • Musicians’ creative choices are influenced by their expertise, context, and expressive intent. • Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? <p>Process Components: Plan and Make, Evaluate and Refine</p>
<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will listen to, analyze, interpret and identify melodic patterns centered around the pentatonic and diatonic scale. 	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will analyze, rehearse, sing and present songs which include pentatonic and diatonic patterns. • Students will rehearse, sing, evaluate, refine and present songs, including canons, rounds and partner songs, in 	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will plan, make and create melodies using diatonic melodic patterns. • Students will improvise Sol,-La,-Do-Re-Mi (D,E,G,A,B) melodic patterns on the soprano recorder.

<ul style="list-style-type: none"> • Students will listen to and analyze various repertoire and identify Do or La as a resting tone. • Students will read and identify the treble clef, the staff, and the music alphabet. • Students will analyze, recognize and interpret line and space note names on the staff in treble clef, as well as middle C and D below the staff. 	<p>both major and minor keys in head voice with accurate pitch.</p> <ul style="list-style-type: none"> • Students will rehearse, sing, play and read songs with two and three rhythmic and/or melodic ostinati. • Students will rehearse and play I and V chord accompaniments for class songs on pitched percussion. 	<ul style="list-style-type: none"> • Students will evaluate their improvisations for proper use of the Sol,-La,-Do-Re-Mi (D,E,G,A,B) melodic patterns.
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Assessments:

Grade 4 Melody and Harmony Assessment Part 1 and 2

Individual/Small group performance

Full group performance

Form, Style and Musical Expression

Skill Objectives

- Students will be able to demonstrate differences between A,B and C sections within rondo form.
- Students will be able to perform partner songs.
- Students will be able to perform different songs and folk dances from various cultures.
- Students will be able to identify musical symbols including: coda, D.C, D.C al fine, and D.S. and will perform songs with these symbols.
- Students will be able to identify, interpret and perform musically expressive symbols, including the dynamic markings: crescendo, decrescendo, piano, mezzo piano, and forte.

<p>Responding <i>Understanding and evaluating how the arts convey meaning.</i></p>	<p>Performing <i>Realizing artistic ideas and work through interpretation and presentation.</i></p>
<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL) <p><u>Essential Question</u></p> <ul style="list-style-type: none"> • How do we judge the quality of musical work(s) and performances? <p>Process Components: Analyze, Interpret</p>	<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place and cultures. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • When is a performance judged ready to present? <p>Process Components: Analyze, Rehearse, Evaluate, Refine, Present</p>
<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will identify and interpret musical symbols: coda, D.C, D.C al fine, D.S. and D.S. al fine. • Students will listen to and analyze songs in rondo form, and will identify the difference between A (repetitive theme) and B/C (contrasting themes). • Students will analyze and interpret dynamic markings including crescendo, decrescendo, piano, mezzo piano, mezzo forte and forte. 	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will analyze songs in rondo form, and will perform contrasting movements for the A, B and C sections. • Students will sing, play, rehearse, evaluate, refine and present songs with different dynamic levels and markings including crescendo, decrescendo, piano, mezzo piano, mezzo forte and forte. • Students will sing, play, rehearse and refine songs which include coda, D.C., D.C. al fine, D.S. and D.S. al fine. • Students will rehearse, refine and present songs and folk dances from various cultures.

Assessments:

Grade 4 Form, Style, and Musical Expression Assessment

Individual/Small group performance

Full group performance

Vocal, Instrumental and Ensemble Skill Development

Skill Objectives

- Students will be able to sing using both head voice and chest voice with accurate intonation, proper posture and a natural breathing motion.
- Students will be able to play I and V chord accompaniments on pitched percussion with correct technique and a steady beat.
- Students will be able to identify woodwind, brass and orchestral percussion instruments: flute, clarinet, saxophone, oboe, bassoon, trumpet, French horn, trombone, tuba, snare drum, bass drum, timpani and bells.
- Students will be able to play Sol,-La,-Do-Re-Mi (D,E,G,A,B) songs in the key of G major on the soprano recorder with proper technique, appropriate tone quality, and correct fingerings
- Students will be able to follow and respond to a conductor with specific conducting cues including entrances, cut offs, dynamics and tempi.

<p>Responding <i>Understanding and evaluating how the arts convey meaning.</i></p>	<p>Performing <i>Realizing artistic ideas and work through interpretation and presentation.</i></p>
<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL) <p><u>Essential Question</u></p> <ul style="list-style-type: none"> • How do we judge the quality of musical work(s) and performances? <p>Process Components: Analyze, Interpret</p>	<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place and cultures. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • When is a performance judged ready to present? <p>Process Components: Analyze, Rehearse, Evaluate, Refine, Present</p>
<p><u>Instructional Strategies/Process</u></p> <ul style="list-style-type: none"> • Students will listen to and analyze phrases to echo in the correct vocal register with accurate intonation, and will demonstrate the ability to move between chest voice and head voice. • Students will visually identify woodwind, brass and orchestral percussion instruments: flute, clarinet, saxophone, oboe, bassoon, trumpet, French horn, trombone, tuba, snare drum, bass drum, timpani and bells. • Students will follow the conductor, analyze and interpret conducting cues including entrances, cut offs, dynamics and tempi, and respond accordingly. 	<p><u>Instructional Strategies/Process</u></p> <ul style="list-style-type: none"> • Students will sing and present songs and phrases in both head voice and chest voice with accurate pitch and proper posture both sitting and standing (“sitting/standing tall”) • Students will analyze, rehearse, refine and present partner songs using proper vocal technique (accurate pitch, accurate vocal placement; head voice vs. chest voice, natural breathing motion) • Students will analyze, rehearse, evaluate, refine, present I and V chord accompaniments using proper mallet technique (proper grip, low bounce, middle bar placement). • Students will analyze, rehearse, refine, present and perform simple melodies centered around Sol,-La,-Do-Re-Mi in the key of

	G major (D,E,G,A,B) on the soprano recorder with proper technique, appropriate tone quality, and correct fingerings
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Assessments:

Grade 4 Vocal, Instrumental and Ensemble Skills Assessment Parts 1, 2, and 3

Individual/Small group performance

Full group performance

CONNECTING

Relating artistic ideas and work with personal meaning and external context.

Enduring Understanding

- Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.

Essential Question

- How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?

Process Components: Analyze, Interpret

*Grade 4
Assessment Pack*

*Fairfield Public Schools
2018*

Rhythm

Skill objective: Students will compose and perform rhythmic patterns in common time using grouped sixteenth notes, whole notes, whole rests, dotted half notes, half notes, half rests, quarter notes, quarter rests and paired eighth notes.

Task Summary: Students compose their own four-measure pieces in 4/4 time. Students perform their compositions using standard enumeration.

Materials: Student Worksheets, record sheet with rubric

Task Instructions:

- Students create four-measure rhythmic compositions in the blank space on the student worksheet, using a variety of rhythms in the box: grouped sixteenth notes, whole notes, whole rests, dotted half notes, half notes, half rests, quarter notes, quarter rests and paired eighth notes.
- Teacher checks rhythms for accuracy. Corrections and revisions are made before performance.
- Students perform their composition using standard enumeration.
- As students perform, watch and assess for student progress.

PERFORMANCE ASSESSMENT RUBRIC

Exceeds	Performs rhythmic composition using standard enumeration with minimal inaccuracies.
Meets	Performs rhythmic composition using standard enumeration with some inaccuracies.
Progressing	Performs rhythmic composition using standard enumeration with several inaccuracies.
Not meeting	Performs rhythmic composition using standard enumeration with many inaccuracies.

Grade 4 Assessment: Rhythm

Task Summary: Students will compose and perform a four-measure rhythmic piece in 4/4 time.

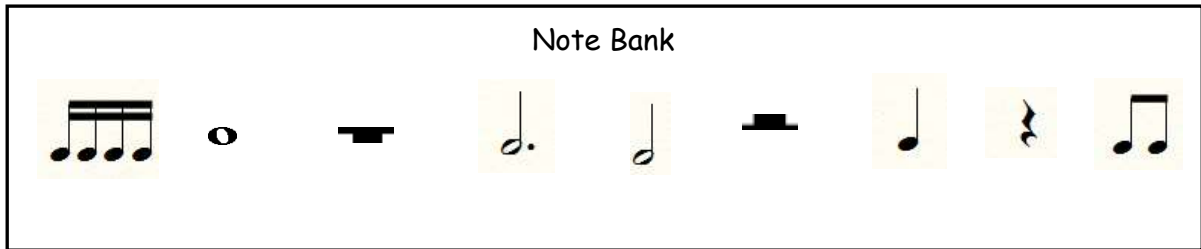
Name: _____ Date: _____ Class: _____

Composing in 4/4

Directions:

1. Compose your own four-measure rhythm using rhythms in the Note Bank.
2. Use a variety of notes! Only one whole note or whole rest per composition is allowed.
3. Write the standard enumeration under each note/rest.
4. Perform your composition for the class using standard enumeration.

Note Bank



4
4

Grade 4 Record Sheet: Rhythm Performing

Class: _____ Marking Period: _____

NAME	<i>E</i> Performs rhythmic composition using standard enumeration with minimal inaccuracies.	<i>M</i> Performs rhythmic composition using standard enumeration with some inaccuracies.	<i>P</i> Performs rhythmic composition using standard enumeration with several inaccuracies.	<i>N</i> Performs rhythmic composition using standard enumeration with many inaccuracies.

Melody/Harmony Part 1

Skill objective: Students will be able to play Sol,-La,-Do-Re-Mi (D,E,G,A,B) songs in the key of G major on the soprano recorder.

Task Summary: Students will play a Sol,-La,-Do-Re-Mi (D,E,G,A,B) recorder song independently.

Materials: Music for “Shake Those Simmons Down,” Record Sheet

Repertoire: “Shake Those Simmons Down”

Task Instructions:

- Students will play the song as a group.
- Students will take turns playing the song independently.

ASSESSMENT RUBRIC

Exceeds	Student plays “Shake Those Simmons Down” with proper tone, and accurate pitch and rhythm.
Meets	Student plays “Shake Those Simmons Down” with proper tone, and 1-2 inaccuracies in pitch and rhythm.
Progressing	Student plays “Shake Those Simmons Down” with 3-4 inaccuracies in pitch and rhythm.
Not meeting	Student plays “Shake Those Simmons Down” with 5 or more inaccuracies in pitch and rhythm.

Shake Those 'Simmons Down


Soprano Recorder



Cir - cle left, do oh do oh, cir - cle left do oh do oh

The Soprano Recorder part is written on a single staff in treble clef with a key signature of one sharp (F#) and a 2/4 time signature. The melody consists of quarter and eighth notes. The lyrics are: "Cir - cle left, do oh do oh, cir - cle left do oh do oh".

S. Rec.



5
cir - cle left do oh do oh, shake those 'sim - mons down!

The S. Rec. part is written on a single staff in treble clef with a key signature of one sharp (F#) and a 2/4 time signature. It begins with a measure rest marked with a '5' above it. The melody consists of quarter and eighth notes. The lyrics are: "cir - cle left do oh do oh, shake those 'sim - mons down!".

Grade 4 Record Sheet: Melody/Harmony Part 1

Class: _____ Marking Period: _____

NAME	<i>E</i> Student plays “Shake Those “Simmons Down” with proper tone, and accurate pitch and rhythm.	<i>M</i> Student plays “Shake Those “Simmons Down” with proper tone, and 1-2 inaccuracies in pitch and rhythm.	<i>P</i> Student plays “Shake Those “Simmons Down” with 3-4 inaccuracies in pitch and rhythm.	<i>N</i> Student plays “Shake Those “Simmons Down” with 5 or more inaccuracies in pitch and rhythm.

Melody/Harmony Part 2

Skill objective: Students will recognize and interpret line and space note names on the staff in treble clef, as well as ledger lines middle C and low D.

Task Summary: Students will complete a worksheet to show mastery of the treble clef notes.

Materials: Student worksheets, pencils

Task Instructions:

- Student completes treble clef with ledger lines worksheet.
- Teacher collects and assesses for student progress.

Grade 4 Assessment: Melody/Harmony Part 2

Task Summary: Students will identify notes on staff and some notes on ledger lines.

Name: _____ Date: _____ Class: _____

Name the note on each staff.

















Draw a whole note on the lines or spaces that correspond to the letter names below.



C
(on staff)



Middle C



D
(below staff)



A

Form/Style/Musical Expression

Skill objective: Students will be able to identify and label musically expressive symbols, including the dynamic markings: crescendo, decrescendo, piano, mezzo piano, and forte. Students will also identify tie, time signature, bar line, measure, and double bar line (from the Rhythm section of the curriculum).

Task Summary: Students identify and label the given musical symbols and parts of the staff.

Materials: Student worksheet, Record Sheet

Task Instructions:

- Students are instructed to identify the musical symbols and parts of the staff, following the directions on the student worksheet.
- After students hand in their work, mark the record sheet according to their performance.

Grade 4 Assessment: Form/Style/Musical Expression (TWO PAGES)

Task Summary: Students identify and label the given musical symbols and parts of the staff. Name: _____ Date: _____ Class: _____
musical symbols and parts of the staff.

Identifying Musical Symbols and Parts of the Staff

Directions:


Identify the numbered musical symbols and parts of the staff. As you identify each symbol, write it on the corresponding numbered line below.

A musical staff in treble clef with a 3/4 time signature. The staff contains a sequence of notes: a quarter note on G4, a quarter note on A4, a quarter note on B4, a quarter note on C5, a quarter note on B4, a quarter note on A4, a quarter note on G4, and a quarter note on F4. Above the staff, there are dynamic markings: *mp* (mezzo-piano) above the first note, *f* (forte) above the fourth note, and *p* (piano) above the seventh note. Dashed lines connect these markings to the notes they apply to. Below the staff, there are ten numbered points for identification: 1. points to the treble clef; 2. points to the *mp* marking; 3. points to the first note; 4. points to the *f* marking; 5. points to the second note; 6. points to the *p* marking; 7. points to the eighth note; 8. points to the double bar line; 9. points to a bracket under the last three notes; 10. points to a slur under the first four notes.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

11. What is a coda?

12. What do you do when you see this symbol in a piece of music?  What is it called?

13. What do you do when you see "D.C. al fine" in a piece of music?

Vocal, Instrumental and Ensemble Skill Development Part 1

Skill objective: Students will be able to sing with accurate pitch and intonation. Assessments to be done using songs with varied tonal patterns, multiple times per year.

Task Summary: Students will sing independently during a variety of songs and games. Teacher will assess students based on the vocal rubric provided.

Materials: Record Sheet with Rubric, variety of grade level repertoire

Task Instructions:

- Teacher prompts students to vocalize independently during a song or game.
- As students perform, watch and assess each individual.

ASSESSMENT RUBRIC

Exceeds	Consistently performs with accurate pitch and intonation.
Meets	Usually performs with accurate pitch and intonation.
Progressing	Sometimes performs with accurate pitch and intonation.
Not meeting	Does not perform with accurate pitch and intonation.

Grade 4 Record Sheet: Vocal, Instrumental and Ensemble Skill Development Part 1

Class: _____ Marking Period: _____

E Consistently performs with accurate pitch and intonation.	M Usually performs with accurate pitch and intonation.	P Sometimes performs with accurate pitch and intonation.	N Does not perform with accurate pitch and intonation.
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Task →																								
Names ↓																								

Vocal, Instrumental and Ensemble Skill Development Part 2

Skill objective: Students will be able to play I and V chord accompaniments on pitched percussion instruments with proper mallet technique including proper grip, low bounce, and middle bar placement.

Task Summary: Students will play pitched percussion instruments independently multiple times per year. Teacher will assess students based on the instrumental rubric provided.

Materials: Record Sheet with Rubric, variety of grade level repertoire

Task Instructions:

- Teacher prompts students to play pitched percussion instruments independently.
- As students perform, watch and assess each individual.

ASSESSMENT RUBRIC

Exceeds	Consistently plays I and V chord accompaniments on pitched percussion instruments with proper mallet technique including proper grip, low bounce, and middle bar placement.
Meets	Usually plays I and V chord accompaniments on pitched percussion instruments with proper mallet technique including proper grip, low bounce, and middle bar placement.
Progressing	Sometimes plays I and V chord accompaniments on pitched percussion instruments with proper mallet technique including proper grip, low bounce, and middle bar placement.
Not meeting	Does not play I and V chord accompaniments on pitched percussion instruments with proper mallet technique including proper grip, low bounce, and middle bar placement.

Grade 4 Record Sheet: Vocal, Instrumental and Ensemble Skill Development Part 2

Class: _____ Marking Period: _____

E	M	P	N
Consistently plays I and V chord accompaniments on pitched percussion instruments with proper mallet technique including proper grip, low bounce, and middle bar placement.	Usually plays I and V chord accompaniments on pitched percussion instruments with proper mallet technique including proper grip, low bounce, and middle bar placement.	Sometimes plays I and V chord accompaniments on pitched percussion instruments with proper mallet technique including proper grip, low bounce, and middle bar placement.	Does not play I and V chord accompaniments on pitched percussion instruments with proper mallet technique including proper grip, low bounce, and middle bar placement.

Task →																				
Names ↓																				

Vocal, Instrumental and Ensemble Skill Development Part 3

Skill objective: Students will be able to play the soprano recorder with proper technique, appropriate tone quality, and correct fingerings.

Task Summary: Students will play the soprano recorder with proper technique, appropriate tone quality, and correct fingerings independently multiple times per year. Teacher will assess students based on the instrumental rubric provided.

Materials: Record Sheet with Rubric, variety of grade level repertoire

Task Instructions:

- Teacher prompts students to play the soprano recorder with proper technique, appropriate tone quality, and correct fingerings independently.
- As students perform, watch and assess each individual.

ASSESSMENT RUBRIC

Exceeds	Consistently plays the soprano recorder with proper technique, appropriate tone quality, and correct fingerings.
Meets	Usually plays the soprano recorder with proper technique, appropriate tone quality, and correct fingerings.
Progressing	Sometimes plays the soprano recorder with proper technique, appropriate tone quality, and correct fingerings.
Not meeting	Does not play the soprano recorder with proper technique, appropriate tone quality, and correct fingerings.

Grade 4 Record Sheet: Vocal, Instrumental and Ensemble Skill Development Part 3

Class: _____ Marking Period: _____

E	M	P	N
Consistently plays the soprano recorder with proper technique, appropriate tone quality, and correct fingerings.	Usually plays the soprano recorder with proper technique, appropriate tone quality, and correct fingerings.	Sometimes plays the soprano recorder with proper technique, appropriate tone quality, and correct fingerings.	Does not play the soprano recorder with proper technique, appropriate tone quality, and correct fingerings.

Task →														
Names ↓														

Grade 4 Appendix

- *Suggested repertoire*
 - *Review*
 - *Enrichment*

Suggested Repertoire (chart headings to be edited)

Singing: General	Singing:	Singing: Seasonal	Singing: Patriotic	Listening

Grade 4 Enrichment: Melody/Harmony

Task Summary: Students will identify notes on staff and notes on ledger lines.

Name: _____ Date: _____ Class: _____

Name the note on each staff.

















Draw a whole note on the lines or spaces that correspond to the letter names below.



Middle C



B below staff



G above staff



D below staff

Grade 4 Enrichment: Vocal, Instrumental, and Ensemble Skill Development (TWO PAGES)

Task Summary: Students will visually identify brass, woodwind, and orchestral percussion families of instruments.

Name: _____ Date: _____ Class: _____

Please write the name of the instrument and the family to which it belongs.

1.



Instrument: _____

Family: _____

5.



Instrument: _____

Family: _____

2.



Instrument: _____

Family: _____

6.



Instrument: _____

Family: _____

3.



Instrument: _____

Family: _____

7.



Instrument: _____

Family: _____

4.



Instrument: _____

Family: _____

8.



Instrument: _____

Family: _____

9.



Instrument: _____

Family: _____

12.



Instrument: _____

Family: _____

10.



Instrument: _____

Family: _____

13.



Instrument: _____

Family: _____

11.



Instrument: _____

Family: _____