

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

<u>Course Goals</u>	<u>Artistic Processes</u>	<u>Course Skill Objectives</u>
<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> • Create • Perform • Respond • Connect <p><u>Anchor Standards</u></p> <ul style="list-style-type: none"> • 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. 	<p>Students will:</p> <ul style="list-style-type: none"> • Sing alone and with others, 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, Style and Musical Expression 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, Style and Musical Expression 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 rhythms 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 rhythms 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 rhythms 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, 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 rhythms 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 rhythms using 	<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 rhythms in 4/4 time using grouped sixteenth notes, whole notes, whole rests, dotted half notes, half notes, half rests, quarter

<ul style="list-style-type: none"> • Students will evaluate rhythms for accurate use of note values. • Students will identify musical symbols including: single bar line, double bar line, measure, time signature, tie and slur. 	<p>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 rhythms 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>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 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.

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</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. • Students will listen to and analyze various repertoire and identify Do or La as a resting tone. 	<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 both major and minor keys in head voice with accurate pitch. 	<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. • Students will evaluate their improvisations for proper use of the

<ul style="list-style-type: none"> • Students will read and identify the treble clef, the staff, and the music alphabet. • Students will analyze and recognize line and space note names on the staff in treble clef, as well as middle C and D below the staff. 	<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. 	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.

Responding <i>Understanding and evaluating how the arts convey meaning.</i>	Performing <i>Realizing artistic ideas and work through interpretation and presentation.</i>
<u>Enduring Understanding</u> <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) <u>Essential Question</u> <ul style="list-style-type: none"> • How do we judge the quality of musical work(s) and performances? Process Components: Analyze, Interpret	<u>Enduring Understanding</u> <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. <u>Essential Questions</u> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • When is a performance judged ready to present? Process Components: Analyze, Rehearse, Evaluate, Refine, Present
Instructional Strategies/Process <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. 	Instructional Strategies/Process <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>Instructional Strategies/Process</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>Instructional Strategies/Process</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

Skill Objective

Students will understand how specific songs learned in music classes connect to topics and content studied in other disciplines.

Connecting Experience

- Students will learn the melodies and lyrics to “Canoe Song” and “Land of the Silver Birch.”
- Students will analyze, rehearse and refine each melody, and will understand how they fit together as a partner song.
- Students will explore the concept of a partner song and what it means to work together, and answer the following “focus questions” about the song:
 - What are the solfege notes in the melody?
La,-Do-Re-Mi-Sol-La
 - What is a partner song and how does it relate to working with a partner or in a group?
Partner songs are melodies that fit together in such a way that they sound good when performed together. Because two or more melodic voices are performed at the same time, harmony is created. When you work with a partner or a group, everyone needs to work together and get along in order for the work to be successful.

Canoe Song

Voice

My pad - dles keen and bright flash - ing with sil - ver.

3
Fol - low the wild goose flight, dip dip and swing.

5
Dip dip and swing her back, flash - ing with sil - er.

7
Swift as the wild goose flies, dip dip and swing.

Detailed description: The musical score for 'Canoe Song' is written for voice in 4/4 time with a key signature of one flat (Bb). It consists of four staves of music. The first staff begins with a treble clef, a key signature of one flat, and a 4/4 time signature. The melody is simple and follows the lyrics. The second staff starts with a measure rest followed by a triplet of eighth notes. The third staff continues the melody. The fourth staff ends with a double bar line. The lyrics are: 'My pad - dles keen and bright flash - ing with sil - ver. Fol - low the wild goose flight, dip dip and swing. Dip dip and swing her back, flash - ing with sil - er. Swift as the wild goose flies, dip dip and swing.'

Land of the Silver Birch

Voice

Land of the sil - ver birch, home of the bea - ver,

3
Where still the migh - ty moose wan - ders at will.

5
Blue lake and rock - y shore, I will re - turn once more.

7
Boom di - di boom boom boom di - di boom boom boom di - di boom boom boom.

Detailed description: The musical score for 'Land of the Silver Birch' is written for voice in 4/4 time with a key signature of one flat (Bb). It consists of four staves of music. The first staff begins with a treble clef, a key signature of one flat, and a 4/4 time signature. The melody is simple and follows the lyrics. The second staff starts with a measure rest followed by a triplet of eighth notes. The third staff continues the melody. The fourth staff ends with a double bar line. The lyrics are: 'Land of the sil - ver birch, home of the bea - ver, Where still the migh - ty moose wan - ders at will. Blue lake and rock - y shore, I will re - turn once more. Boom di - di boom boom boom di - di boom boom boom di - di boom boom boom.'

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Grade 4 Assessment Pack

*Fairfield Public Schools
2018*

Rhythm

Skill objective: Students will compose and perform rhythms 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.

Name: _____ Date: _____ Class: _____

Directions:

- Note Bank

The Note Bank contains the following symbols from left to right: a four-note chord (two eighth notes and two sixteenth notes), a whole note, a half note, a quarter note, a eighth note, a sixteenth note, a triplet, and a beamed eighth and sixteenth note. Below the bank is a single staff with a quarter note.

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Class: _____ Marking Period: _____

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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:

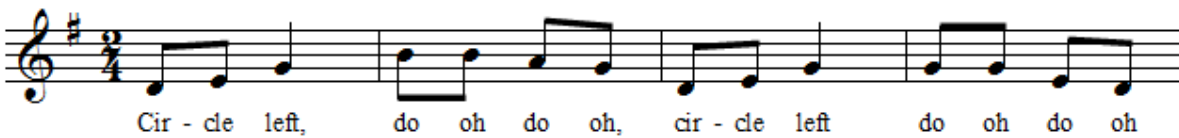
- Students will play the song as a group.
- Students will take turns playing the song independently.

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.

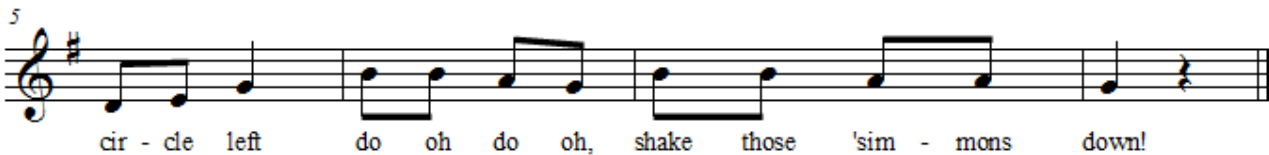
Shake Those 'Simmons Down

Soprano Recorder



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

S. Rec.



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

Detailed description: The image shows two staves of music for Soprano Recorder. The first staff is for the Soprano Recorder part, and the second staff is for the Soprano Recorder part. Both staves are in G major (one sharp) and 2/4 time. The first staff has four measures: 'Cir - cle left, do oh do oh, cir - cle left do oh do oh. The second staff starts with a measure rest (marked with a '5' above it), followed by 'cir - cle left do oh do oh, shake those 'sim - mons down!'. The notes are: G4 (quarter), A4 (quarter), B4 (quarter), A4-G4 (beamed eighth notes), F#4 (quarter), E4 (quarter), D4 (half). The lyrics are written below the notes.

Class: _____ Marking Period: _____

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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 3/4 time, treble clef, with a key signature of one flat (Bb). The staff contains the following elements:


- 1. Treble clef
- 2. *mp* (mezzo-piano) dynamic marking
- 3. First measure (quarter note on G4)
- 4. *f* (forte) dynamic marking
- 5. Second measure (quarter note on A4)
- 6. *p* (piano) dynamic marking
- 7. Third measure (quarter note on Bb4)
- 8. End of staff symbol (double bar line)
- 9. Fourth measure (quarter note on C5)
- 10. Fifth measure (quarter note on Bb4)

Dynamic markings *mp*, *f*, and *p* are connected by dashed lines, indicating a crescendo and then a decrescendo. A bracket under the fifth measure is labeled 10.

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.

Class: _____ Marking Period: _____

[illegible]

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.

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.

[illegible]

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.

Class: _____ Marking Period: _____

[illegible]

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: _____