Course Title: General Music

Subject: Visual & Performing Arts

Grade Level: 4

Duration: Two 40 minute classes per six day cycle

Prerequisite: none

Elective or Required: required

Visual & Performing Arts Mission Statement:

The Glen Ridge Public Schools are dedicated to offering every student access to a balanced, comprehensive, cohesive, and sequential program of study in the performing arts. An education in the arts is an essential part of the academic curriculum for the achievement of both social and personal growth. Performance, as part of the core curriculum, ensures the development of imagination, expression, critiquing and performing skills, confidence and self-esteem in students. A well-rounded program for intellectual growth must support the development of spatial, kinesthetic, interpersonal and intrapersonal intelligences. The performing arts contribute to the growth of students into life-long learners, by nurturing their abilities and interests, developing their diversified thinking, cultivating their multiple intelligences, and enriching their lives. An interdisciplinary approach to the performing arts ensures all students experience and understand how those arts relate to history and culture.

Course Description:
Fourth grade general music provides students with a variety of musical experiences and activities. The course develops the following skills: singing, listening, reading and writing music, playing classroom instruments, identifying instruments and their families by sight and sound, and a study of multi-cultural music. The course provides opportunities for growth in understanding the following musical elements: rhythm, melody, form, tempo, dynamics, timbre or tone color, harmony, and style. Skills that were introduced in prior years of general music are developed to a higher level. Students will participate in a grade-wide musical performance.

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4th Grade General Music

Topic/Unit: Singing

Approximate # Of Weeks: 9 weeks

Essential Questions:
What is good singing?
How can we apply the elements of music through singing?
How do I sing in my head voice?
How do we create harmony when singing?

Upon completion of this unit students will be able to:

● Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique (1.3.2.B.2)
● Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner. (1.3.2.B.4)
● Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor’s cues. (1.3.2.B.7)

Interdisciplinary Standards

● STANDARD 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
● STANDARD 9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Activities:

● Discussion and demonstrations about proper breathing
● Singing in unison, rounds, two and three parts
● Singing in different styles
● Singing songs from various cultures and in different languages
● Learning by rote when appropriate
● Discussion of musical elements that appear in the music
● Playing instruments and singing simultaneously
● Singing along to audio examples
● Identify vocal ranges: Soprano, Alto, Tenor, Bass.
● Learn about vocal blending, a capella singing, and a variety of vocal styles
● Prepare and present a 4th grade musical showcase
● Expand dynamics range and develop legato singing
Enrichment Activities:
- 3rd and 4th grade chorus
- RAS Talent Show
- RAS Musical

Methods of Assessments/Evaluation:
- Smartboard
- Thumbs up/thumbs down
- Rubrics
- Observation
- Self-Assessments
- Error Analysis

Resources:
- Silver Burdett’s Making Music Series
- Teaching Kids to Sing by Ken Phillips
- 120 Singing Games and Dances for Elementary School by Lois Chomsky
- 150 Rounds for Singing and Teaching by Bolkavek and Johnson
- Teacher selected songs
- Piano/CD’s

Online Resources:
- Teacher webpage
- Google Classroom
- youtube.com
- thesingingclassroom.com
- thepracticeroom.net
- voxtrain.com
- incredibox.com
**Topic/Unit:** Identifying and Playing Instruments

**Approximate # Of Weeks:** 9 weeks

**Essential Questions:**
What skills are involved in playing instruments while simultaneously reading music and/or singing? Can I recognize instruments visually and aurally?

**Upon completion of this unit students will be able to:**
- Categorize families of instruments and identify their associated musical properties (1.1.2B.4)
- Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments (1.3.2.B.3)
- Use evaluative tools, such as rubrics, for self assessment and to appraise the objectivity of critiques by peers (1.4.5.B.2)

**Interdisciplinary Standards**
- Standard 8.1 – Computer and Information Literacy
  All students will use computer applications to gather and organize information and to solve problems.
- STANDARD 9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**Activities:**
- Play songs utilizing boomwhackers, classroom barred Orff instruments, and various percussion instruments in the classroom
- Learn to play bordun or cross over patterns or ostinatos on Orff xylophones
- Learn to recognize instruments aurally and visually
- Explore timbres of specific instruments
- Audio/video clips
- Create ensembles of different instruments within the classroom
- Sing and play instruments simultaneously
- Play in ensembles that have multiple instrumental parts going on simultaneously
- Expand music literacy skills while playing instruments.
- Develop simple instrumental pieces
- Play melodies on mallet instruments by rote and by reading

**Enrichment Activities:**
- Instrument Design Project
Methods of Assessments/Evaluation:
- Smartboard
- Online quizzes
- Project
- Thumbs up/thumbs down
- Rubrics
- Observation

Resources:
- Silver Burdett’s Making Music Series
- Fun with Boomwhackers! by Chris Judah-Lauder
- Mallet Madness by Artie Almeida
- Discovering Orff: A Curriculum for Music Teachers by Jane Frazee
- Interactive Now Series by Anderson and Thomas

Online Resources:
- Teacher webpage
- Google Classroom
- youtube.com
- nypilkids.org
- dsokids.com
- sfskids.org
- philtulga.com
Approximate # Of Weeks: 9 weeks

Essential Questions:
How do you read music?
How do you notate music?
What are some common music symbols?
How do you know how to perform what is written down?

Upon completion of this unit students will be able to:
- Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores (1.1.2.B.1)
- Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody. (1.1.2.B.2)
- Identify and categorize sound sources by common traits (e.g. scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests. (1.1.2.B.3)
- Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo. 1.3.2.B.1)

Interdisciplinary Standards
- Standard 8.2 – Technology Education
  All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

Activities:
- Discussions reviewing basic rhythms learned in third grade music and adding dotted rhythms such as the dotted quarter note and dotted half note
- Discussions reviewing how to read and write in simple meter (4/4, 3/4 and 2/4) and introducing complex meters such as 6/8
- Discussions of the notes of the treble clef staff, melodic direction and intervals
- Discussions of what harmony is and how to create it
- Echo Clapping
- Read and perform: syncopated rhythms, dotted eighth-note/sixteenth note rhythms.
- Students will be able to accurately pat the steady beat
- Perform and conduct a variety of simple meters

Enrichment Activities:
- Student Composition Projects
Methods of Assessments/Evaluation:
● Smartboard
● Online quizzes
● Project
● Thumbs up/thumbs down
● Rubrics
● Observation
● Song writing

Resources:
● Silver Burdett’s Making Music Series
● Interactive Now Series by Anderson and Thomas

Online Resources:
● Teacher webpage
● Google Classroom
● musictheory.net
● teoria.com
● noteflight.com
Topic/Unit: History and Culture

Approximate # Of Weeks: 9 weeks

Essential Questions:
How do people express themselves through music? How does music differ around the world? How does music reflect and well as shape culture? What can music tell us about a society? How do we understand or relate to music that is very different from ours?

Upon completion of this unit students will be able to:
● Identify characteristic theme-based works of music, such as artworks based on the themes of family and community, from various historical periods and world cultures (1.2.2.A.1)
● Identify how artists and specific works of music reflect, and are affected by, past and present cultures. (1.2.2.A.2)
● Recognize works of music as a reflection of societal values and beliefs (1.2.5.A.1)

Interdisciplinary Standards
● Standard 6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
● Standard 6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities:
● Teacher lecture/student discussion of various cultural, uses of music, songs, games and instruments
● Viewing images of people and instruments from other cultures
● Playing world instruments in the classroom
● Learning and playing musical games from other cultures
● Singing (sometimes in other languages)
● Perform dance or movement associated with a culture
● Audio/video clips or music around the world

Enrichment Activities:
● Multi-cultural projects
● 3rd and 4th grade chorus
RAS Spanish Club

Methods of Assessments/Evaluation:
- Smartboard
- Online quizzes
- Project
- Thumbs up/thumbs down
- Rubrics
- Observation
- Powerpoint presentation
- Oral presentation

Resources:
- Silver Burdett’s Making Music Series
- Piano/CD’s
- Multi-cultural classroom instruments

Online Resources:
- Teacher webpage
- Google Classroom
- youtube.com
- artsedge.kennedy-center.org
- mamalisa.com
- putumayo.com