

Fourth Grade

Elements & National Core Arts Standards	Contents	Skills & Procedures	Assessment Tools	Essential Questions
<p>Expression</p> <p>National Core Arts Standards: 1, 2, 3, 7, 8, 9, 11</p>	<p>Dynamics Tempo Articulation Mood</p>	<p>Dynamics (pp, p, mp, mf, f, ff) Changes in dynamics (crescendo, decrescendo) Tempo Changes in tempo Articulation (slurs, marcato) Phrasing Dynamics, tempo and articulation as an expressive choice Appropriateness of dynamics, tempo, and articulation choices</p>	<p>Direct observation Singing Expressive movement Playing instruments (recorder)</p>	<p>How is personal preference for music developed?</p>
<p>Rhythm</p> <p>National Core Arts Standards: 4, 8, 10, 11</p>	<p>Beat Duration Meter Pattern</p>	<p>Clap/Say/Play Beat/offbeat/upbeat Durations from whole to sixteenth notes and rests, dotted quarter and half notes Meters in 2, 3, 4, 6/8, and changing meters Even/uneven rhythm patterns Syncopation/no syncopation</p>	<p>Accurately clap/play rhythm patterns in 2, 3 and 4 time Correctly identify note/rest value from sixteenth to whole notes</p>	<p>Why is music divided into measures?</p>
<p>Form</p> <p>National Core Arts Standards: 1, 4, 6, 7</p>	<p>Phrase Form Section Form</p>	<p>Question/answer phrase Long/short phrase Repetition/contrast Call and response Cumulative song (Introduction, verse/refrain, D.C. al fine, D.S., first/second endings, AB, ABA, AABA, ABACA...(rondo), Theme and Variation, Coda)</p>	<p>Sings/plays simple form (AB, ABA, AABA, Coda, D.C. D.S. Fine)</p>	<p>How does understanding form help me learn a song?</p>

Portsmouth School Department: Elementary Music Curriculum Map

<p>Melody</p> <p>National Core Arts Standards: 1, 4, 6, 7</p>	<p>Pitch and Direction Pattern Tonality</p>	<p>Melodic imitation, sequence, contour Steps, skips, and repeated pitches Sing/Play: Intervals of unison, octave, third Identify: Pitch letter names, Range and register, Definite and indefinite pitch, Tonal center, Key signature, motive, whole and half steps</p>	<p>Sing steps and leaps with accuracy Playing recorder Audiation Fingering recorder while singing pitches Play F#/G and B/C half steps on recorder</p>	<p>How does singing help me to learn to play an instrument?</p>
<p>Timbre</p> <p>National Core Arts Standards: 1, 10, 11</p>	<p>Environmental Vocal Instrumental Electronic</p>	<p>Vocal blending Techniques of vocal production Quality of sound on recorder, solo and ensemble Breath control and articulation A capella singing Large and small ensembles</p>	<p>Singing with accuracy Playing recorder with appropriate quality of sound</p>	<p>How does one musician’s contribution affect the ensemble?</p>
<p>Texture/Harmony</p> <p>National Core Arts Standards: 1, 2, 3, 5, 10</p>	<p>Texture Harmony</p>	<p>Layers of sound Thick/thin Ostinato Partner songs Counter-melodies and descants Rounds and canons Harmony/no harmony Unison/chordal harmony Harmony in thirds and sixths Recorder duets</p>	<p>Clearly identify instruments in a large work. Sing in two parts with: ability to sing/play independently, balanced timbre and dynamics, and good intonation</p>	<p>How does a composer choose which instruments to use? Are there ever too many layers?</p>
<p>History/Culture/ Appreciation</p> <p>National Core Arts Standards: 7, 8, 9, 10, 11</p>	<p>Listen to, analyze & describe music</p>	<p>Sing and play songs representing genres and styles from diverse cultures Memorize repertoire of songs Demonstrate appropriate audience behavior and listening skills</p>	<p>Identify specific pieces/composers from different time periods eg. Baroque, Classical and Romantic. Write a response to either a</p>	<p>How does music communicate history and culture? In what ways do music and art connect? How does a musician’s</p>

			personal performance or one of another musician/group.	preparation affect a performance? How does audience behavior impact a performance?
--	--	--	--	---

Creating: Conceiving and developing new artistic ideas and work.

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

Performing: Realizing artistic ideas and work through interpretation and presentation

Presenting: Interpreting and sharing artistic work.

Producing: Realizing and presenting artistic ideas and work.

4. Select, analyze and interpret artistic work for presentation
5. Develop and refine artistic techniques and work for presentation
6. Convey meaning through the presentation of artistic work.

Responding: Understanding and evaluating how the arts convey meaning.

7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.

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

10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.