

## Curriculum Map: 4th Grade General Music

Course: Music4 Sub-topic: General

Grade(s): 4

**Course Description:** Fourth grade music is a continued extension of the tonal, harmonic, and rhythmic audition skills we begin developing in music class over the past few years. We build on solid foundations, and become more sophisticated in our understanding and creation of music.

There is a good deal of experiential and experimental learning in fourth grade. We both identify and apply our existing knowledge of the elements of music: melody (tonality & meter), harmony, form, texture, timbre, and style in our classroom songs and also in composition projects. Composition helps us to demonstrate our knowledge of music as well as use that knowledge to better express ourselves creatively.

Fourth grade composition projects may include: Songwriting, Xylophone Compositions, and Percussion Compositions. In fourth grade we continue to refine our skills in using our voices. We focus on proper tone production, extending the child's singing range, controlling the voice (dynamics) and singing with expression.

We spend some time delving into the science of sound, and explore some of the "why's" of music through its physical properties.

Fourth graders also continue developing and refining musical movements. In our moving to music and classroom instrument activities we begin to practice refinement and repeatability of more complex body movements. The focus is on proprioception (the ability to sense stimuli arising within the body regarding position, motion, and equilibrium), consistency, and deliberate actions to effect a desired musical result.

**Course Textbooks, Workbooks, Materials Citations:** The music teacher is responsible for researching, compiling, and writing materials for use in this course. Course materials are drawn from the following philosophies/strategies in music education, as well as written by the teacher:

Feierabend method - First Steps in Music and Conversational Solfege

Orff Schulwerk

Little Kids Rock - Modern Band approach

Active Music

Recorder - BAGopolis

Ukulele Underground

**Pacing Calendar:** Pacing for this course is difficulty and under constant review. 4th grade follows a rotating three in/one out schedule, where one class misses music each marking period. This always leads to pacing and sequence issues. These things are under constant review and refinement by the teacher to address and build up the shortcomings of this type of schedule. The pacing and sequence are linear, and are maintained by a complex automation of lesson plans that addresses the pacing and sequence of each individual class despite them being on disparate lessons per class each rotating cycle of 4 days. This pacing can be found at the following link: [4th Grade Music Sequence](#)

**Course Interdisciplinary Connections:** The core cognitive process of reading and decoding musical notation is also the same as aural and written language while simultaneously approaching students in the learning process in a fuller and different way. This leads to an automatic differentiation in symbol decoding as well as differentiated support and practice of reading as a whole.

Students also learn principles of physics, particularly Acoustics, as they explore and interact with sound, timbre, pitch, and even rhythm.

### Unit: Music Fundamentals, Appreciation, and Performance - Year Long

Timeline: Week 1 to 27

**Unit Description:** Music Class is taught by scaffolding skills and knowledge to effect learning. All skills are improved upon and learned throughout years of repetition and refinement. Music learning follows the exact same cognitive processes and development as language learning, and is taught as such: first developing aural skills and then introducing symbolic (reading/writing) skills and developing both in tandem over time. While there are many activities, strategies, 'topics', and exercises involved in this process, they do not fit into the inflexible topical grid format of most other scholastic subjects. Students don't learn one thing at a time, but grow skill and knowledge of music simultaneously all while building and spiraling upward in learning and doing. There is a vast amount of music learning that is refinement rather than entirely new subject matter. This means we don't learn only melody without simultaneously learning rhythm, dynamics, pitch, harmony, etc. Thus Music Class is built up of regular learning and practice, couched in a variety of very different activities that move quickly from one to another and the core skills and knowledge therein are reinforced every class using same or differing activities throughout the year. It is very difficult to cram a subject learned like this into the shape of a unit-based grid like most other subjects. Activities are always changing and developing, and any material that could be considered 'topical' may be revisited and used for various purposes and reinforcements throughout the course. Much effort has been made to attempt this, with only marginal success. A more detailed view of the activities employed throughout the year to can be found at the following, constantly updated, link: [4th Grade Music Sequence](#)

### Unit Big Ideas: Enduring Understandings and Essential Questions

#### Elements of Music

- Music is organized sound.
  - Structure creates order and clarity in music.
    - The main idea of most musical compositions is expressed through the melody.
    - Layering two or more simultaneous sounds creates harmony.
    - Producing a series of sounds of repeated or varied duration creates rhythm.
    - Timbre adds color and variety to sound.
- Good tone quality is created by correct technique.
- How is sound organized to make music?
- How does the structure of a musical piece create its order and clarity?
- How is melody created?
- Is there good harmony and bad harmony?
- What does harmony add to music?
- Can you have rhythm without bass?
- Why does each voice and instrument have its own timbre?

#### Appreciation

- Music is a personal experience.
- Different styles of music are all art forms.
- All music has value even if it differs from an individual's musical preferences.
- How is personal preference for music developed?
- What determines a style of music?
- Why should we respect music if we don't like the way it sounds?
- Is there good and bad music?
- How does music elicit emotion? History and Culture
- Music is a universal language.
- How does music communicate?
- Music expresses human experiences and values.
- Music expands understanding of the world, its people, and one's self.
- History and culture influence music.
- In what ways have people used music to express their values and describe their experiences?
- How do music and history influence each other?
- How does culture affect music?
- How does one musical style influence another? Application
- Music is embedded in all aspects of life.
- Everyone can perform, create, and respond to music in meaningful ways.
- Music serves different purposes.
- Each music performance is unique.
- Creating and performing music are forms of self expression.
- Why is music such an integral part of the human experience?
- What inspires someone to create a piece of music?
- Does a performance have to be public to be meaningful?
- What criteria do we use to evaluate a performance?
- What makes a significant and meaningful performance?
- How does the style of music affect the behavior of the audience?

### Topic: Music Actualization, Skills, and Performance

Minutes for Topic: 620

#### Core Lesson

**Description:** Students will learn the Elements of Music, how those elements function, and how to recognize them and their function aurally and symbolically/written by performing\*; leading to a deeper appreciation, understanding, and enjoyment of the ubiquitous art. The Elements of Music are: Rhythm, Melody, Harmony, Dynamics, Tone Color, and Form.

This learning comes through listening to, interacting with, and performing\* a variety of styles and genres of music. Students will be able to recognize the Elements of Music within music they hear, as well as analyze and describe the function of these elements as it relates to the understanding, affect, function, and personal reception of said music.

Each "Lesson" as described here is a module used in most class periods at approximately 20% of total time.

\* as to the educational understanding of "performance" - "the execution of an action", **not** a presentational performance.

#### Core Lesson

**Student Learning Objectives:** Objectives for Music Learning in General Music Class

- Developing the range and control of the singing voice
- Listening and describing music in multiple tonalities and meters

- Keeping a steady beat through movement and instrumental performance
- Improvisation in a wide variety of tonalities and meters
- Composing music using non-traditional and traditional notation
- Reading and notating music
- Creating and accompanying music on various instruments
- Singing in tune with expression and musical phrasing
- Creating and accompanying music on various instruments
- Listening to music in multiple tonalities and meters
- Improvising melodies, variations, and accompaniments
- Composing and arranging music within specified guidelines
- Reading and notating music
- Evaluating music and music performances
- Understanding relationships between music, the other arts, and disciplines outside the arts
- Understanding music in relation to history and culture
- Developing the skill sets needed in order to use music technology as a means for personal expression

**Core Lesson** Overall Goals of the Wyalusing Music Program:

**Big Ideas:**

1. To provide the best possible musical environment, rich in a variety of activities, tonalities, meters, and styles.
2. To help students develop musical understanding and skills, and become more musically independent.
3. To help each student develop their creative and critical thinking skills, as well as achieve their musical potential.
4. To lay the foundation for a lifetime of music making and enjoyment.
5. To develop and practice the skills necessary for more self-enabled human beings who are adept at problem-solving and see challenges as opportunities to grow/learn/improve, take initiative, explore independently, are self-disciplined and accept responsibility, and have the skills to self-critique and create plans to overcome obstacles.

**Core Lesson**

**Materials:**

- First Steps in Music Curriculum - John M. Feierabend
- Conversational Solfege Curriculum - John M. Feierabend
- SQUILT Curriculum - Mary Prather
- Active Music Digital Curriculum - Sally Wagter
- Teacher Created Curriculum

**Topic: Music Theory, Reading, & Writing**

Minutes for Topic: 465

**Core Lesson**

**Description:**

Students will learn the "why's" and "how's" of the Elements of Music, how those elements function, and how to recognize them and their function both aurally and symbolically/written; leading to a deeper appreciation, understanding, and enjoyment of the ubiquitous art. The Elements of Music are: Rhythm, Melody, Harmony, Dynamics, Tone Color, and Form.

This learning comes through direct instruction and activities to develop and cement this functional knowledge.

Each "Lesson" as described here is a module used in most class periods at approximately 15% of total time.

**Core Lesson**

**Student Learning Objectives:**

Objectives for Music Learning in General Music Class

- Developing the range and control of the singing voice
- Listening and describing music in multiple tonalities and meters
- Keeping a steady beat through movement and instrumental performance
- Improvisation in a wide variety of tonalities and meters
- Composing music using non-traditional and traditional notation
- Reading and notating music
- Creating and accompanying music on various instruments
- Singing in tune with expression and musical phrasing
- Creating and accompanying music on various instruments
- Listening to music in multiple tonalities and meters
- Improvising melodies, variations, and accompaniments
- Composing and arranging music within specified guidelines
- Reading and notating music
- Evaluating music and music performances
- Understanding relationships between music, the other arts, and disciplines outside the arts
- Understanding music in relation to history and culture
- Developing the skill sets needed in order to use music technology as a means for personal expression

**Core Lesson** Overall Goals of the Wyalusing Music Program:

**Big Ideas:**

1. To provide the best possible musical environment, rich in a variety of activities, tonalities, meters, and styles.
2. To help students develop musical understanding and skills, and become more musically independent.
3. To help each student develop their creative and critical thinking skills, as well as achieve their musical potential.
4. To lay the foundation for a lifetime of music making and enjoyment.
5. To develop and practice the skills necessary for more self-enabled human beings who are adept at problem-solving and see challenges as opportunities to grow/learn/improve, take initiative, explore independently, are self-disciplined and accept responsibility, and have the skills to self-critique and create plans to overcome obstacles.

**Core Lesson**

**Materials:**

- First Steps in Music Curriculum - John M. Feierabend
- Conversational Solfege Curriculum - John M. Feierabend
- SQUILT Curriculum - Mary Prather
- Active Music Digital Curriculum - Sally Wagter
- Teacher Created Curriculum

**Topic: Music Elements, Listening, Comprehension/Decoding/Interpreting**  
Minutes for Topic: 310

**Core Lesson** Students will learn the Elements of Music, how those elements function, and how to recognize them and their function aurally; leading to a deeper appreciation, understanding, and enjoyment of the ubiquitous art. The Elements of Music are: Rhythm, Melody, Harmony, Dynamics, Tone Color, and Form.

**Description:** This learning comes through listening to, interacting with, and performing\* a variety of styles and genres of music. Students will be able to recognize the Elements of Music within music they hear, as well as analyze and describe the function of these elements as it relates to the understanding, affect, function, and personal reception of said music.

Each "Lesson" as described here is a module used in most class periods at approximately 10% of total time.

\* as to the educational understanding of "performance" - "the execution of an action", not a presentational performance.

**Core Lesson Student Learning Objectives:** Objectives for Music Learning in General Music Class

- Developing the range and control of the singing voice
- Listening and describing music in multiple tonalities and meters
- Keeping a steady beat through movement and instrumental performance
- Improvisation in a wide variety of tonalities and meters
- Composing music using non-traditional and traditional notation
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- Evaluating music and music performances
- Understanding relationships between music, the other arts, and disciplines outside the arts
- Understanding music in relation to history and culture
- Developing the skill sets needed in order to use music technology as a means for personal expression

**Core Lesson Overall Goals of the Wyalusing Music Program:**

- Big Ideas:**
1. To provide the best possible musical environment, rich in a variety of activities, tonalities, meters, and styles.
  2. To help students develop musical understanding and skills, and become more musically independent.
  3. To help each student develop their creative and critical thinking skills, as well as achieve their musical potential.
  4. To lay the foundation for a lifetime of music making and enjoyment.
  5. To develop and practice the skills necessary for more self-enabled human beings who are adept at problem-solving and see challenges as opportunities to grow/learn/improve, take initiative, explore independently, are self-disciplined and accept responsibility, and have the skills to self-critique and create plans to overcome obstacles.

- Core Lesson Materials:**
- First Steps in Music Curriculum - John M. Feierabend
  - Conversational Solfege Curriculum - John M. Feierabend
  - SQUILT Curriculum - Mary Prather
  - Active Music Digital Curriculum - Sally Wagter
  - Teacher Created Curriculum