

## Fourth Grade General Music Curriculum Guide

New concepts will be taught by using a combination of imitation, exploration, improvisation and visualization. While literacy (visualization) is taught, it is not the sole focus. The ultimate objective of this general music program is to foster creativity and independent musicianship.

By the end of Fourth Grade, the students will be able to demonstrate knowledge of the following through playing, singing, composing, improvising, movement and other assessment strategies.

<b>Rhythm</b>	<p>Demonstrate steady beat through marching and other movements. (6)</p> <p>Demonstrate duple meter through movement and singing. (1,6)</p> <p>Using percussion instruments, echo rhythm patterns including sixteenth notes, eighth notes, quarter notes, quarter rests, half notes, half rests, whole notes. (2,6)</p> <p>Identify sound vs. silence (notes and rests). (2,6)</p> <p>Identify and perform rhythms on percussion instruments using notated symbols including sixteenth notes, eighth notes, quarter notes, quarter rests, half notes, half rests, whole notes. (2,5,6)</p> <p>Sight read, label, clap and play four measure rhythm patterns on pitched and unpitched rhythm instruments. (2,5)</p> <p>Formulate and perform four measure rhythm patterns using manipulatives and a given time signature, i.e., 2/4, 3/4, or 4/4. (4,5)</p> <p>Produce rhythmic dictation using manipulatives, 1-2 measures in length. (5)</p> <p>Create word chains and translate rhythms to body percussion and classroom instruments. (2,4)</p> <p>Create an ostinato using selected rhythms and unpitched percussion. (2,4)</p>
<b>Melody</b>	<p>Sing melodic patterns using Sol-Mi-La-Do-Re-Fa-Ti and recognize Curwen Hand Signals. (1)</p> <p>Recognize, sing, and demonstrate high and low sounds through body movement. (1,6)</p> <p>Sing and show through hand signals Do-Ti using 5 line staff notation. (1,5)</p> <p>While singing or listening to a song, demonstrate melodic direction through body movements. (1,6)</p> <p>Classify Orff instruments according to range, timbre, and size (soprano, bass, etc.). (6)</p> <p>Using a pentatonic scale and learned rhythms, improvise melodies on Orff instruments. (2,3)</p> <p>Using xylophone chart, arrange Orff instruments for a given scale. (2)</p> <p>Label staff with musical alphabet. (5)</p> <p>Label musical signs and symbols. (5)</p> <p>Improvise on recorder using B, A, G. (2,3)</p> <p>Using a pentatonic scale and learned rhythms, improvise melodies in rondo form on Orff instruments. (2,3)</p>

<b>Melody Cont.</b>	<p>Play chord, level, broken and crossover borduns on Orff instruments. (2)</p> <p>Sing and chant 3-part rounds and partner songs, as well as ostinatos and descants. (1)</p> <p>Recognize treble staff notation. (5)</p> <p>Sight-read and improvise treble notation of B, A, G on recorder. (2,3,5)</p> <p><b>Formal Assessment: Improvise on recorder using B, A, G.</b></p>
<b>Form</b>	<p>Sing and play a song with D.C. al fine. (5)</p> <p>Indicate binary and ternary form through singing and movement. (1,6)</p> <p>Label verse and chorus verbally using the letters A and B. (6)</p> <p>Create movements to reflect form. (6)</p> <p>Indicate rondo form through singing and movement. (1,6)</p> <p>Compose a rondo using pitched and unpitched percussion and recorder. (2,4)</p>
<b>Movement</b>	<p>Imitate Curwen Hand Signals from teacher. (1)</p> <p>Perform folk dances from different cultures. (8,9)</p> <p><b>Formal Assesement: Folk dancing</b></p>
<b>Other</b>	<p>Sing and play songs using pitched and unpitched percussion. (1,2)</p> <p>Discriminate between dynamics (forte, piano) and tempos (fast and slow). (6)</p> <p>Listen to music of different genres with a focus on Western Classical including symphonic band music and American Folk music. (6)</p> <p>Identify and differentiate timbres within the classroom. (6)</p> <p>Identify different instrumental families within the symphonic band. (6)</p> <p>Classify instruments within each family according to range. (6)</p> <p>Differentiate changes in dynamics including crescendo and decrescendo, and changes in tempo including accelerando and ritardando. (6)</p> <p>Determine expressive qualities of a poem, song, or story and perform it for the class using percussion instruments. (2,6)</p>