



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: Essential Music Grade Level(s): 4 Units of Credit: N/A Classification: Required	Length of Course: 30 cycles Periods Per Cycle: 1 Length of Period: 40 minutes Total Instructional Time: 20 hours
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Course Description

Students in fourth grade will develop a deeper understanding of the basic elements of music introduced in previous grades: Dynamics, melody, harmony, rhythm, instruments, tempo, meter, and timbre. They will be able to sing using proper technique and perform more advanced rhythms in duple and triple meter. They will continue to learn to differentiate between loud and quiet dynamics, study forms such as echo songs, call-and-response, verse and refrain, AB form, rounds, partner songs, and phrases, and aurally identify pitch syllables do, re, mi, fa, so, la, and ti as well as read and perform do, re, mi, so, and la on a 3-line and 5-line staff. The students will be able to determine the meter of a song and continue duple and triple rhythm reading and writing (duple—quarter, eighth, sixteenth and half notes and rests; triple—dotted quarter, eighth, and quarter/eighth notes). The students will also review the different instrument families (Strings, Woodwinds, Brass, and Percussion) and continue identifying important pieces of Classical repertoire. In addition, students will learn to connect music to themselves, their community, history, and the world around them. These concepts will be reinforced through the use of singing games, classroom instruments, body percussion, movement activities, writing and discussion activities, and performance preparation.

Instructional Strategies, Learning Practices, Activities, and Experiences

Modeling Guided Practice Movement Activities (form, steady beat and meter recognition, dancing, music games, partner clapping patterns)	Chants and Songs Part Performance (ostinatos, echo/call and response, rounds, harmony, partner songs) Rhythmic and Melodic Echoing Pitch Exploration	Rhythmic and Melodic Process (echo, decode, read, write, create) Connection Activities Pitched and Unpitched Instruments
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Assessments

Teacher Observation	Solo Singing/Performance (rubric)	Rhythmic and Melodic Reading and Writing (rubric)
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Materials/Resources

Teacher's Song File Folk Music Textbooks	Pitched and Unpitched Instruments Little Kids Rock Resources	Related CDs and Music Files Quaver Digital Music Platform
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Adopted: 3/16/88

Revised: 9/3/91; 7/21/99; 8/17/15; 4/12/11; 6/20/11; 5/15/2017; 2/13/2020

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>I. Vocal Technique/Performance</p> <ul style="list-style-type: none"> I. Singing (head) II. Breath III. Posture IV. Dynamics V. Part-singing VI. Performance (preparation and execution) 	<p>I. Vocal Technique/Performance</p> <ul style="list-style-type: none"> a. Objectives <ul style="list-style-type: none"> i. The student will show a head voice in singing. ii. The student will match pitch in echo singing. iii. The student will synthesize models and practice in order to create a proper singing voice. iv. The student will maintain a sense of tonality in singing when alone and with others. v. The student will sing with proper technique – including timed breathing. vi. The student will differentiate between and perform a variety of dynamics. vii. The student will be able to part-sing while maintaining correct singing techniques and a sense of tonality. b. Standards <ul style="list-style-type: none"> i. 9.1.5.A Know and use the elements and principles of each art form to create works in the arts and humanities. ii. 9.1.5.B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. iii. 9.1.5.C Recognize and use fundamental vocabulary within each of the art forms. iv. 9.1.5.D Describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work. v. 9.1.5.E Know and demonstrate how arts can communicate experiences, stories, or emotions through the production of works in the arts. vi. 9.1.5.F Describe works of others through performance or exhibition in two art forms. vii. 9.1.5 G Identify the function and benefits of rehearsal and practice sessions.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>II. Melody</p> <p>I. Direction (including high, middle, low)</p> <p>II. Read</p> <p>i. Do, Re, Mi, So, La</p> <p>ii. 3-line Staff and 5-line staff</p> <p>III. Rhythm and Meter</p> <p>I. Steady Beat</p> <p>II. Rhythm (Duple – quarter, eighth, sixteenth and half notes and rests; Triple—dotted quarter, quarter, and eighth notes)</p> <p>i. Echo</p> <p>ii. Decode</p> <p>iii. Read</p> <p>iv. Write</p> <p>v. Create</p> <p>III. Perform</p> <p>IV. Meter</p> <p>i. Duple</p> <p>ii. Triple</p>	<p>II. Melody</p> <p>a. Objectives</p> <p>i. The student will analyze a melodic unit and determine and demonstrate its direction.</p> <p>ii. The student will echo various melodic patterns demonstrating a singing voice, correct pitches, and (when applicable) correct solfege.</p> <p>iii. The student will be able to reproduce a given melodic phrase demonstrating a singing voice and correct pitches.</p> <p>iv. The student will be able to identify, read (on a 3-line staff), perform and improvise/create do, re, mi, so, la patterns.</p> <p>b. Standards</p> <p>i. 9.1.5.A Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p>ii. 9.1.5.B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.</p> <p>iii. 9.1.5.C Know and use fundamental vocabulary within each of the arts forms.</p> <p>iv. 9.3.5.B Describe works in the arts comparing similar and contrasting characteristics.</p> <p>III. Rhythm and Meter</p> <p>a. Objectives</p> <p>i. The student will be able to infer and demonstrate a steady beat.</p> <p>ii. The student will be able to echo and decode duple rhythm patterns demonstrating correct rhythm and syllables.</p> <p>iii. The student will be able to synthesize previously practiced and learned rhythms in order to read, write, create, and perform rhythms.</p> <p>iv. The student will be able to demonstrate duple and triple meter through movement and analyze the meter of a song or chant.</p> <p>v. The student will be able to perform various complex rhythms – vocal, body percussion, and instruments.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>III. Rhythm and Meter (continued)</p>	<p>b. Standards</p> <ul style="list-style-type: none"> i. 9.1.5.A Know and use the elements and principles of each art form to create works in the arts and humanities. ii. 9.1.5.B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. iii. 9.1.5.C Know and use fundamental vocabulary within each of the arts forms. iv. 9.3.5.B Describe works in the arts comparing similar and contrasting characteristics.
<p>IV. Tempo</p>	<p>IV. Tempo</p> <ul style="list-style-type: none"> a. Objectives <ul style="list-style-type: none"> i. The student will be able to differentiate between and perform a variety of tempos while keeping a steady beat, singing, echoing rhythms, and moving. b. Standards <ul style="list-style-type: none"> i. 9.1.5.A Know and use the elements and principles of each art form to create works in the arts and humanities. ii. 9.1.5.B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. iii. 9.1.5.C Know and use fundamental vocabulary within each of the arts forms. iv. 9.3.5.B Describe works in the arts comparing similar and contrasting characteristics.

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<p>V. Form</p> <ul style="list-style-type: none"> I. Phrases (including in rounds) II. AB form (and other forms that use A and B sections) III. Echo IV. Call-and-Response V. Verse and Refrain VI. Partner Songs 	<p>V. Form</p> <ul style="list-style-type: none"> a. Objectives <ul style="list-style-type: none"> i. The student will be able to analyze and show form through identifying movements and descriptions. ii. The student will be able to distinguish between phrases of a song. iii. The student will be able to identify the form of AB, (and other forms that use A and B sections), echo, call-and-response, and verse-refrain songs that they are performing. b. Standards <ul style="list-style-type: none"> i. 9.1.5.A Know and use the elements and principles of each art form to create works in the arts and humanities. ii. 9.1.5.B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. iii. 9.1.5.C Know and use fundamental vocabulary within each of the arts forms. iv. 9.1.5.D Describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work. v. 9.2.5.L Identify, explain, and analyze common themes, forms and techniques from works in the arts. vi. 9.3.5.B Describe works in the arts comparing similar and contrasting characteristics. vii. 9.3.5.C Classify works in the arts by forms in which they are found viii. 9.3.5.F Know how to recognize the process of criticism in identifying and analyzing characteristics among works in the arts.

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<p>VI. Movement</p> <ul style="list-style-type: none"> I. Form II. Beat III. Rhythms IV. Dances 	<p>VI. Movement</p> <ul style="list-style-type: none"> a. Objectives <ul style="list-style-type: none"> i. The student will be able to show Laban movement. ii. The student will be able to analyze and show form through identifying movements. iii. The student will be able to infer and demonstrate a steady beat while demonstrating duple and triple meters. iv. The student will be able to synthesize rhythms and movement in order to perform rhythms using body percussion or classroom percussion instruments. v. The student will be able to perform beginning folk dances and song games. b. Standards <ul style="list-style-type: none"> i. 9.1.5.A Know and use the elements and principles of each art form to create works in the arts and humanities. ii. 9.1.5.B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. iii. 9.1.5.C Know and use fundamental vocabulary within each of the arts forms. iv. 9.1.5.E Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts. v. 9.2.5.K Identify, explain, and analyze traditions as they relate to works in the arts. vi. 9.3.5.B Describe works in the arts comparing similar and contrasting characteristics. vii. 9.3.5.F Know how to recognize the process of criticism in identifying and analyzing characteristics among works in the arts.

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<p>VII. Instrument Families</p> <ul style="list-style-type: none"> I. Strings II. Woodwinds III. Brass IV. Percussion <p>VIII. Music Recognition</p> <ul style="list-style-type: none"> I. Feelings/Emotions/Moods II. Connect <ul style="list-style-type: none"> i. Self ii. Community iii. World iv. History v. Geography 	<p>VII. Instrument Families</p> <ul style="list-style-type: none"> a. Objectives <ul style="list-style-type: none"> i. The student will be able to identify basic instrument families and connect an instrument to its sound/timbre. b. Standards <ul style="list-style-type: none"> ii. 9.1.5.B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. iii. 9.1.5.C Know and use fundamental vocabulary within each of the arts forms. <p>VIII. Music Recognition</p> <ul style="list-style-type: none"> a. Objectives <ul style="list-style-type: none"> i. The student will be able to recognize important pieces of Classical music and connect that music to basic feelings and moods. ii. The student will be able to connect various pieces of standard and newer repertoire to themselves, their community, the world, and history/geography. b. Standards <ul style="list-style-type: none"> i. 9.1.5.D Describe and use knowledge of specific styles within each art form through a performance or exhibition of a unique work. ii. 9.1.5.E Know and demonstrate how arts can communicate experiences, stories, or emotions through the production of works in the arts. iii. 9.2.5.A Explain the historical, cultural, and social context of a individual work in the arts. iv. 9.2.5.B Relate works in the arts chronologically to historical events. v. 9.2.5.C Relate works in the arts to varying styles and genre and to the periods in which they were created. vi. 9.2.5.D Analyze a work of art from its historical and cultural perspective. vii. 9.2.5.E Analyze how historical events and culture impact forms, techniques, and purposes of works in the arts. viii. 9.2.5.F Know and apply appropriate vocabulary used between social studies and the arts and humanities. ix. 9.2.5.G Relate works in the arts to geographic regions. x. 9.2.5.I Identify, explain, and analyze philosophical beliefs as they relate to works in the arts. xi. 9.2.5.J Identify, explain, and analyze historical and cultural differences as they relate to works in the arts.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>VIII. Music Recognition (continued)</p>	<ul style="list-style-type: none"> xii. 9.2.3.K Identify, explain, and analyze traditions as they relate to works in the arts. xiii. 9.3.5.A Identify critical processes in the examination of works in the arts and humanities. xiv. 9.3.5.B Describe works in the arts comparing similar and contrasting characteristics. xv. 9.3.5.D Compare similar and contrasting important aspects of works in the arts and humanities based on a set of guidelines using a comprehensive vocabulary of critical response. xvi. 9.3.5.F Know how to recognize the process of criticism in identifying and analyzing characteristics among works in the arts. xvii. 9.3.5.G Describe a critic's position or opinion about selected works in the arts and humanities. xviii. 9.4.5.A Identify uses of expressive symbols that show philosophical meanings in the works in the arts and humanities. xix. 9.4.5.B Investigate and communicate multiple philosophical views about works in the arts. xx. 9.4.5.C Identify the attributes of various audiences' environments as they influence individual aesthetic response. xxi. 9.4.5.D Explain choices made regarding media, technique, form, subject matter, and themes that communicate the artist's philosophy within a work in the arts and humanities.