

Music Overview: Grade 4

Unit: Ukulele		
Content	Skills	Essential Questions
<ul style="list-style-type: none">• Fingering positions for C, C7, F, G7, Am• How to hold the ukulele• The parts of the ukulele• How to strum and pick• Which notes make up a triad• Roman numeral chord symbols• Different methods of accompanying (basslines, finger picking, strumming)	<ul style="list-style-type: none">• Play and create simple melodic and rhythmic patterns using open strings• Play the chords:<ul style="list-style-type: none">◦ C, C7, F, G7, Am• Play chord progressions:<ul style="list-style-type: none">◦ I - V◦ I - IV - V◦ I - IV - vi• Sing and play simultaneously• Play a variety of strumming patterns and finger picking patterns	<ul style="list-style-type: none">• What's the difference between melody and harmony?• How is the ukulele both a melodic and harmonic instrument?• What is accompaniment?• What are chords and chord progressions?• How does solfege help us understand chords and chord progressions?

Unit: Folk Dancing		
Content	Skills	Essential Questions
<ul style="list-style-type: none"> • Different formations • How their individual actions/movements affect the group 	<ul style="list-style-type: none"> • Move with choreography and coordination through space • Work with a partner, small group, or full group • Feel, organize, and move to the beat 	<ul style="list-style-type: none"> • How can we show the music through our bodies? • Why is it important to provide critique to others and offer suggestions? • How does listening differ from hearing? • Why should we learn about other cultures and their music? • How can performing folk dances build our musicianship and ensemble skills?

Unit: Conversational Solfege: Rhythm		
Content	Skills	Essential Questions
<ul style="list-style-type: none"> • A variety of songs and rhymes • Gordon syllables • Difference between echoing and decoding • 2/4 & 6/8 time signatures • What the notes look like and the parts of the notes • The terms steady beat, tempo, improvise, notation, note, time signature. 	<ul style="list-style-type: none"> • Step 1: Repertoire Readiness- sing and chant a variety of songs and rhymes • Step 2: Rote- echo short rhythm patterns • Step 3: Decode- rhythm patterns and songs, phrase by phrase, through game and conversation • Step 4: Improvise- spontaneously create original rhythmic patterns • Step 5: Read - perform short rhythm patterns with voice or instrument from notation • Step 6: Write - compose and notate original rhythmic patterns and compositions 	<ul style="list-style-type: none"> • Can you have rhythm without beat? • What is the difference between rhythm and beat? • Why do we use Gordon rhythm syllables? • How do you notate simple patterns in 2/4 & 6/8 meter? • How can different notes be combined to make new patterns? • How do you create an original rhythmic composition? • How can you notate rhythms you have improvised? • How does improvisation differ from composition? How are they similar? • How is performing my own composition different from performing the compositions of others? • How is the rote before note approach similar to learning language, reading, and writing? • Why is it important to be able to hear and understand rhythms before learning to read and write them?

Unit: Conversational Solfege: Tonal		
Content	Skills	Essential Questions
<ul style="list-style-type: none"> • A variety of songs & games • Solfege Syllables (Do, Re, Mi, Sol) • Difference between echoing and decoding • What the Curwen Hand Signs look like • Vocabulary: Pitch, Melody, High/Low, Solfege (Do, Re, Mi, Sol), Intervals (Steps/Skips), Home Tone/Tonic, Hand Signs • Key Signature: F Major and G Major 	<ul style="list-style-type: none"> • Step 3: Decode- pitch patterns and songs, phrase by phrase, through game and conversation • Step 4: Improvise/Create • Step 5: Reading • Step 6: Writing 	<ul style="list-style-type: none"> • How does melodic contour and direction flow through the music? • Why is it important to match pitch accurately? • In what ways can we create expressive ideas? • How does a staff show pitch? • How do you create musical ideas through improvisation?