

Content Area: Music
Grade 4

Unit	Enduring Understandings	Essential Questions	Objectives	Skills
Music, Rhythmic Notation and Instrumental Performance	<p>Students will understand that:</p> <ol style="list-style-type: none"> 1. The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. 2. Musicians' creative choices are influenced by their expertise, context, and expressive intent. 3. Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. 4. Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. 5. To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, 	<ol style="list-style-type: none"> 1. How do musicians generate creative ideas? 2. How do musicians make creative decisions? 3. How do musicians improve the quality of their creative work? 4. How do performers select repertoire? 5. How do musicians improve the quality of their performance ? 6. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence 	<p>Students will create and present rhythm compositions, using appropriate notation and expression. They will demonstrate understanding of musical concepts and evaluate their own and their peers' compositions, using both written and verbal criteria as well as personal interpretation</p>	<p>Identify steady beat Identify, read, and create rhythmic notation Evaluate and refine creative notation</p>

	<p>and the application of appropriate criteria.</p> <p>6. Musicians judge performance based on criteria that vary across time, place, and cultures, The context and how a work is presented influence audience response.</p> <p>7. Individuals' selection of music works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.</p> <p>8. The personal evaluation of music work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>9. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>10. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p>	<p>audience response?</p> <p>7. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?</p> <p>8. How do we judge the quality of musical work(s) and performance (s)?</p> <p>9. How do we discern the musical creators' and performers' expressive intent?</p> <p>10. How do musicians make meaningful connections to creating, performing, and responding?</p> <p>11. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music.</p>		
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Music, Vocal Performance Techniques	<ol style="list-style-type: none"> 1. Musicians' creative choices are influenced by their expertise, context, and expressive intent. 2. Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. 3. Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. 4. To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. 5. Musicians judge performance based on criteria that vary across time, place, and cultures, The context and how a work is presented influence audience response. 6. Individuals' selection of music works is influenced by their interests, experiences, understandings, 	<ol style="list-style-type: none"> 1. How do musicians make creative decisions? 2. How do musicians improve the quality of their creative work? 3. How do performers select repertoire? 4. How do musicians improve the quality of their performance ? 5. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? 6. How do individuals choose music to experience? How does understanding the structure and context of music inform a response? 	Students will help to select and interpret various musical pieces for performance. They will rehearse, critique, and refine their vocal techniques before and after performing.	Selecting appropriate repertoire, analyzing and interpreting musical works and performances, rehearsing and presenting songs, critiquing (self, peer, and professional)

	<p>and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.</p> <ol style="list-style-type: none"> The personal evaluation of music work(s) and performance(s) is informed by analysis, interpretation, and established criteria. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. 	<ol style="list-style-type: none"> How do we judge the quality of musical work(s) and performance(s)? How do we discern the musical creators' and performers' expressive intent? How do musicians make meaningful connections to creating, performing, and responding? How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music 		
Music, Melodic Notation	<ol style="list-style-type: none"> The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Musicians' creative choices are influenced by their expertise, context, and expressive intent. Musicians evaluate and refine their work through 	<ol style="list-style-type: none"> How do musicians generate creative ideas? How do musicians make creative decisions? How do musicians improve the quality of 	Students will create and present melodic compositions using appropriate notation and expression. They will demonstrate understanding of musical concepts and evaluate their own and their peers' compositions, using both written and	Identify, read, and create rhythmic and melodic notation Evaluate and refine creative notation Rehearsing and presenting songs Critiquing (self, peer, and professional

	<p>openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>4. Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>5. To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>6. Musicians judge performance based on criteria that vary across time, place, and cultures, The context and how a work is presented influence audience response.</p> <p>7. Individuals' selection of music works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s)</p>	<p>their creative work?</p> <p>4. How do performers select repertoire?</p> <p>5. How do musicians improve the quality of their performance ?</p> <p>6. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p> <p>7. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?</p> <p>8. How do we judge the quality of musical work(s) and performance (s)?</p> <p>9. How do we discern the</p>	<p>verbal criteria as well as personal interpretation</p>	
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	<p>manipulate the elements of music.</p> <p>8. The personal evaluation of music work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>9. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>10. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p>	<p>musical creators' and performers' expressive intent?</p> <p>10. How do musicians make meaningful connections to creating, performing, and responding?</p> <p>11. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music</p>		
Music, Instruments and Timbre	<p>1. To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>2. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.</p> <p>3. Individuals' selection of musical works is influenced by their</p>	<p>1. How do musicians improve the quality of their performance ?</p> <p>2. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p> <p>3. How do individuals choose</p>	<p>Students will be able to identify, describe, and categorize instruments based on their shared characteristics. They will demonstrate understanding of musical concepts and evaluate instrumental performances using both written and verbal criteria as well as personal interpretation</p>	<p>Identify instruments by sound Describe differences in sounds based on aural and written prompts Critique using appropriate vocabulary</p>

	<p>interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.</p> <ol style="list-style-type: none"> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. 	<p>music to experience? How does understanding the structure and context of music inform a response?</p> <ol style="list-style-type: none"> How do we judge the quality of musical work(s) and performance(s)? How do we discern the musical creators' and performers' expressive intent? How do musicians make meaningful connections to creating, performing, and responding? How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? 		
Music, History and Current Events	<ol style="list-style-type: none"> The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. 	<ol style="list-style-type: none"> How do musicians generate creative ideas? How do musicians 	Students will understand the importance of music from different genres and historical periods. They will relate their	Identifying and describing emotions that influence the creation/performance of music Describing the use of music for

	<ol style="list-style-type: none"> 2. Musicians' creative choices are influenced by their expertise, context, and expressive intent. 3. Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. 4. Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. 5. To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response. 6. Individuals' selection of music works is influenced by their interests, experiences, understandings, and purposes. Response to music 	<ol style="list-style-type: none"> make creative decisions? 3. How do musicians improve the quality of their creative work? 4. How do performers select repertoire? 5. How do musicians improve the quality of their performance? 1. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? 2. How do individuals choose music to experience? How does understanding the structure and context of music inform a response? 3. How do we judge the quality of 	<p>appreciation and opinions of music to their context when listening, creating, performing, and responding to music. Students will make connections between musical movements and social movements, as well as the use of music and arts as a means of expression and a means of education about specific social topics.</p>	<p>social impact using appropriate vocabulary</p>
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	<p>is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.</p> <p>7. The personal evaluation of music work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>8. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>9. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p>	<p>musical work(s) and performance (s)?</p> <p>4. How do we discern the musical creators' and performers' expressive intent?</p> <p>5. How do musicians make meaningful connections to creating, performing, and responding?</p> <p>6. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music.</p>		