

Grade 4 Music

Diary map is based on the 2013-2014 school year. Information may change year to year. Months are guidelines and items may be done at different times of the year.

Month	Essential Questions	Content	Skills	Assessment	Resources	Technology
Aug. - Sept.	<p>Duration How can I tell long sounds from short sounds?</p> <p>How many beats are in a group?</p> <p>Phrases How is music grouped together in musical thoughts?</p>	<p>Duration -Meter signature</p> <p>Phrases -Different pitches formed together create musical ideas</p>	<p>Duration -Distinguish number of beats are in a measure; 2, 3, 4, and 5 beats in a measure</p> <p>Phrases -Signal to show recognition of phrases in a song -Move to show recognition of phrases of different lengths</p>	<p>-Teacher Observation</p> <p>-Pupil Performance</p>	<p>-McGraw-Hill <i>Share the Music</i></p> <p>-<i>Music K-8</i> magazine</p> <p>-Classroom instruments</p> <p>-Various CD's</p>	<p>-Wikipedia</p> <p>-YouTube</p> <p>-Smart Board</p>
Oct.	<p>Phrases How is music grouped together in musical thoughts?</p> <p>Melody How do different pitches affect a song?</p> <p>Rhythm Why is a steady beat important to music?</p>	<p>Phrases -Different pitches formed together create musical ideas</p> <p>Melody -G, A and B on the recorder</p> <p>Rhythm -Steady Beat -Notation -Note duration</p>	<p>Phrases -Signal to show recognition of phrases in a song -Move to show recognition of phrases of different lengths</p> <p>Melody -Identify the notes on the treble clef – G, A, B -Play the notes G, A and B on the recorder -Play a song using the notes, G, A and B on the recorder</p> <p>Rhythm -Show a steady beat -Play notes on the recorder with 1, 2 and no sound to a beat</p>	<p>-Teacher Observation</p> <p>-Pupil Performance</p> <p>-Performing on Recorder</p>	<p>-McGraw-Hill <i>Share the Music</i></p> <p>-<i>Music K-8</i> magazine</p> <p>-Classroom instruments</p> <p>-Various CD's</p> <p>-Be a Recorder Star</p>	<p>-Wikipedia</p> <p>-YouTube</p> <p>-Smart Board</p>

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	<p>Music History and Culture How do composers vary in style?</p>	<p>Music History and Culture -Holiday music</p>	<p>-Play half notes on the recorder -Read silences in music</p> <p>Music History and Culture -Listen to musical examples -Perform musical activities relating to holidays and thematic units -Move to show musical interpretation</p>			
Nov.	<p>Melody How do different pitches affect a song? How can I use my singing voice to match pitch?</p> <p>Performance What is needed to give a proper performance? What is expected of me as an audience member? (Ongoing throughout the year)</p>	<p>Melody -G, A and B on the recorder -High, middle and low pitches</p> <p>Performance -Performing in front of an audience alone and with others -Listening</p>	<p>Melody -Identify the notes on the treble clef – G, A, B -Play the notes G, A and B on the recorder -Play a song using the notes, G, A and B on the recorder -Properly use your singing voice -Sing a song with melodic skips -Sing a song in a round</p> <p>Performance -Use proper breath support when playing and singing -Acknowledge appreciation from others -Listen to others perform with respect</p>	<p>-Teacher Observation -Pupil Performance -Performing on Recorder</p>	<p>-McGraw-Hill <i>Share the Music</i> -<i>Music K-8</i> magazine -Classroom instruments -Various CD's</p>	<p>-Wikipedia -YouTube -Smart Board</p>

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	<p>Rhythm Why is a steady beat important to music?</p> <p>Music History and Culture How do composers vary in style?</p>	<p>Rhythm -Steady Beat -Notation -Note duration</p> <p>Music History and Culture -Holiday music</p>	<p>Rhythm -Show a steady beat -Play notes on the recorder with 1, 2 and no sound to a beat -Play half notes on the recorder -Play whole notes on the recorder -Read silences in music; quarter, half & whole rests -Count rhythmic notation</p> <p>Music History and Culture -Listen to musical examples -Perform musical activities relating to holidays and thematic units -Move to show musical interpretation</p>			
Dec.	<p>Music History and Culture How do composers vary in style?</p> <p>Melody How do different pitches</p>	<p>Music History and Culture -Holiday music</p> <p>Melody -High, middle and low</p>	<p>Music History and Culture -Listen to musical examples -Perform musical activities relating to holidays and thematic units -Move to show musical interpretation</p> <p>Melody -Properly use your</p>	<p>-Teacher Observation</p> <p>-Pupil Performance</p> <p>-Performing on Recorder</p>	<p>-McGraw-Hill <i>Share the Music</i></p> <p>-<i>Music K-8</i> magazine</p> <p>-Classroom instruments</p> <p>-Various CD's</p>	<p>-Wikipedia</p> <p>-YouTube</p> <p>-Smart Board</p>

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	<p>affect a song?</p> <p>Literacy How does literacy affect music?</p>	<p>pitches -Skips and steps in melody</p> <p>Literacy -German language</p>	<p>singing voice -Sing a partner song -Sing a song with melodic skips and leaps -Sing a song in 3-part harmony -Sing a cumulative song -Play the notes G, A and B on the recorder -Play a song using the notes, G, A and B on the recorder</p> <p>Literacy - Sing a song with English and German words</p>			
Jan.	<p>GRANDPARENT DAY – REHEARSALS</p> <p>Reading/Notating Music Concepts What are the note names on the treble clef?</p> <p>Pitch How can we use our voice to show the difference in pitches?</p>	<p>GRANDPARENT DAY – REHEARSALS</p> <p>Reading/Notating Music Concepts -G, A and B on the recorder -High C on recorder -2-part music -DS al Coda -Repeats in music</p> <p>Pitch -Heavier and lighter registers</p>	<p>GRANDPARENT DAY – REHEARSALS</p> <p>Reading/Notating Music Concepts -Learn and play high C on the recorder -Play a 2-part song on the recorder -Observe repeats in music; 1st and 2nd endings -Understand and apply DS al coda in music</p> <p>Pitch -Sing alone and with others using heavier and lighter registers</p>	<p>-Teacher Observation -Pupil Performance -Performing on Recorder</p>	<p>-McGraw-Hill <i>Share the Music</i> -<i>Music K-8</i> magazine -Classroom instruments -Various CD's</p>	<p>-Wikipedia -YouTube -Smart Board</p>

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			-Sing alone and with others using different pitches -Move to show the direction of pitches			
Feb.	GRANDPARENT DAY – REHEARSALS Reading/Notating Music Concepts What are the note names on the treble clef? Pitch How can we use our voice to show the difference in pitches?	GRANDPARENT DAY – REHEARSALS Reading/Notating Music Concepts -G, A and B on the recorder -High C on the recorder -2-part music -DS al Coda -Repeats in music Pitch -Heavier and lighter registers	GRANDPARENT DAY – REHEARSALS Reading/Notating Music Concepts -Learn and play high C on the recorder -Play a 2-part song on the recorder -Observe repeats in music; 1 st and 2 nd endings -Understand and apply DS al coda in music Pitch -Sing alone and with others using heavier and lighter registers -Sing alone and with others using different pitches -Move to show the direction of pitches	-Teacher Observation -Pupil Performance -Performing on Recorder	-McGraw-Hill <i>Share the Music</i> - <i>Music K-8</i> magazine -Classroom instruments -Various CD's	-Wikipedia -YouTube -Smart Board
March	Rhythm Why is a steady beat important to music?	Rhythm -Steady Beat -Notation -Note duration	Rhythm -Show a steady beat -Show the difference between 1 sound, 2 sounds and no sound to a beat using rhythmic -Read silences in music; quarter, half & whole	-Teacher Observation -Pupil Performance -Performing on Recorder -Mallet Madness	-McGraw-Hill <i>Share the Music</i> - <i>Music K-8</i> magazine -Classroom instruments -Various CD's	-Wikipedia -YouTube -Smart Board

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	<p>Literacy How does literacy affect music?</p> <p>Tone Color How can you vary your instrumental timbre?</p> <p>Melody How do different pitches affect a song?</p>	<p>Literacy -Sound poems</p> <p>Tone Color -Instrumental timbre</p> <p>Melody -High pitches and low pitches -Melodic direction: pitches moving up and down</p>	<p>rests -Count rhythmic notation</p> <p>Literacy -Play instruments while reciting a poem</p> <p>Tone Color -Play instruments to show the difference in tone color -Show the difference in sound between drums, woods, shakers and scrapers -Explore the different timbres of many different instruments -Explore the different ways to play instruments</p> <p>Melody -Play high and low sounds on barred instruments -Play melodies going up and down</p>		-Mallet Madness	
April	<p>Rhythm Why is a steady beat important to music?</p>	<p>Rhythm -Steady Beat -Notation -Ostinatos</p>	<p>Rhythm -Show a steady beat while playing a game -Show the difference between 1 sound, 2 sounds and no sound to a beat using rhythmic -Perform ostinatos to accompany music</p>	<p>-Teacher Observation</p> <p>-Pupil Performance</p> <p>-Performing on Recorder</p>	<p>-McGraw-Hill <i>Share the Music</i></p> <p>-<i>Music K-8</i> magazine</p> <p>-Classroom instruments</p> <p>-Various CD's</p>	<p>-Wikipedia</p> <p>-YouTube</p> <p>-Smart Board</p>

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	<p>Melody How do different pitches affect a song?</p> <p>Literacy How does literacy affect music?</p> <p>Harmony How do we create harmony in music?</p>	<p>Melody -High pitches and low pitches -Melodic direction: pitches moving up and down</p> <p>Literacy -Sound poems</p> <p>Harmony -Borduns -2 and 3-part accompaniment</p>	<p>-Echo speak a poem in rhythm</p> <p>Melody -Identify and play high and low sounds on barred instruments -Play melodies going up and down</p> <p>Literacy -Play instruments while reciting a poem</p> <p>Harmony -Perform borduns on barred instruments to produce harmony in music -Create 2 and 3-part accompaniment to poems and chants</p>		-Mallet Madness	
May	<p>Reading/Notating Music What are the note names on the treble clef?</p> <p>Melody How do different pitches affect a song?</p>	<p>Reading/Notating Music -Names of the notes on the treble clef</p> <p>Melody -High, middle and low pitches</p>	<p>Reading/Notating Music -Identify the notes on the treble clef -Identify notes on lines and notes on spaces</p> <p>Melody -Properly use your singing voice -Sing a partner song -Sing a song with melodic skips</p>	<p>-Teacher Observation</p> <p>-Pupil Performance</p> <p>-Performing on Recorder</p>	<p>-McGraw-Hill <i>Share the Music</i></p> <p>-<i>Music K-8</i> magazine</p> <p>-Classroom instruments</p> <p>-Various CD's</p> <p>-“Rossini’s Ghost” video</p>	<p>-Wikipedia</p> <p>-YouTube</p> <p>-Smart Board</p> <p>-Staff Wars</p>

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	<p>Music History and Culture How do composers vary in style?</p>	<p>Music History and Culture -Gioachino Rossini</p>	<p>Music History and Culture -Listen to musical examples -Watch the movie, "Rossini's Ghost"</p>			