Grade 4
Orchestra

Strand 1: Artistic Foundations
Standard 1: Demonstrate knowledge of the foundations of the art area.

Benchmarks:
The student will:
1. Describe the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.
2. Describe how the elements and related concepts, such as pitch, tempo, canon, and ABA are used in the performance, creation and response to music.
3. Identify the characteristics of a variety of genres and musical styles, such as march, taiko, mariachi, and classical.

1 Melody
- Key signatures: D Major, G Major
- Rote Scales: vln – G,D,A, vla/cello – C,G,D, bass – E,A,D
- Pitch: Sharps, Naturals
- Steady beat
- Quarter note/rest
- Eighth note/rest
- Half note/rest
- Dotted half note
- Meter
- Time signature: 4/4, 3/4, 2/4
- Common time
- Counting (1 + 2 + etc.)

2 Rhythm
- Major (happy)
- Minor (sad)

3 Harmony
- Dynamics: Piano – \( p \), Forte – \( f \)
- Phrasing:
  - Tension & Release
- Tempo:
  - Allegro
  - Andante
  - Moderato
  - Ritardando
  - A Tempo
- Articulation:
  - Slur
  - Legato
  - Staccato
  - Pizzicato
  - Arco

4 Dynamics and Expression
- Identify instruments by sound
  - Pizzicato
  - Arco

5 Tone Color
- Unison
- Duet
- Homophony
- Polyphony

6 Texture
- Canon
- Theme and variations
- ABA
- D.C. al fine

7 Form

Northfield Public Schools
Prepared August 25, 2009
\textbf{Grade 4}

\textbf{Orchestra}

\textbf{Strand 1:} Artistic Foundations
\textbf{Standard 2:} Demonstrate knowledge and use of the technical skills of the art form integrating technology when applicable.

\textbf{Benchmarks:}
The student will:
1. Read and notate music using the standard notation such as quarter, half, and eighth notes and rests; the lines and spaces of the treble clef, and time signatures.
2. Sing and play alone and in a group demonstrating proper posture, breathing, technique, age appropriate tone quality and expressive intent.

\begin{itemize}
\item \textbf{8 Read and Notate}
  - Staff:
    - Bar lines
    - Measures
    - Double bar
    - Repeat sign
    - \( \cdot : \cdot \)
    - \( 1^{\text{st}}/2^{\text{nd}} \text{ ending} \)
    - Ledger lines
    - Key Signatures
    - Time Signatures
    - Clef
    - D.C. al fine
  - Pitches:
    - Note names
    - Accidentals
  - Bowing:
    - Down bow – Up bow
    - Bow lifts
    - Slurs
    - Staccato
  - Rhythm:
    - Note values
    - Anacrusis
\item \textbf{9 Pedagogy}
  - Posture:
    - Playing position (standing and sitting)
    - Rest position
  - Instrument Care:
    - Bow tension
    - Cleaning strings and bow
    - Bow hair is not touched
  - Right Side:
    - Bow hold
    - Bow placement and path
    - Arm angle
    - Bow lift
  - Left Side:
    - Finger tapes
    - Vln/Vla – High 2, low 2, \( 4^{\text{th}} \) finger
    - Cello – difference between \( 3^{\text{rd}} \) and \( 2^{\text{nd}} \) finger use
    - Bass – \( 1^{\text{st}} \) position, \( 3^{\text{rd}} \) position
    - Putting it all together
    - Sing/say note names and finger numbers
\item \textbf{10 Technology Resources}
  - Essential Elements 2000 (Book I):
    - Play-along tracks
    - DVD
\end{itemize}
Benchmarks:
The student will:
1. Describe the cultural and historical traditions of music including the contributions of Minnesota American Indian tribes and communities.
2. Describe how music communicates meaning.

Folk Songs:
- Purpose: lullaby, dance, celebration, holiday, storytelling
- Oral tradition
- Suzuki Repertoire

American Music:
- Jazz, fiddling, movies, Broadway

Music from other cultures/traditions:
- Irish fiddling
- American Indian
- European tradition

Connections to: Home Link
Connections to: Rocket Math
Connection to art and culture
Expression
Strand II: Create/Make
Standard 1: Create/make in a variety of contexts in the art area using the artistic foundations.

Benchmarks:
The student will:
1. Improvise and compose rhythms, melodies, and accompaniments using voice or instruments to express a specific musical idea.
2. Revise creative work based on feedback of others and self-reflection.

13 Improvise
Fiddle Music
Jazz
Question/Answer

14 Compose
Twinkle – Make Your Own Variation

15 Revise
Peer Feedback
Compose a melody, have a friend play it, then revise
**Grade 4**

**Orchestra**

**Strand III**: Perform/Present

**Standard 1**: Perform/Present in a variety of contexts in the art area using the artistic foundations.

**Benchmarks:**
The student will:
1. Sing alone and in groups such as rounds and part songs or play instruments alone and in a group.
2. Revise performance based on the feedback of others and self-reflection.

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**Repertoire (List)**

- “Essential Elements 2000” Book 1
- Suzuki Book I:
  - Twinkle theme and variations
  - French Folk Song
  - Go Tell Aunt Rhody
  - Long, Long Ago
  - Allegro
  - Perpetual Motion

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**Rehearsal and Performance Feedback**

- Performances:
  - School specific concerts
  - All-District Concert
  - Combined 4th grade orchestra performances

- Reflection after performance
- Goal setting in preparation for performance
Strand IV: Respond/Critique
Standard 1: Respond to and critique a variety of creations or performances using the artistic foundations.

Benchmarks:
The student will:
1. Justify personal interpretations and reactions to a variety of musical works or performances.

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Listening (Lists)
(+ Description of Characteristics)

Suzuki tunes
Teacher modeling of orchestra pieces
Student reaction to other orchestras’ performances