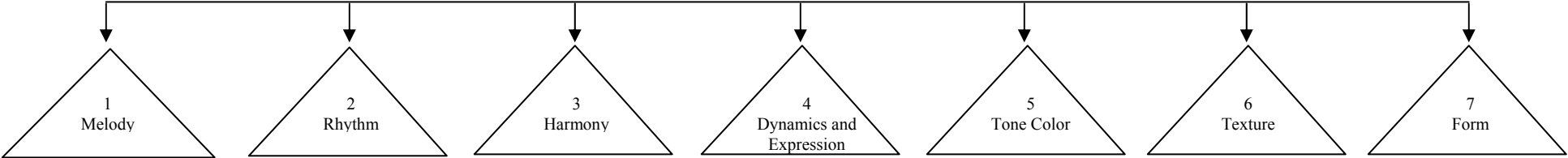


Grade 4
Orchestra

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.



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.)

Major (happy)
Minor (sad)

Dynamics:
Piano – *p*
Forte – *f*

Phrasing:
Tension & Release

Tempo:
Allegro
Andante
Moderato
Ritardando
A Tempo

Articulation:
Slur
Legato
Staccato
Pizzicato
Arco

Identify instruments
by sound
Pizzicato
Arco

Unison
Duet
Homophony
Polyphony

Canon
Theme and variations
ABA
D.C. al fine

Grade 4
Orchestra

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

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.

8
Read and Notate

Staff:
Bar lines
Measures
Double bar
Repeat sign
l: :|
1st/2nd 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

9
Pedagogy
(Tone Production, Articulation,
And Intonation)

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, 4th finger
Cello – difference between 3rd and 2nd finger use
Bass – 1st position, 3rd position

Putting it all together

Sing/say note names and finger numbers

10
Technology
Resources

Essential Elements 2000 (Book 1):
Play-along tracks
DVD

Grade 4
Orchestra

Strand I: Artistic Foundations
Standard 3: Demonstrate understanding of the personal, social, cultural, and historical contexts that influence the art areas.

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.

11
Cultural and
Historical Contexts

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

12
Arts Connections

Connections to: Home Link

Connections to: Rocket Math

Connection to art and culture
Expression

Grade 4
Orchestra

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.

16
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

17
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

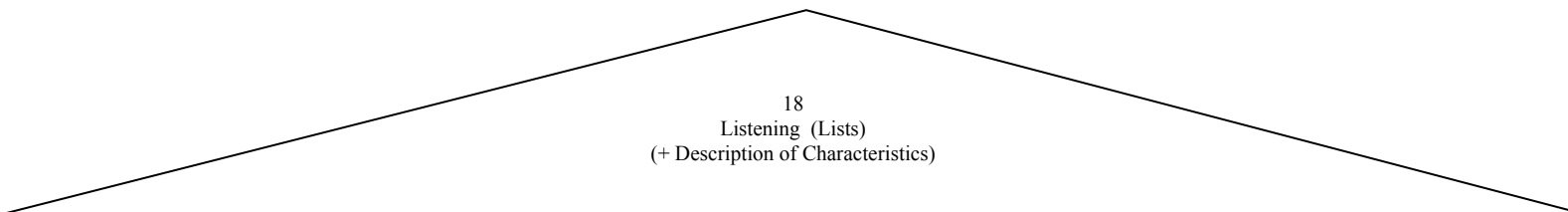
Grade 4

Orchestra



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.



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