

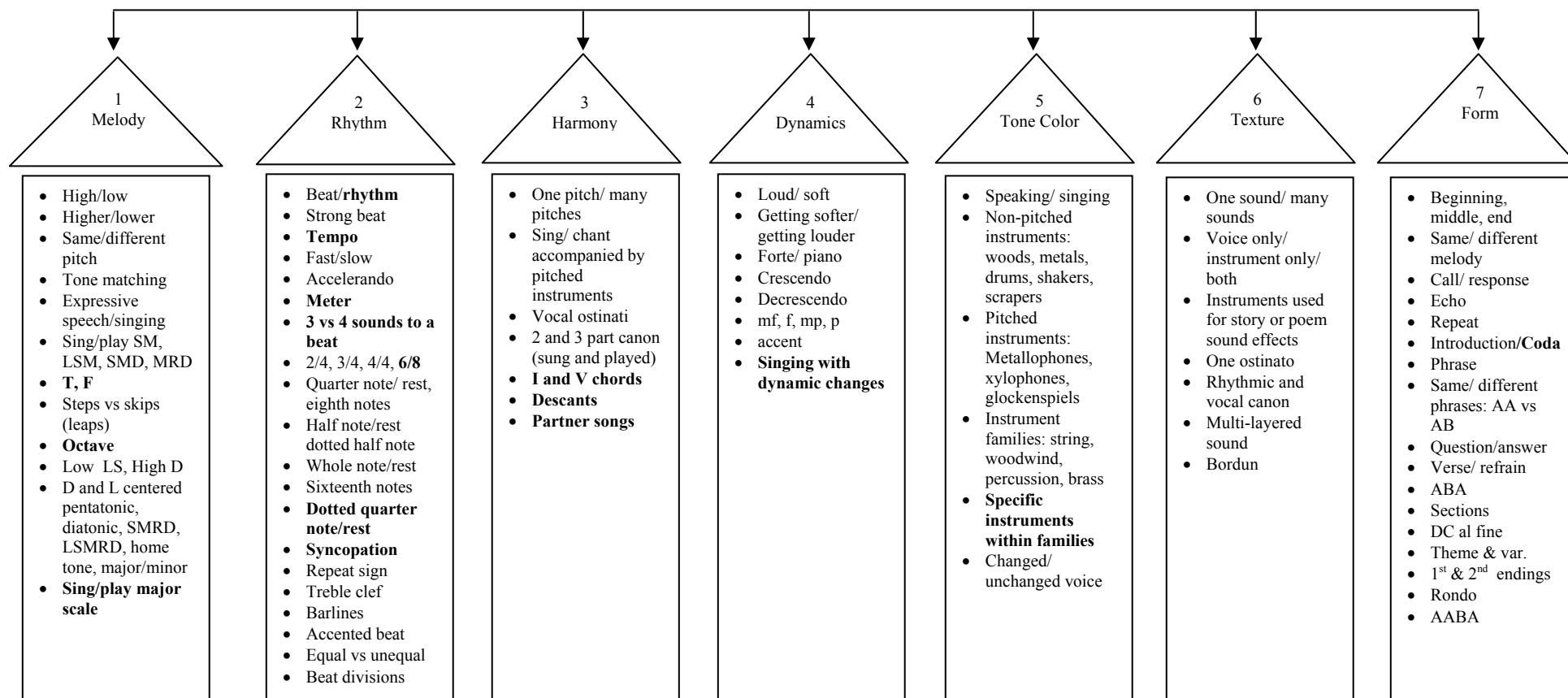
Grade 4 Music

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

Benchmarks:

The student will:

1. Identify and/or demonstrate knowledge of the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, and form



Grade 4

Music

Strand I: 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. Demonstrate the ability to read and notate music
2. Demonstrate proper tone production and articulation while singing and/or playing a classroom instrument

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Read and Notate

- Beat icons
- Rhythm icons
- Pitch icons
- Melodic contour lines
- Quarter note/ rest
- Paired eighth notes
- Half note/rest
- Whole note/rest
- Sixteenth notes
- **Dotted half note/rest**
- **Dotted quarter note/rest**
- **Syncopation**
- p/f, bar lines, fermata, accent, staff, measure, repeat
- SM, LSM
- SMD, MRD
- **T, F**
- Pentatonic
- **Treble clef lines & spaces**
- Meter signature
- **Dynamic markings**
- **Intro to choral score**

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Pedagogy
(Tone Production, Articulation,
And Intonation)

- Model breathing, diction, support, expression
- Sing aloud/ sing inside your head
- Pat beat/ clap word rhythms
- Move on strong beat
- Bi-lateral/ alternate patschen
- Clapping
- Stepping
- Simple folk dances
- Mirroring, imitation, pantomime
- Mallet skills: identify head, stem, handle; head plays, stem doesn't click on bars, tremolo, glissando, crossover, moving bordun
- High, middle, low
- Scale
- Play steady beat with both hands, with one hand
- Play on word cues (star light, star bright)
- Rhythmic/melodic ostinati
- Self space/ classroom space
- Sing/ shout (call)/ whisper/ speak
- Posture
- Register (speak in upper/middle/lower register)
- Sustain pitch
- Tuneful singing with solfege: **SFMRD**, octaves
- Playing recorder
- Staccato, legato, fermata, **slur**
- **I/V**

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Technology
Resources

- Spotlight on Music Series
- Supplementary books, sheet music, DVDs, videos, recorded music, etc.
- I-tunes
- Garage Band
- Finale
- Smart Music
- Smartboard

Grade 4
Music

Strand I: Artistic Foundations
Standard 3: Demonstrate understanding of the personal, social, cultural, and historical contexts that influence the art areas including the contributions of the Minnesota Indian tribes and communities.

Benchmarks:
The student will:

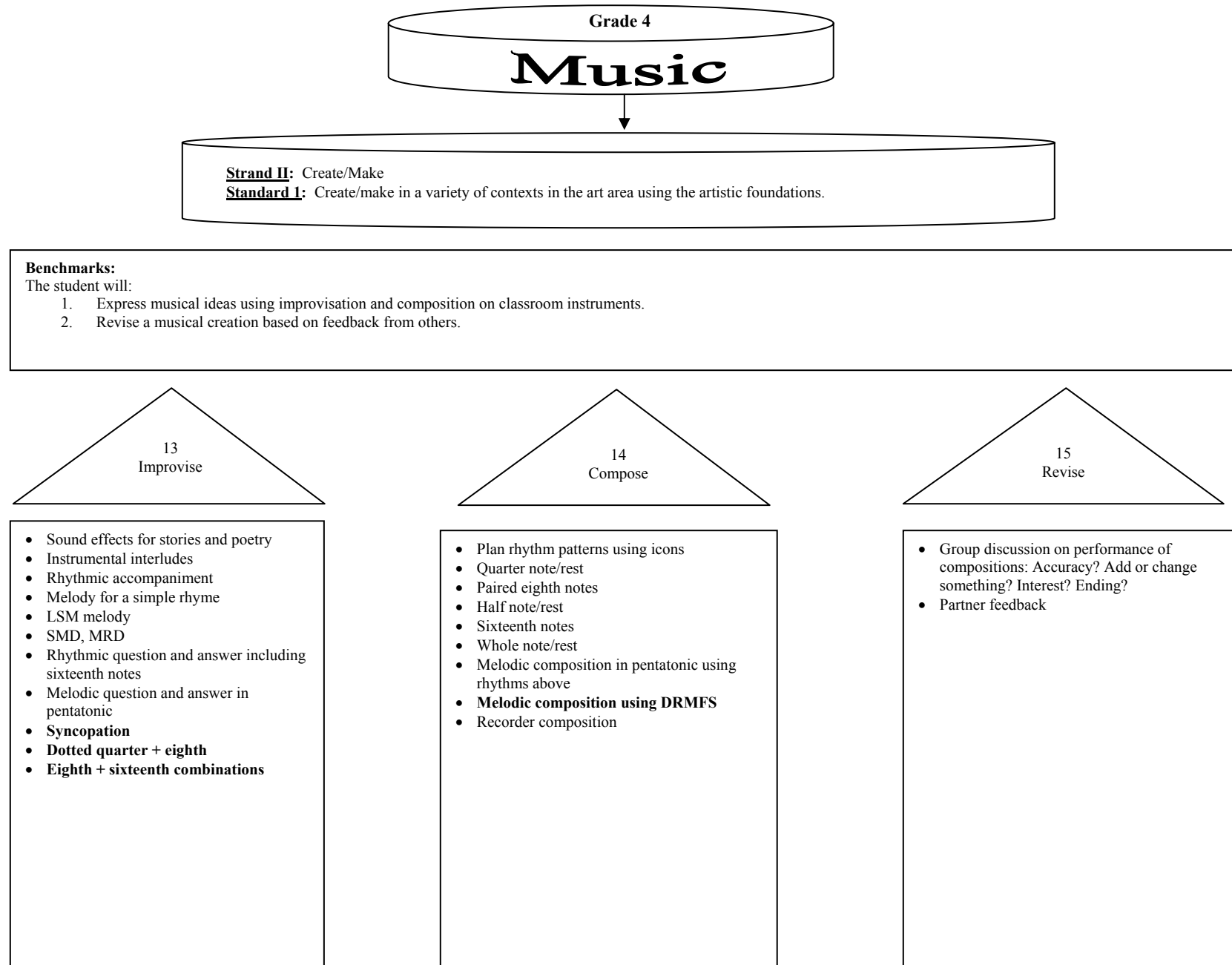
1. Describe the characteristics of music from a variety of cultures and historical times, including the contributions of the Minnesota Indian tribes and communities.
2. Describe the similarities and differences among the arts areas and among disciplines outside the arts areas such as mathematics, science, and history.

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Cultural and
Historical Contexts

- Music in everyday life
- Celebration music
- Music from diverse cultures
- Explore similarities and differences between pieces from different cultures
- Stay current with classroom curriculum: Thanksgiving, MLK, patriotic, etc.

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Arts Connections

- Poetry
- Dance
- Visual Arts
- Drama



Grade 4
Music



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 and play a varied repertoire that includes simple rhythms and melodies.
2. Revise performance based on feedback of others.

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Repertoire

- “Spotlight on Music” Series

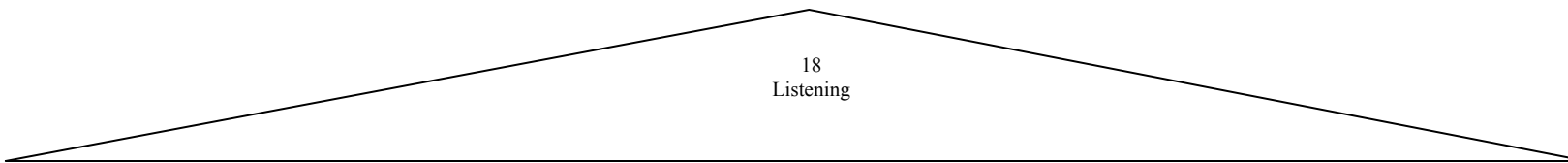
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Rehearsal and
Performance Feedback

- Music programs
- Audience etiquette: sit still, be quiet, clap
- Solo performer etiquette: announce selection, bow, smile
- Group etiquette: when to watch conductor, when to smile at audience

Grade 4
Music

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. Describe the characteristics of a variety of musical works and performances.



- Selections from “Spotlight on Music” Series