

Subject: General Music Grade: 4 Writing Date: June 2003 Scheduled Revision: NA

Unit: NA Total Time for Instruction: NA Sequential Significance: NA

Pittsford Standard: **Analyze.1** – To prepare students to evaluate the aesthetic and structural content of music, all students will be provided with guided listening opportunities through a variety of musical examples. Through these activities the students will develop the ability to make critical determinations about music.

NYS: **Standard 3** – Responding to and analyzing works of art

<p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p>	<p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings – new NYS standards term)</p>	<p align="center">Essential Skills (What students must be able to do.)</p>
	<p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p>	<p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p>The students should understand:</p> <p>various textures, tone colors, forms and styles of music.</p>	<p>The students must know:</p> <ul style="list-style-type: none"> • The definition of: <ul style="list-style-type: none"> - <u>Ensemble</u> – a group of performers - <u>String Orchestra</u> – a large ensemble of string instruments - <u>Symphony Orchestra</u> – a large ensemble including string, wind, brass, and percussion instruments - <u>Concert Band</u> – a large ensemble including wind, brass, and percussion instruments - <u>Marching Band</u> – a large ensemble including wind, brass, and percussion instruments that march in formation 	<p>The students must be able to:</p> <ul style="list-style-type: none"> • Recognize the characteristic sounds of various ensembles – string orchestra, symphony orchestra, concert band, marching band, and treble chorus • Identify simple forms – verse and refrain, introduction, ostinato, AB, ABA form. and rondo (as defined in Gr. 2) and 2- and 3-part rounds (as defined in Gr. 3) • Recognize the characteristic sounds of various vocal styles – gospel, spiritual, and American folk

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<p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p>	<p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings – new NYS standards term)</p>	<p align="center">Essential Skills (What students must be able to do.)</p>
	<p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p>	<p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p>The students should understand:</p>	<p>The students must know:</p> <ul style="list-style-type: none"> - <u>Treble Chorus</u> – a large ensemble of soprano and alto voices - <u>Soprano</u> – the highest voice part - Alto – the second highest voice part - <u>Gospel style</u> – an improvisational vocal style religious in nature - Spirituals – a type of song created by African Americans who combined African rhythms with melodies they created and heard in America. - <u>American folk music</u> – a song that is passed down orally from generation to generation in America. 	<p>The students must be able to:</p>

Subject: General Music Grade: 4 Writing Date: June 2003 Scheduled Revision: NA

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Pittsford Standard: **Analyze.2** – To prepare students to evaluate the aesthetic and structural content of music, all students will be provided with guided listening opportunities through a variety of musical examples. Through these activities the students will develop the ability to make critical determinations about music.

NYS: **Standard 3** – Responding to and analyzing works of art

<p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p>	<p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings – new NYS standards term)</p>	<p align="center">Essential Skills (What students must be able to do.)</p>
	<p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p>	<p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p>The students will:</p> <p>formulate opinions about live and recorded performances based on musical elements.</p>	<p>The students must know:</p> <ul style="list-style-type: none"> • The elements of music: <ul style="list-style-type: none"> - <u>Tempo</u> – fast, slow, accelerando, and ritardando - <u>Dynamics</u> – loud (f), soft (p) - <u>Mezzo-forte</u> (mf) – medium loud - <u>Mezzo-piano</u> (mp) – medium soft - Crescendo – gradually get louder - Decrescendo – gradually get softer - <u>Legato</u> – play smooth and connected - <u>Staccato</u> – play short and detached - <u>Pitch</u> – how high or low a sound is 	<p>The students must be able to:</p> <ul style="list-style-type: none"> • Identify and discuss the elements of music within a piece of performed music.

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Pittsford Standard: **Communicate.1** – To enable students to recognize the communicative power of music, they will be engaged in making connections between various art forms and the cultures from which they arise.

NYS: _____

<p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p>	<p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings – new NYS standards term)</p>	<p align="center">Essential Skills (What students must be able to do.)</p>
	<p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p>	<p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p>The students will:</p> <p>develop an awareness of the function of music within a variety of cultures.</p>	<p>The students must know:</p> <ul style="list-style-type: none"> • The function and historic importance of music in every culture. <ul style="list-style-type: none"> - Music for holidays - Cultural music <p><u>Holidays</u> – – “Watch Out” – <u>The Music Connection</u> (Halloween) – “Harambee” – <u>The Music Connection</u></p> <p><u>Cultural</u> – – “Kookaburra” (Australia) – <u>The Music Connection</u> – “Land of the Silver Birch” – <u>The Music Connection</u> – “Shalom Chaverim” – <u>The Music Connection</u></p>	<p>The students must be able to:</p> <ul style="list-style-type: none"> • Sing, play instruments, move to, and analyze a variety of songs from different periods, styles and cultures.

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Pittsford Standard: **Communicate.2** – To enable students to recognize the communicative power of music, they will be engaged in making connections between various art forms and the cultures from which they arise.

NYS: _____

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	<p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p>	<p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p>The students will:</p> <p>recognize there are universal traits of music and their relationship to other art forms.</p>	<p>The students must know:</p> <p>None for this grade level</p>	<p>The students must be able to:</p>

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Pittsford Standard: **Communicate.3** – To enable students to recognize the communicative power of music, they will be engaged in making connections between various art forms and the cultures from which they arise.

NYS: _____

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	<p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p>	<p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p>The students should understand:</p> <p>the communicative qualities of music.</p>	<p>The students must know:</p> <ul style="list-style-type: none"> • The definition of: <ul style="list-style-type: none"> <u>Ritardando</u> – gradually get slower <u>Accelerando</u> – gradually get faster <u>A tempo</u> – back to the original tempo 	<p>The students must be able to:</p> <ul style="list-style-type: none"> • Identify and use these tempo markings through discussion and performance.

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Pittsford Standard: **Create.1** – To inspire students in the application of their musical knowledge all students will be provided with opportunities to create music through composition and improvisation.

NYS: _____

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	<p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p>	<p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p>The students will:</p> <p>create short compositions.</p>	<p>The students must know:</p> <ul style="list-style-type: none"> • Curwin/Kodaly hand signs and syllables for do, re, mi, fa, sol, la, ti, do • Rhythms and Kodaly rhythm syllables – quarter note, quarter rest, and eighth notes, eighth rest, half note, half rest, whole note, whole rest, dotted half note, <u>sixteenth notes</u> 	<p>The students must be able to:</p> <ul style="list-style-type: none"> • Compose short rhythm patterns for instruments /voices using simple forms. • Write these rhythm patterns in standard notation. • Compose short melodic patterns for instruments/voices using simple forms.

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Pittsford Standard: **Create.2** – To inspire students in the application of their musical knowledge all students will be provided with opportunities to create music through composition and improvisation.

NYS: _____

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	<p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p>	<p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p>The students will:</p> <p>improvise short compositions.</p>	<p>The students must know:</p> <ul style="list-style-type: none"> • Kodaly/Curwin hand signs and syllables for do, re, mi, fa, sol, and la, ti, do. • Rhythms and Kodaly rhythm syllables – quarter note (ta), quarter rest, and eighth notes (ti-ti), eighth rest, half note (ta-a), half rest, whole note (ta-a-a-a), whole rest, dotted half note, and sixteenth notes 	<p>The students must be able to:</p> <ul style="list-style-type: none"> • Improvise short rhythm patterns for instruments /voices using simple forms. • Improvise short melodic patterns for instruments/ voices using simple forms and the expressive qualities of dynamics and tempo. • Improvise question/answer phrases for instruments/ voices.

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Pittsford Standard: **Perform.1** – To foster further understanding of music and its elements all students will be provided with classroom and/or ensemble performance opportunities.

NYS: _____

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	<p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p>	<p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p>The students should understand:</p> <p>Through a variety of performance opportunities, students will demonstrate their progressive understanding of musical skills using repertoire appropriate to the level of achievement.</p>	<p>The students must know:</p> <ul style="list-style-type: none"> • How to identify, from notation, phrases being the same or different. • Read and sing melodic notation using solfege and Kodaly/Curwin hand signals. • Kodaly hand signs and syllables – do, re, <i>mi, fa, sol, la, ti, do</i> • How to Read and perform Rhythms <i>using counting</i> – Quarter note, Eighth notes, Eighth rest, Quarter rest, Half note, Half rest, Dotted Half rest, Whole note, Whole rest, Sixteenth notes. • How to read and perform notes in the treble clef • How to read and perform music with 1st and 2nd endings, and Coda, 2/4, 3/4, and 4/4 time • Strong beat vs. weak beat 	<p>The students must be able to:</p> <ul style="list-style-type: none"> • Sing and/or play in classroom performances. • Play and sing symbols representing melodic contour. • Sing melodic patterns using solfege and Kodaly hand signals for do, re, mi, fa, sol, la, ti, and do • Read and sing melodic notation using solfege and Kodaly hand signals for do, re, mi, fa, sol, la, ti, and do. • Perform rhythm patterns with clapping and Kodaly rhythm syllables. • Sing in tune using a clear free tone. • Sing melodies with or without simple accompaniments. • Sing rounds and melodies with simple ostinato. • Sing partner songs and countermelodies.

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Pittsford Standard: **Perform.2** – To foster further understanding of music and its elements all students will be provided with classroom and/or ensemble performance opportunities.

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	<p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p>	<p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p>The students should understand:</p> <p>Using a repertoire of various genres and styles, students will develop an individual level of performance proficiency that will enable them to evolve in the area of self-expression.</p>	<p>The students must know:</p> <ul style="list-style-type: none"> • How to identify, from notation, phrases being the same or different. • Read and sing melodic notation using solfege and Kodaly/Curwin hand signals. • Kodaly hand signs and syllables – do, re, <i>mi, fa, sol, la, ti, do</i> • How to Read and perform Rhythms <i>using counting</i> – Quarter note, Eighth notes, Eighth rest, Quarter rest, Half note, Half rest, Dotted Half rest, Whole note, Whole rest, Sixteenth notes, • How to read and perform notes in the treble clef • How to read and perform music with 1st and 2nd endings, and Coda, 2/4, 3/4, and 4/4 time • Strong beat vs. weak beat 	<p>The students must be able to:</p> <ul style="list-style-type: none"> • Sing and/or play individually in classroom performances. • Play and sing symbols representing melodic contour. • Sing melodic patterns using solfege and Kodaly hand signals for do, re, mi, fa, sol, la, ti, and do • Read and sing melodic notation using solfege and Kodaly hand signals for do, re, mi, fa, sol, la, ti, and do. • Perform rhythm patterns with clapping and Kodaly rhythm syllables. • Sing in tune, individually, using a clear free tone. • Sing melodies with or without simple accompaniments. • Sing rounds and melodies with simple ostinato. • Sing partner songs and countermelodies.