



# Vocal Music

## 4<sup>th</sup> Grade

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COURSE TITLE: Vocal Music 4

GRADE LEVEL: Fourth Grade

CONTENT AREA: Music

**Course Description:**

In Fourth grade music, students explore the basic elements of music through singing, moving, listening, and playing classroom instruments. In this course, students will be able to describe music skills accurately using language. They will have a mastery of both enactive and iconic skill representation.

**Course Rationale:**

Music is universal. In all societies, people sing, dance, and play instruments. All forms of music expression are keys to cultural heritage. People use music as a means of expressing their emotions. Music enhances the quality of life.

Music education contributes to the emotional, intellectual, aesthetic, and physical development of the child. Every child should have the opportunity to explore music, to develop a knowledge of musical concepts, to participate in musical performance, and to develop innate musical talents.

Music, by its very nature, encompasses all other core and non-core content areas. The cross-curricular connections are organic and authentic; they are inherently embedded in all music strands and activities.

A complete program of music education, while instilling an appreciation for all types of music, ensures that students have the knowledge necessary to make informed, intelligent decisions about the music they choose to have in their lives.

**Course Scope and Sequence**

Unit 1: Expressive Qualities (5 class periods)	Unit 2: Form (5 class periods)	Unit 3: Harmony/Texture (5 class periods)
Unit 4: History/ Culture (5 class periods)	Unit 5: Melody (5 class periods)	Unit 6: Rhythm/Meter (5 class periods)
Unit 7: Timbre (5 class periods)		

## Unit Objectives

### Unit 1: Expressive Qualities

- The student will demonstrate and recognize mezzo piano and mezzo forte.
- Students will use music terms to compare and contrast their personal response to function and style.

### Unit 2: Form

- The student will identify and analyze composition techniques of a rondo, partner song, blues and ostinato.
- The student will identify basic parts of a song: first and second endings and a coda.

### Unit 3: Harmony/Texture

- Students will perform partner songs.
- Students will create and perform rhythmic and melodic ostinati.

### Unit 4: History/Culture

- Students will perform and identify a varied repertoire of songs including: multicultural songs/dances.
- Students will identify available music careers/opportunity in given settings in the school and community.

### Unit 5: Melody

- The student will be able to identify the lines and spaces of the treble clef and read and perform at least three pitches on a melodic instrument.
- Working with a group, the student will perform a melodic pattern containing the range of an octave.

### Unit 6: Rhythm

- Students will read and perform standard rhythmic notation in 2/4, 3/4, and 4/4 meter signatures with bar lines consisting of: Whole note/rest, Dotted Half Note/Rest, Half Note/Rest, Quarter Note/Rest, Eighth Note Pairs, and Sixteenth Notes.
- Students will read and perform the following rhythmic pattern using standard or iconic notation: Sixteenth Note, Whole Note/Rest, Half Note/Rest, Quarter Note/Rest, and Eighth Note Pairs.

### Unit 7: Timbre

- Students will distinguish between vocal ensemble groupings and orchestral instruments.
- Students will identify instruments as representative of various cultures.

## Essential Terminology/Vocabulary

AB  
 ABA  
 Band  
 Beat  
 Blues  
 Canon  
 Career  
 Choir  
 Classical  
 Coda  
 Composer  
 Composition  
 Conductor  
 Contour  
 Dotted half note  
 Downward  
 Dynamics  
 Eight notes/rest  
 Ensemble  
 First and second endings  
 Form  
 Half note/rest  
 Harmony

Hip hop  
 Instrument Families  
  
 Instrumentalist  
 Jazz  
 Lines  
 Listening  
 Measure  
 Melodic Pattern  
 Melody  
 Meter  
 Mezzo forte  
 Mezzo piano  
 Mnemonics  
 Multicultural  
 Music styles  
 Notation  
 Octave  
 Opera  
 Orchestra  
 Ostinati  
 Ostinato  
 Part 1  
 Part 2

Partner songs  
 Performance  
 Pop  
 Quarter note/rest  
 Rhythm  
 Rhythmic Pattern  
 Rock  
 Rondo  
 Rounds  
 SATB  
 Self-assessment  
 Singer  
 Music Producer  
 Sixteenth notes  
 Song Writer  
 Spaces  
 Staff  
 Timbre  
 Time Signature  
 Treble clef  
 Upward  
 Whole note/rest  
 World Instruments  
 World Instruments

### Proposed Course Materials and Resources:

Online Learning Exchange Interactive Music, Published by Silver Burdett with Alfred,  
 Copyright 2014  
 Midisaurus – Teacher Edition  
 All applicable audio/video recordings and internet sites as needed  
 All applicable technological devices, and the corresponding apps, including, but not limited  
 to: ipods, ipads, android tablets, audio recording devices, midi devices (if available)  
 All applicable text resources and handouts  
 Classroom instruments  
 Guest Artists or Educators from professional performance companies, including, but not  
 limited to: Saint Louis Symphony Orchestra, COCA, Opera Theatre of Saint Louis, The Sheldon

Concert Hall, The Repertory Theatre of Saint Louis, Dance Saint Louis, The Black Rep, and any performers participating in the E. Des Lee Collaborative at the University of Missouri- Saint Louis

All applicable choral and instrumental sheet music to be performed or analyzed by students

## Fourth Grade Vocal Music Scope and Sequence

	<b>Expressive Qualities</b>	<b>Form</b>	<b>Harmony/ Texture</b>	<b>History/ Culture</b>	<b>Melody</b>	<b>Rhythm/ Meter</b>	<b>Timbre</b>
<b>4</b>	<p>Demonstrate/ Identify dynamics: p for piano, f for forte, mp for mezzo piano, mf for mezzo forte, cresc or &lt; for crescendo, decrec or &gt; for decrescendo, dim for diminuendo <b>PP1B4 PP2B4 EP1C4</b></p> <p>Identify/ Interpret Articulation: Accent, fermata, ties, slurs <b>PP1B4 PP2B4 EP1C4</b></p> <p>Use prerequisite music terms to describe personal response to a musical example- function and style <b>AP2B4</b></p>	<p>Identify and analyze forms and composition techniques: Ostinato, partner songs, rondo, first and second endings, coda, blues <b>AP1A4</b></p> <p>improvise simple rhythmic and melodic ostinati accompaniments <b>PP3A4</b></p>	<p>Perform partner songs <b>PP1D4</b></p> <p>Create rhythmic and melodic ostinati <b>PP4A4</b></p>	<p>Perform a varied repertoire of songs including: patriotic, folk, seasonal, spirituals, multicultural <b>PP1C4</b></p> <p>Identify characteristics of teacher-selected genres or styles: Work songs, Cowboy songs, Square dances, Spirituals, Blues <b>HC1A4 HC1B4 HC1C4</b></p> <p>Identify music careers <b>HC1D4</b></p>	<p>Match pitch in an extended range [octave] <b>PP1A4</b></p> <p>Read and perform at least three (3) pitches on a melodic instrument <b>PP2A4</b></p> <p>Identify standard pitch notation in the treble clef <b>EP1B4</b></p>	<p>Read and perform standard rhythmic notation in 2/4, ¾, and 4/4 meter signatures with bar lines consisting of: Whole note/rest, Quarter note/rest, Half note/rest, Eighth notes/rest, Dotted half note, Sixteenth notes <b>PP2A4 EP1D4 EP1A4</b></p>	<p>Distinguish between vocal ensemble groupings and orchestral instruments <b>AP1B4</b></p> <p>Identify instruments as representative of various cultures <b>AP1B4</b></p>