Elizabethtown Area School District
Elementary Music Department
4th Grade Curriculum
2016
In 2014, National Association for Music Education (NAfME) released their revised Music Standards. In order to include 21st Century skills, the new National Music Standards make use of four strands: Responding, Performing, Creating and Connecting. The EASD Elementary Music Department modeled our new curriculum after the new National Standards. As such, concepts and skills were identified and assigned to each grade level and strand. Sub-strands for each grade level include Rhythm, Melody, Harmony, Form, Expressive Qualities and Instrument Timbre/Use of Classroom Instruments. Below is a brief explanation of how our curriculum is organized and what each strand encompasses:

Responding: The responding Strand encompasses all knowledge and skills that deal with listening to music and demonstrating knowledge of what is heard through various means. Depending on the grade, students can respond to rhythm, melody, form, harmony, expressive qualities and instrument timbre. While performance may be a part of this strand, students are not being assessed on their technical performance skills. Assessment is only on the knowledge of what is being heard in the music.

Performing: The Performing Strand encompasses all knowledge and skills that deal with the performance of music and the application of musical knowledge to guide a performance. Depending on the grade, students can perform rhythm, melody, form, harmony, and expressive qualities, and show knowledge of the proper use of classroom instruments.

Creating: The Creating Strand encompasses all knowledge and skills that deal with music creation through composition or improvisation of new musical ideas. Depending on the grade, students can create rhythm, melody, form, and harmony. While performance may be a part of this strand, students are not being assessed on their technical performance skills. Assessment is only on their ability to apply their musical knowledge to new ideas.

Connecting: The Connecting Strand encompasses all knowledge and skills that connect to subjects outside of music literacy and music performance such as history, science, ELA, math, other arts and social studies. As such, the connecting strand will only appear once for each grade level. Specific examples will accompany this strand.

Music is an art form that has many working parts. As such, the music curriculum will be taught in a spiral format rather than units. Each strand and sub-strand should be visited throughout the school year. Time should be taken to connect to and build on prior knowledge from previous grades and/or lessons in the school year.
**Grade, Course:** 4th Grade, General Music

**Strand:** 4.res.rhy – Responding to Rhythm

**National Content Area Standards:** MU:Re7.2.4a, MU: Re9.1.4a

**PA Content Area Standards:** 9.1.3.A, B, C, 9.3.3.A, B, C, D, F, G

**PA Core Standards:** *

**Essential Questions:**
- How does understanding the structure and context of rhythm and meter inform a response?

**Understandings:** Students will understand THAT . . .
- Beats can be divided into multiple sounds or silences.
- Rhythms can extend beyond one beat.
- Rhythms are organized into measures.
- Meter is a collection of strong and weak beats in a pattern, with beat one being the strong beat.
- The top number on the time signature defines the number of beats in a measure.

**Knowledge:**
- Steady Beat
- Rhythm
  - Whole Note, ta-a-a-a
  - Half Note, ta-a
  - Quarter Note, ta
  - Eighth Notes in pairs, ti-ti
  - Sixteenth Notes in groups of four, tika-tika
  - One Eighth Note + Two Sixteenth Notes, ti-tika
  - Two Sixteenth Notes + One Eighth Note + tika-ti
  - One Eighth Note, ti and as an anacrusis
  - Whole Rest, rest-2-3-4
  - Half Rest, rest-2
  - Quarter Rest, rest
  - Eighth Rest, rest
  - Eighth Quarter Eighth, syncopa
- Simple duple 2/4
- Simple triple 3/4
- Simple Quadruple 4/4
- Bar line
- Measure
- Time signature
- Strong
- Weak
- Meter

**Skills:**
- Identify, decode and write known rhythms
- Identify, decode and write known meters and time signatures
- Demonstrate rhythmic movement to known rhythms
- Demonstrate rhythmic movement to known meters and time signatures

* Core standards are continuously woven and overlapped throughout the curriculum through the Connecting Strand Module.
Grade, Course: 4th Grade, General Music

Strand: 4.per.rhy – Performing Rhythm

National Content Area Standards: MU:Pr4.2.4a, MU:Pr4.2.4b, MU:Pr6.1.4a,

PA Content Area Standards: 9.1.3.A, B, C, D, H

PA Core Standards: *

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| • How does understanding the structure and context of rhythm and meter inform a performance? | • Beats can be divided into multiple sounds or silences.  
• Rhythms can extend beyond one beat.  
• Rhythms are organized into measures.  
• Meter is a collection of strong and weak beats in a pattern, with beat one being the strong beat.  
• The top number on the time signature defines the number of beats in a measure.  
• Group performance requires listening and responding to the music around them.  
• Individual performance requires an internal sense of beat. |

Knowledge:

<table>
<thead>
<tr>
<th>Steady Beat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhythm</td>
</tr>
<tr>
<td>Whole Note, ta-a-a-a</td>
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</tr>
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<td>Quarter Rest, rest</td>
</tr>
<tr>
<td>Eighth Rest, rest</td>
</tr>
<tr>
<td>Eighth Quarter Eighth, syncopa</td>
</tr>
<tr>
<td>Simple duple</td>
</tr>
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<td>Simple triple</td>
</tr>
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<td>Simple Quadruple</td>
</tr>
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</tr>
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</tr>
<tr>
<td>Weak</td>
</tr>
<tr>
<td>Meter</td>
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</tbody>
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Skills:

| Play or sing known rhythms alone and with others with an internal sense of beat |
| Play or sing in known meters and time signatures alone or with others |
| Move rhythmically to known rhythms alone or with others |
| Move rhythmically to known meters and time signatures alone or with others |

* Core standards are continuously woven and overlapped throughout the curriculum through the Connecting Strand Module.
## Grade, Course: 4th Grade, General Music

**Strand:** 4.cre.rhy – Creating Rhythm

### National Content Area Standards:
- MU:Cr1.1.4a
- MU:Cr1.1.4b
- MU:Cr2.1.4b
- MU: Cr3.2.4a

### PA Content Area Standards:
- 9.1.3.A, B, C, D, E, H

### PA Core Standards:

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### Knowledge:

- **Steady Beat**
- **Rhythm**
  - Whole Note, ta-a-a-a
  - Half Note, ta-a
  - Quarter Note, ta
  - Eighth Notes in pairs, ti-ti
  - Sixteenth Notes in groups of four, tika-tika
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- Simple duple 2/4
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- Simple Quadruple 4/4
- Bar line
- Measure
- Time signature
- Strong
- Weak
- Meter

### Skills:

- Compose and improvise using known rhythms
- Compose and improvise using known meters and time signatures
- Notate rhythms using traditional and nontraditional notation

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* Core standards are continuously woven and overlapped throughout the curriculum through the Connecting Strand Module.
Grade, Course: 4th Grade, General Music

Strand: 4.res.mel – Responding to Melody

National Content Area Standards: MU:Re7.2.4a, MU:Re9.1.4a

PA Content Area Standards: 9.1.3.A, B, C, 9.3.3.A, B, C, D, F, G

Related Arts

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<td>• How does understanding the structure and context of melody inform a response?</td>
<td>• The melodic contour of written music is related to the layout of the bars on pitched percussion instruments.</td>
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<tr>
<td>• Pitch and their corresponding hand signs:</td>
<td>• There is a relationship between the melodic pitch names and their location on the staff.</td>
</tr>
<tr>
<td>Low sol, low la, low ti, do, re, mi, fa, sol, la, ti, high do</td>
<td>• The lines and spaces of the treble staff have assigned absolute pitch names.</td>
</tr>
<tr>
<td>• Melodic contour:</td>
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</tr>
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</tr>
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<td>• Space note</td>
<td></td>
</tr>
<tr>
<td>• Treble clef</td>
<td></td>
</tr>
<tr>
<td>• Staff</td>
<td></td>
</tr>
<tr>
<td>• Ledger line</td>
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<td>• Pitch and their corresponding hand signs:</td>
<td>• Identify and decode melodies using hand signs</td>
</tr>
<tr>
<td>Low sol, low la, low ti, do, re, mi, fa, sol, la, ti, high do</td>
<td>• Identify, decode and write melodies using absolute pitch names</td>
</tr>
<tr>
<td>• Melodic contour:</td>
<td>• Identify, decode and write known melodic contours</td>
</tr>
<tr>
<td>Upward, downward, repeated tones, steps, skips, leaps</td>
<td>• Demonstrate melodic contour through movement</td>
</tr>
<tr>
<td>• Absolute pitch names on the treble staff</td>
<td></td>
</tr>
<tr>
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<td>• Ledger line</td>
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* Core standards are continuously woven and overlapped throughout the curriculum through the Connecting Strand Module.
# Related Arts

**Grade, Course:** 4th Grade, General Music  
**Strand:** 4.per.mel – Performing Melody

**National Content Area Standards:** MU:Pr4.2.4a, MU:Pr4.2.4b, MU:Pr6.1.4a  
**PA Content Area Standards:** 9.1.3.A, B, C, D, H  
**PA Core Standards:** *

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| - How does understanding the structure and context of melody inform a performance? | - The melodic contour of written music is related to the layout of the bars on pitched percussion instruments.  
- There is a relationship between the melodic pitch names and their location on the staff.  
- The lines and spaces of the treble staff have assigned absolute pitch names.  
- There is a relationship between melody and rhythm. |

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<thead>
<tr>
<th>Knowledge:</th>
<th>Skills:</th>
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</table>
| - Pitch and their corresponding hand signs:  
  Low sol, low la, low ti, do, re, mi, fa, sol, la, ti, high do  
- Melodic contour  
  Upward, downward, repeated tones, steps, skips, leaps  
- Absolute pitch names on the treble staff  
- Line note  
- Space note  
- Treble clef  
- Staff  
- Ledger line | - Play and/or sing melodies containing known pitches, alone and with others, with an internal sense of pitch  
- Play and/or sing melodies in major and minor keys  
- Demonstrate melodic contour through movement |

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* Core standards are continuously woven and overlapped throughout the curriculum through the Connecting Strand Module.
**Grade, Course:** 4th Grade, General Music

**Strand:** 4.cre.mel – Creating Melody

**National Content Area Standards:** MU:Cr1.1.4a, MU:Cr1.1.4b, MU:Cr2.1.4b, MU:Cr3.2.4a

**PA Content Area Standards:** 9.1.3.A, B, C, D, E, H

**PA Core Standards:** *

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### Essential Questions:
- How does understanding the structure and context of melody inform composition and improvisation?

### Understandings: Students will understand THAT . . .
- The melodic contour of written music is related to the layout of the bars on pitched percussion instruments.
- There is a relationship between the melodic pitch names and their location on the staff.
- The lines and spaces of the treble staff have assigned absolute pitch names.
- There is a relationship between melody and rhythm.

### Knowledge:
- Pitch and their corresponding hand signs: Low sol, low la, low ti, do, re, mi, fa, sol, la, ti, high do
- Melodic contour
  - Upward, downward, repeated tones, steps, skips, leaps
- Absolute pitch names on the treble staff
- Line note
- Space note
- Treble clef
- Staff
- Ledger line

### Skills:
- Compose and improvise using known pitches
- Compose and improvise using known melodic contours
- Notate melodies using traditional and nontraditional notation

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* Core standards are continuously woven and overlapped throughout the curriculum through the Connecting Strand Module.
Grade, Course: 4th Grade, General Music

Strand: 4.res.for – Responding to Form

National Content Area Standards: MU:Re7.2.4a, MU:Re9.1.4a

PA Content Area Standards: 9.1.3.A, B, C, 9.3.3.A, B, C, D, F, G

PA Core Standards: *

Essential Questions:
• How does understanding the structure and context of form inform a response?

Understandings: Students will understand THAT . . .
• Music can be divided into sections and phrases that can be the same or different.
• Musical form has pattern.
• Letters are used to represent sections of a piece of music and recurring sections are represented by the same letters.

Knowledge:
• Form
• AB
• ABA
• Verse/Refrain
• Call/Response
• Rondo
• Section
• Phrase

Skills:
• Identify, decode and label form
• Demonstrate form through movement

* Core standards are continuously woven and overlapped throughout the curriculum through the Connecting Strand Module.
**Grade, Course:** 4th Grade, General Music

**Strand:** 4.per.for – Performing Form

**National Content Area Standards:** MU:Pr4.2.4a, MU:Pr4.2.4b, MU:Pr6.1.4a

**PA Content Area Standards:** 9.1.3.A, B, C, D, H

**PA Core Standards:** * 

**Essential Questions:**
- How does understanding the structure and context of form inform a performance?

**Understandings:** Students will understand THAT . . .
- Music can be divided into sections and phrases that can be the same or different.
- Musical form has pattern.
- Letters are used to represent sections of a piece of music and recurring sections are represented by the same letters.

**Knowledge:**
- Form
- AB
- ABA
- Verse/Refrain
- Call/Response
- Rondo
- Section
- Phrase

**Skills:**
- Play and/or sing pieces with known forms alone and with others
- Use movement to show known forms alone or with others

* Core standards are continuously woven and overlapped throughout the curriculum through the Connecting Strand Module.
## Grade, Course: 4th Grade, General Music

### Strand: 4.cre.for – Creating Form

### National Content Area Standards: MU:Cr2.1.4a, MU:Cr2.1.4b, MU:Cr3.2.4a

### PA Content Area Standards: 9.1.3.A, B, C, D, E, H

### PA Core Standards: *

### Essential Questions:
- How does understanding the structure and context of form inform composition and improvisation?

### Understandings: Students will understand THAT . . .
- Music can be divided into sections and phrases that can be the same or different.
- Musical form has pattern.
- Letters are used to represent sections of a piece of music and recurring sections are represented by the same letters.

### Knowledge:
- Form
- AB
- ABA
- Verse/Refrain
- Call/Response
- Rondo
- Section
- Phrase

### Skills:
- Compose and improvise using known forms.
- Show form using notation and nontraditional means.

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* Core standards are continuously woven and overlapped throughout the curriculum through the Connecting Strand Module.
### Grade, Course: 4th Grade, General Music

**Strand:** 4.res.har – Responding to Harmony

### National Content Area Standards:
- MU:Re7.2.4a, MU:Re9.1.4a

### PA Content Area Standards:
- 9.1.3.A, B, C, 9.3.3.A, B, C, D, F, G

### PA Core Standards:

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<thead>
<tr>
<th>Essential Questions</th>
<th>Understandings: Students will understand THAT...</th>
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</thead>
</table>
| How does understanding the structure and context of harmony inform a response? | - There is a difference between melody and harmony.  
- Music that has harmony has more than one part performing at the same time.  
- Harmony can be created in many different ways. |

<table>
<thead>
<tr>
<th>Knowledge:</th>
<th>Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harmony</td>
<td>Identify and label the known types of harmony</td>
</tr>
<tr>
<td>Ostinato</td>
<td></td>
</tr>
<tr>
<td>Three-part round</td>
<td></td>
</tr>
<tr>
<td>Four-part round</td>
<td></td>
</tr>
<tr>
<td>Partner Songs</td>
<td></td>
</tr>
<tr>
<td>Chordal (I-V-I)</td>
<td></td>
</tr>
<tr>
<td>Broken</td>
<td></td>
</tr>
<tr>
<td>Bordun</td>
<td></td>
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<td>Strand:</td>
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**National Content Area Standards:** MU:Pr4.2.4a, MU:Pr4.2.4b, MU:Pr6.1.4a

**PA Content Area Standards:** 9.1.3.A, B, C, D, H, J

**PA Core Standards:** *

**Essential Questions:**
- How does understanding the structure and context of harmony inform a performance?

**Understandings: Students will understand THAT . . .**
- There is a difference between melody and harmony.
- Music that has harmony has more than one part performing at the same time.
- Harmony can be created in many different ways.

**Knowledge:**
- Harmony
- Ostinato
- Round (3 and 4 part)
- Partner Songs
- Chordal (I-V-I)
- Broken
- Bordun

**Skills:**
- Play and/or sing ostinati
- Play and/or sing 3 and 4 part rounds
- Play and/or sing partner songs
- Play and/or sing using I-V-I chordal patterns
- Play various borduns on the orff instruments

* Core standards are continuously woven and overlapped throughout the curriculum through the Connecting Strand Module.
## Related Arts

**Grade, Course:** 4th Grade, General Music

**Strand:** 4.cre.har – Creating Harmony

### National Content Area Standards:
- MU:Cr1.1.4a
- MU:Cr1.1.4b
- MU:Cr2.1.4b
- MU:Cr3.2.4a

### PA Content Area Standards:
- 9.1.3.A, B, C, D, E, H

### PA Core Standards: *

#### Essential Questions:
- How does understanding the structure and context of harmony inform composition and improvisation?

#### Understandings: Students will understand THAT . . .
- There is a difference between melody and harmony.
- Music that has harmony has more than one part performing at the same time.
- Harmony can be created in many different ways.

#### Knowledge:
- Harmony
- Ostinato
- Round (3 and 4 part)
- Partner Songs
- Chordal (I-V-I)
- Broken
- Bordun

#### Skills:
- Apply knowledge and understanding to create harmony in a given piece

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* Core standards are continuously woven and overlapped throughout the curriculum through the Connecting Strand Module.
**Grade, Course:** 4th Grade, General Music

**Strand:** 4.res.exp – Responding to Expressive Qualities

**National Content Area Standards:** MU:Re7.2.4a, MU:Re8.1.4a, MU:Re9.1.4a

**PA Content Area Standards:** 9.1.3.A, B, C, 9.3.3.A, B, C, D, F, G, 9.4.3.D

**PA Core Standards:** *

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<th>Essential Questions:</th>
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<tbody>
<tr>
<td>• How does understanding the structure and context of expressive qualities inform a response?</td>
<td>• The emotional qualities of music are created through the expressive elements of music.</td>
</tr>
<tr>
<td>• Through changes in expressive qualities, there is a change in the emotion and energy of the music.</td>
<td></td>
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**Knowledge:**
- Dynamics
- Pianissimo
- Piano
- Mezzo piano
- Mezzo forte
- Forte
- Fortissimo
- Crescendo
- Decrescendo
- Tempo
- Italian tempo terms are introduced:
  - Largo
  - Moderato
  - Allegro
  - Andante
  - Presto

**Skills:**
- Identify and decode dynamic and tempo markings in music
- Perceive dynamic and tempo levels in music
- Perceive dynamic and tempo changes in music
- Demonstrate expressive qualities through movement

* Core standards are continuously woven and overlapped throughout the curriculum through the Connecting Strand Module.
### Grade, Course: 4th Grade, General Music

**Strand:** 4.per.exp – Performing Expressive Qualities

### National Content Area Standards:  MU:Pr4.2.4a, MU:Pr4.2.4b, MU:Pr4.3.4a, MU:Pr6.1.4a

### PA Content Area Standards: 9.1.3.A, B, C, D, H

### PA Core Standards: *

#### Essential Questions:
- How does understanding the structure and context of expressive qualities inform a performance?

#### Understandings: Students will understand THAT...
- The emotional qualities of music are created through the expressive elements of music.
- Through changes in expressive qualities, there is a change in the emotion and energy of the music.

#### Knowledge:
- Dynamics
- Pianissimo
- Piano
- Mezzo piano
- Mezzo forte
- Forte
- Fortissimo
- Crescendo
- Decrescendo
- Tempo
- Italian tempo terms are introduced:
  - Largo
  - Moderato
  - Allegro
  - Andante
  - Presto

#### Skills:
- Play and/or sing with a variety of tempos and dynamics
- Demonstrate changes in expressive qualities through movement, singing and playing

* Core standards are continuously woven and overlapped throughout the curriculum through the Connecting Strand Module.
### Grade, Course

4th Grade, General Music

### Strand

4.res.ins – Responding to Instrumental Timbre

### National Content Area Standards:

MU:Re7.2.4a, MU:Re9.1.4a

### PA Content Area Standards:

9.1.3.A, B, C, J, 9.3.3.A, B, C, D, F, G

### PA Core Standards:

* Core standards are continuously woven and overlapped throughout the curriculum through the Connecting Strand Module.

#### Essential Questions:

- How does understanding the structure and context of instrumental timbre inform a response?

#### Knowledge:

- Vibration
- Percussion Family
  - Pitched, unpitched, strike, scrape, shake
  - Classroom percussion, timpani, snare, bass drum, drum set, piano
- String Family
  - Bow, strum, pluck
  - Orchestral strings (violin, viola, cello, string bass, harp), folk strings (banjo, guitar, ukulele, etc…)
- Woodwind Family
  - Double reed, single reed
  - Flute, clarinet, saxophone, oboe, bassoon
- Brass Family
  - Buzz, mouthpiece
  - Trumpet, French horn, trombone, baritone, tuba

#### Understandings: Students will understand THAT . . .

- All sound is produced through vibration.
- Individual instruments produce sound by vibrating in different ways and through different media.
- The choice of instrument timbre is important to evoking an emotional response.

#### Skills:

- Identify and classify instruments into families by sight and sound
- Identify individual instruments by sight
- Select appropriate classroom percussion instruments based on the needs of the music
Related Arts

**Grade, Course:** 4th Grade, General Music

**Strand:** 4.per.ins – Performing on Classroom Instruments

**National Content Area Standards:** MU:Pr4.2.4a, MU:Pr4.2.4b, MU:Pr6.1.4a

**PA Content Area Standards:** 9.1.3.A, B, C, D, H, J

**PA Core Standards:** *

**Essential Questions:**
- How does understanding the structure and context of instrumental timbre inform a performance?

**Knowledge:**
- Vibration
- Percussion Family
  - Pitched, Unpitched, Strike, Scrape, Shake, mallet
  - Classroom percussion
    - Metalophone, xylophone, glockenspiel
- Rebound
- Grip
- Mallet head
- Mallet stick

**Understandings:** Students will understand THAT . . .
- All sound is produced through vibration.
- Individual instruments produce sound by vibrating in different ways and through different media.
- Posture and playing technique is essential for proper sound production and instrument care.

**Skills:**
- Demonstrate proper mallet grip and playing technique on classroom percussion instruments
- Play a variety of rhythms, melodies and harmonies on classroom percussion instruments

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* Core standards are continuously woven and overlapped throughout the curriculum through the Connecting Strand Module.
**Grade, Course:** 4th Grade, General Music  

**Strand:** 4.con – Connecting

<table>
<thead>
<tr>
<th>National Content Area Standards:</th>
<th>MU:Cn10.0.4a, MU:Cn11.0.4a</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PA Core Standards:</strong></td>
<td>CC.1.2.4.A, J; CC.1.3.4.A, B, C, F, H, J; CC.1.4.4.E, F; CC.1.5.4.A, B, G; CC.2.1.4.C.1, CC.2.2.2.A.2*, CC.2.2.2.A.3*, CC.2.3.3.A.2*, CC.2.3.3.A.3, CC.2.4.4.A.2, CC.2.4.4.A.4*; †</td>
</tr>
</tbody>
</table>

**Essential Questions:**
- How does understanding the structure and context of music allow musicians to make connections to the world?

**Understandings:** Students will understand THAT . . .
- Musicians connect their personal interests, experiences, ideas and knowledge to responding, performing and creating.
- Connections to varied contexts and daily life enhances musicians’ responding, performing and creating.
- Notation is a way to share the music we create with other musicians.
- Music is an art form that can convey and evoke emotion, and tell a story.
- Music relates to our written and verbal language.
- Beats can be counted, grouped and divided.
- Music is a collection of rhythmic and melodic patterns.
- The relationship of rhythms in music is based on fractions and their divisions.
- Music is influenced by the history and culture of the world around us.

<table>
<thead>
<tr>
<th>Knowledge:</th>
<th>See 4th Grade Responding, Performing and Creating knowledge components</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills:</td>
<td>Connect to interdisciplinary subjects, student interests and experiences when appropriate</td>
</tr>
<tr>
<td></td>
<td>Relate specific elements of music to math, ELA, science and social studies subjects (ex. Resting tone ending a musical idea can be related to the period ending a sentence)</td>
</tr>
<tr>
<td></td>
<td>Compare music from different cultures and historical time periods</td>
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<tr>
<td></td>
<td>See additional ELA and Math related connections on the grades specific Connection Module Example page</td>
</tr>
</tbody>
</table>

* Denotes review of previous grade Core Standard.
† Through the Connecting Strand Module, Core Standards are continuously integrated across the music curriculum.
<table>
<thead>
<tr>
<th>Core Standard Code</th>
<th>Core Standard Description</th>
<th>Music Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC.1.2.4.A</td>
<td>Determine the main idea of a text; recount the key details and explain how they support the main idea.</td>
<td>Reading information about composers and music styles.</td>
</tr>
<tr>
<td>Informational Text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CC.1.2.4.J</td>
<td>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that are basic to a particular topic.</td>
<td>Reading information about composers and music styles.</td>
</tr>
<tr>
<td>Information Text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CC.1.3.4.A</td>
<td>Determine a theme of a text from details in the text; summarize the text.</td>
<td>Reading, discussing and summarizing lyrics of a song.</td>
</tr>
<tr>
<td>Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CC.1.3.4.B</td>
<td>Cite relevant details from text to support what the text says explicitly and make inferences.</td>
<td>Reading, discussing and summarizing lyrics of a song.</td>
</tr>
<tr>
<td>Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CC.1.3.4.C</td>
<td>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</td>
<td>Reading, discussing and summarizing lyrics of a song.</td>
</tr>
<tr>
<td>Literature</td>
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<td></td>
</tr>
<tr>
<td>CC.1.3.4.F</td>
<td>Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.</td>
<td>Reading, discussing and summarizing lyrics of a song.</td>
</tr>
<tr>
<td>Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CC.1.3.4.H</td>
<td>Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.</td>
<td>Compare and contrast similar themes, topics, and patterns of events in music, including music from different cultures.</td>
</tr>
<tr>
<td>Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CC.1.3.4.J</td>
<td>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</td>
<td>Using grade appropriate language and musical terms to describe musical topics.</td>
</tr>
<tr>
<td>Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CC.1.4.4.E</td>
<td>Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
<td>Using music terminology to label and identify.</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CC.1.4.4.F</td>
<td>Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</td>
<td>When writing sentences and paragraphs, students are to use proper punctuation, capitalization, spelling and grammar.</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CC.1.5.4.A</td>
<td>Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.</td>
<td>Collaborative discussion on music genres and specific music selections.</td>
</tr>
<tr>
<td>Speaking/Listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CC.1.5.4.B</td>
<td>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
<td>Paraphrase lyrics of a song.</td>
</tr>
<tr>
<td>Speaking/Listening</td>
<td></td>
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</tr>
<tr>
<td>CC.1.5.4.G</td>
<td>Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.</td>
<td>General class discussion.</td>
</tr>
<tr>
<td>Speaking/Listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CC.2.1.4.C.1</td>
<td>Extend the understanding of fractions to show equivalence and ordering.</td>
<td>Relating fractions to meter and rhythm relationships.</td>
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<tr>
<td>CC.2.2.2.A.2*</td>
<td>Use mental strategies to add and subtract within 20.</td>
<td>Add and subtract using songs with numbers or relate rhythm value to create meter.</td>
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<tr>
<td>CC.2.2.2.A.3*</td>
<td>Work with equal groups of objects to gain foundations for multiplication.</td>
<td>Compare groups of beats, measures and phrases to multiplication of numbers.</td>
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<tr>
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<tr>
<td>CC.2.3.3.A.2*</td>
<td>Using the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.</td>
<td>Relating rhythmic durations to pieces of a whole.</td>
</tr>
<tr>
<td>CC.2.3.4.A.3</td>
<td>Recognize symmetric shapes and draw lines of symmetry.</td>
<td>Form and musical phrasing.</td>
</tr>
<tr>
<td>CC.2.4.4.A.2</td>
<td>Translate information from one type of data display to another</td>
<td>Decoding melody and rhythm from written form through performance, and visa versa.</td>
</tr>
<tr>
<td>CC.2.4.2.A.4*</td>
<td>Represent and interpret data using line plots, picture graphs, and bar graphs.</td>
<td>Melodic notation on the staff is a graphic representation of pitch.</td>
</tr>
</tbody>
</table>

*Denotes review of previous grade level Core Standard