

Independent School District of Boise City

General Music - Fourth Grade

District Course #410

The Music Department's philosophy is based on the belief that experiences with music are fundamental to the education of children. Music has a powerful ability to affect the hearts, minds, and souls of our children. It gives children the opportunity to gain self-esteem by learning new skills and talents. It also gives children the sense of satisfaction that comes from working with a group to perform and create a piece of music with beauty and unity. Recent brain research shows music can tremendously boost the efficiency and performance of the brain. Music is a powerful purveyor of culture, both American and other world cultures. In today's increasingly global society, knowledge of other peoples and cultures, as well as our own past, is a necessary part of a good education.

To further this purpose, the elementary music curriculum gives children instruction in, and opportunities for, singing, dancing, playing many types of instruments, reading music notation, performing drama pieces, and creating their own music. The music and activities are chosen to teach the rich history and culture of our own country and also of countries around the world. By fully participating in the elementary music curriculum, children will feel the joy and satisfaction that comes from discovering new talents and expanding their cultural horizons.

Adopted Materials

Title: Share the Music

Publisher: McGraw-Hill, 1996

Unit 1	Singing	Ongoing
Unit 2	Rhythm and Theory	Ongoing
Unit 3	Movement	Ongoing
Unit 4	Instruments	Ongoing
Unit 5	Form	Ongoing
Unit 6	History and Culture	Ongoing
Unit 7	Listening	Ongoing
Unit 8	Integrating Arts	Ongoing

Sept., 2005: Information in **bold** indicated new grade-level material.

General Music – Fourth Grade		District Reference
Unit No 1	Singing	410
		Ongoing

Instructional Objective		Standard Reference	
410.01 The students will be able to meet the following singing objectives:		N-1: a, b, c, d, e 902.01a, 902.01a, 904.01a, 904.03a, 906.01a, 906.01a, 906.02a, 906.03, 906.03a	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Demonstrate difference between singing, speaking and whispering voice	1. "Share the Music" Teacher's Editions 2. Boise Music Curriculum "Teacher's Resource Guide"	TMA, TO
02	Demonstrate the ability to sing in head tone with proper breathing, intonation, posture, diction, and responding to the cues of a conductor		TMA, TO
03	Identify and perform songs with stepwise and skipping movement		TMA, TO
04	Perform 3-part rounds , countermelodies, partner songs , call/response, and ostinati		TMA, TO
05	Sing tunefully within a range of B to E²		TMA, TO
06	Read and sing Do, Re, Mi, Fa , So, La, Do¹ , low So and low Do with hand signs, alone and with others		TMA, TO
07	Read from staff and sing extended repertoire, alone and with others. Include songs from Idaho history.		TMA, TO
08	Sing expressively, continuing use of loud/soft, crescendo, decrescendo, accelerando and ritard		TMA, TO

General Music – Fourth Grade		District Reference
		410
Unit No 2	Rhythm and Theory	Ongoing

Instructional Objective		Standard Reference	
410.02: The students will be able to meet the following objectives in rhythm and theory:		N-2:a,b,c,d,e,f; 3:b,c,d; 5:a,b,c,d; 6:c,e 904.01a, 904.01a, 906.01a, 906.01a, 906.01a, 906.02a, 906.02a, 906.03a	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Demonstrate the ability to match the steady beat of	1. "Share the Music"	TMA, TO

	a piece of music at different tempos	Teacher's Editions 2. Boise Music Curriculum "Teacher's Resource Guide"	
02	Demonstrate the ability to speak and play rhythmic word patterns, i.e. ostinato word patterns and contrasting word patterns , i.e. speech pieces.		TMA, TO
03	Explain, notate and perform 2/4, 3/4 and 4/4 meters, emphasizing patterns of strong/weak. Label meter signatures.		TMA, TO
04	Read, notate and perform quarter note, half note, two eighth notes, whole note, single eighth note, dotted quarter note, dotted half note, sixteenth notes (in groups of 4) and corresponding rests , using a syllabic system (i.e. ta, ti-ti). Introduction of numeric counting is optional.		TMA, TO
05	Name and notate: staff, lines, spaces, note heads, note stems, treble clef, bar lines, measure, ledger line (middle C), double bar line, repeat sign , time signature, fermata, 1st and 2nd endings, fine.		TMA, TO
06	Label and perform syncopation (eighth/quarter)		TMA, TO
07	Read, notate, and perform So, Mi, La, Do, Re, low So, low La, adding Fa and high Do on the staff in the key of C, F, and G.		TMA, TO
08	Read and notate melodies that move in steps and skips, using the musical alphabet.		TMA, TO
09	Read and notate absolute pitch names.		TMA, TO
10	Introduce function of sharps and flats.		TMA, TO
11	Respond to and describe musical controls using the appropriate symbols and terminology: decrescendo, crescendo, forte, piano, mezzo, ritard, accelerando, andante, allegro, moderato, accent, staccato, legato, adagio, largo, presto		TMA, TO

General Music – Fourth Grade		District Reference 410
Unit No 3	Movement	Ongoing

Instructional Objective		Standard Reference	
410.03 The students will be able to meet the following objectives through movement		N-6: a,b,e 902.01a, 902.02a, 904.01a, 906.01a	
No.	Performance Objective	Resource Reference	Assessment

			Correlation
01	Move to a steady beat, with locomotor and non-locomotor movement	1. "Share the Music" Teacher's Editions 2. Boise Music Curriculum "Teacher's Resource Guide"	
02	Perform movement to a song. Add manipulatives and props as appropriate.		TMA, TO
03	Body percussion as a response to musical elements, i.e. dynamics, rhythms, tempo, etc.		TMA, TO
04	Create structured movement to specific musical examples, i.e. Native American dances, etc.		TMA, TO
05	Perform dances of varying origins and formations.		

General Music – Fourth Grade		District Reference 410
Unit No 4	Instruments	Ongoing

Instructional Objective		Standard Reference	
410.04 The students will be able to meet the following objectives while playing instruments.		N-2a,b,c,d,e,f; 3a,b,c,d; 4a,b,c; 5a,b,c,d 904.01a, 906.01a, 906.02a, 906.03a	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Make and perform appropriate instrument choices to represent characters, words, colors, moods, etc. from classroom instruments. Create layers of timbres.	1. "Share the Music" Teacher's Editions 2. Boise Music Curriculum "Teacher's Resource Guide"	TMA, TO
02	Read and play short melodic and rhythmic patterns. Create layers of rhythmic and melodic patterns as accompaniments, focusing on keeping individual part. Employ question/answer techniques.		TMA, TO
03	Play unpitched and pitched instruments as accompaniments, alone and with others, using correct posture and mallet technique , including bordun (hands together), broken bordun (hands take turns), and cross-over borduns. Employ ostinatos, introductions, and codas.		TMA, TO
04	Correctly name and properly play each instrument used in class.		TMA, TO

05	Play recorders using proper breath control, posture, embouchure, finger position, tonguing, and tone. Employ rhythmic and melodic concepts presented according to grade level, including absolute pitch names.		
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General Music – Fourth Grade		District Reference 410
Unit No 5	Form	Ongoing

Instructional Objective		Standard Reference	
410.05 The students will be able to meet the following objectives in analyzing form.		N-5c; 6a,e 904.01a, 906.01a	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Identify and perform musical phrases in vocal and instrumental work	1. “Share the Music” Teacher’s Editions 2. Boise Music Curriculum “Teacher’s Resource Guide”	TMA, TO
02	Perform and aurally identify AB, ABA form, rondo, question/answer, 1st & 2nd endings		TMA, TO

General Music – Fourth Grade		District Reference 410
Unit No 6	History and Culture	Ongoing

Instructional Objective		Standard Reference	
410.06 The students will be able to meet the following Humanities objectives.		N-6d; 9a,b,c,d,e 902.01a, 902.02a, 904.01a, 904.02a, 904.03a	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Sing, play, listen and move to music of varied cultures.	1. “Share the Music” Teacher’s Editions 2. Boise Music Curriculum “Teacher’s Resource Guide”	TMA, TO
02	Sing and play traditional folk songs and games of America.		TMA, TO
03	Sing expanded repertoire of traditional patriotic and holiday songs. Include Idaho, Native American, and Westward expansion songs.		TMA, TO

	Include relevant games and dances.		
04	Explore and listen to music of composers from different style periods.		

General Music – Fourth Grade		District Reference 410	
Unit No 7	Listening	Ongoing	

Instructional Objective		Standard Reference	
410.07 The students will be able to meet the following listening objectives.		N-6b,c,d,e; 9e 902.01a, 904.01a, 904.02a, 904.03a, 906.01a, 906.03a	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Identify aurally and visually an expanded number of specific orchestral instruments within family groups. Include folk and electric instruments. Compare and contrast how different instruments produce sound.	1. “Share the Music” Teacher’s Editions 2. Boise Music Curriculum “Teacher’s Resource Guide””	TMA, TO
02	Respond to and distinguish between various styles of orchestral and vocal music through movement, manipulation of props, story-telling, and dramatization.		TMA, TO
03	Aurally distinguish between large and small instrumental and vocal ensembles (i.e. chamber vs. full).		TMA, TO
04	Demonstrate appropriate concert etiquette (i.e. when to clap, etc.).		TMA, TO

General Music – Fourth Grade		District Reference 410	
Unit No 8	Integrating Arts	Ongoing	

Instructional Objective		Standard Reference	
410.08 The students will be able to integrate other art forms in the music classroom.		N-8a,b 904.03a	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Dramatize simple songs and stories from childrens’ literature.	1. “Share the Music” Teacher’s Editions 2. Boise Music Curriculum “Teacher’s Resource Guide”	

02	Express the feelings and style of music with movement, using appropriate props and manipulatives.		
03	Create original works of art inspired by listening examples.		
04	Compare textures of musical examples to visual art.		
05	Compare phrase and form of musical examples to line and shape of visual art		