

Elementary General Music

Grade Four

Music education at the fourth grade level should continue to include more teacher-directed activities. Basic knowledge and skills of musicianship will be stressed. Singing and listening will be the major activities used in class. The fourth grade students should continue appreciating their ability to sing alone and with others. Students should begin to recognize their own musical ability and continue experiencing the enjoyment derived from expressing music. Students will continue the experience of playing the recorder, which they began in third grade. Students will combine their knowledge of reading melodic and rhythmic notation with the physical skill necessary to play the recorder. Students should enjoy learning how to play the recorder and performing simple songs. Range and rhythmic complexity will be gradually increased. Student will also study the characteristics of a “march” and a “waltz” and compare and contrast the two.

Elementary General Music Course Objectives

Grade Four

Students will be able to:

1. Review, sing by memory, describe and explain the historical and musical significance of America's patriotic songs.
2. Continue to recognize that people in America create(d) and sing songs that are meaningful to them.
3. Define a patriotic song as a song that shows love, honor and respect for one's country.
4. Continue to recognize that singing, movement and instrument playing are means of personal expression.
5. Will be able to sing, alone and with others, eight-note melodic patterns (sol-mi-la-low do-high do, re, fa, ti) and simple songs maintaining accurate intonation, steady tempo, rhythmic accuracy, appropriately-produced sound, clear diction and correct posture.
6. Continue to recognize visually the staff, G clef/treble clef and letter names of notes on the staff.
7. Sing simple Sol-Mi-La-low do-high do-re-fa-ti, melodies by sight when reading from the treble clef staff.
8. Continue to sing in a proper head voice.
9. Continue to recognize aurally and sing the major scale using solfege syllables, ascending and descending.
10. Continue to sing expressively with appropriate dynamics, phrasing and interpretation.

11. Continue to sing from memory a variety of songs.
12. Continue to sing in groups, blending vocal timbres, matching dynamic levels and responding to the cues of a teacher or conductor.
13. Hold their part against another part when singing rounds, chants and partner songs.
14. Continue to demonstrate and respond to the steady beat through clapping, marching, and instrument playing.
15. Echo clap and improvise four-beat rhythm patterns which incorporate quarter notes, quarter rests, eighth notes, half notes and half rests, dotted half notes, whole notes, whole rests and triplets.
16. Visually recognize the quarter note, quarter rest, eighth notes, half note, half rest, dotted half note, whole note, whole rest, sixteenth notes and triplets.
17. Recognize and apply proper musical terminology for musical opposites, including fast and slow (tempo), high and low (pitch), happy and sad (mode) and loud and quiet (dynamics) when singing, listening or moving to music.
18. Respond through purposeful movement, conduct and determine the meter to selected music characteristics or to specific music occurrences while singing or listening to music in meters of two, three and four.
19. Continue to understand what it is to be a good listener of music.
20. Identify specific listening selections including: John Philip Sousa's "The Stars and Stripes Forever; Johann Strauss, Jr. waltzes; Charles Ives' "Variations on America."
21. Continue to understand that a composer is one who creates and writes music and will question and answer, "Who created this and why?", "What is the composer trying to say?", "How does this music make me feel?"
22. Continue to use appropriate terminology in describing music, musical instruments and voices.
23. Continue to identify by sight and sound band and orchestral instruments from the woodwind, brass, string, percussion and keyboard families.
24. Continue to classify orchestral instruments as woodwinds, brass, strings, percussion or keyboard.
25. Continue to identify the sounds of some instruments including hand-held classroom instruments, and band/orchestral instruments.
26. Continue to listen to and describe aural examples of music of various styles, genres, cultural and historical periods, identifying expressive qualities, instrumentation, and cultural and or geographical content.
27. Continue to demonstrate that there are proper and respectful ways to play classroom musical instruments.
28. Continue to identify and play miscellaneous hand-held classroom instruments such as drums, triangles, tambourines, maracas, sand blocks, wood blocks, rhythm sticks and boom whackers.
29. Demonstrate proper posture when singing and playing the recorder.
30. Play on the recorder notes E-D-C and review notes B-A G while reading from the treble clef staff.

31. Accompany one's self and others while singing and playing simple accompaniments, and bordun/ostinato patterns on xylophones, metallophones and classroom instruments.
32. Continue to describe and demonstrate audience skills of listening attentively and responding appropriately in classroom, rehearsal and performance settings.