

Northwestern School Corporation
Music Curriculum
4th Grade Course Outline

Singing Alone and With Others

Students will:

- Sing with good posture, breath control, diction, and tone quality.
- Match pitch and pitch patterns while singing.
- Sing accompanied and unaccompanied with attention to phrasing, expressive detail and dynamics.
- Sing memorized songs that reflect American culture as well as other cultures.
- Sing major scale ascending and descending, plus all major intervals using solfege syllables.
- Maintain an independent part when singing an ostinato, round, or partner song while keeping a steady tempo.
- Sing in a group with awareness of balance, ensemble and unity.
- Follow the gestures of a conductor.

Playing an Instrument Alone and With Others

Students will:

- Play a variety of classroom and ethnic percussion instruments with correct technique.
- Play an ostinato to accompany other students on an instrument.
- Play short rhythmic and melodic patterns given by echo, board work, or music.
- Play patterns with correct rhythm, tempo, and dynamics.
- Follow the cues of a conductor with regard to tempo, expression, balance, and style.

Reading, Notating and Interpreting Music

Students will:

- Read, play, and notate patterns of whole, half, dotted half, quarter, eighth, and sixteenth notes and rests in 2/4, 3/4, and 4/4/ time signatures.
- Read given pitch patterns in treble clef using letter names of the pitches.
- Learn all note names of the treble and bass clef.
- Aurally distinguish between duple and triple meter.
- Use all rhythmic notation as part of rhythmic dictation exercises.
- Use solfege syllables and the notes of the treble clef as part of melodic dictation exercises.
- Distinguish between rhythmic and melodic phrases to indicate what is being played.
- Distinguish between same and different phrases with regard to melody and rhythm.
- Understand and interpret expressive markings in relation to dynamics, tempo and style.

Intervals

Students will:

- Learn major intervals (M2, P4, P5, M8) using solfege syllables, singing, and signing.
- Notate and read all major intervals on the music staff.
- Study familiar songs that incorporate each interval.
- Identify, by sight and sound, each interval.

Improvising Melodies and Accompaniments

Students will:

- Create a rhythmic ostinato accompaniment to a given melody.
- Create a melodic ostinato to accompany a song.

Composing and Arranging Music Within Specified Guidelines

Students will:

- Compose an original piece, in a group, using a variety of percussion instruments.

- Notate an original piece, in a group, using correct notation and meter.
- Perform an original piece with a group.
- Create lyrics to finish given phrases or to create a parody.
- Create short songs to aid in memorization of science or social studies vocabulary.

Listening to, analyzing, and describing music

Students will:

- Identify by sight and sound, the music forms of AB, ABA, ABC, AABA, Rondo.
- Diagram the music forms of AB, ABA, ABC, AABA, Rondo.
- Use movement to represent musical characteristics and changes of a work as they are heard.
- Identify by sight and sound various instruments and instrument families.
- Use movement to represent the musical characteristics and changes of a work as they are heard.

Understanding Relationships between Music, the Other Arts, and the Disciplines Outside the Arts

Students will:

- Compare and contrast two or more meaning used in the arts, such as unity, variety, repetition and contrast.
- Create pictures, words or movement to relate the essence or mood of music being heard.
- Compare the science of sound as it relates to stringed and percussion instruments.
- Discuss the correlation between math and music as it relates to notation, duration, and meter.
- Discuss the correlation between language arts and music as it relates to concepts such as lyric analysis, syllables, and sequence.
- Name ways that the study of the arts differs from the study of other subjects.

Understanding Music in Relation to History and Culture

Students will:

- Study different historical periods of music in world history and listen to the music written and performed in that era.
- Study customs and activities within another culture that would include music.
- Describe ways that music affects daily lives of people in a culture.

Folk and Popular Music

Students will:

- Study and listen to different forms of popular American music, such as jazz, blues, rock and gospel.
- Compare and contrast musical examples from different cultures.
- Play different percussion instruments used in ethnic music from around the world.
- Study music from Indiana's pioneer period.
- Describe the role that music played in the lives of pioneer children.
- Learn how music was an expression of daily life, work and celebration for early pioneers.
- Study how music was passed down through generations, recording stories and preserving the past.
- Study musical instruments of the pioneer period.
- Identify 5 pioneer instruments by sight and sound and describe how each was constructed and played.
- Study square dance terms, music and steps.
- Perform pioneer music by singing, playing and dancing music from Indiana History.

Evaluating and Critiquing Music and Music Performances

Students will:

- Conduct self-evaluations of performances, describing musical excellence and offering constructive ways to improve performance.
- Discuss likes and dislikes using familiar musical terms.
- Discuss and display appropriate audience behavior within different musical settings.

Performance

Students will:

- Exhibit appropriate behavior as both a performer and an audience.
- Become aware of supportive roles needed to present a musical program (grip, sound, stage manager).
- Perform a set of memorized songs designed for school programs, for special occasions throughout the school year.
- Participate in different elements of a musical production such as speaker, soloist, or dramatic actor.
- Describe the importance of performance in relation to communicating an idea from performer to audience member.
- Understand the relationship between performer and audience.