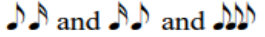


<i>Singing, alone and with others, a varied repertoire of music:</i>	
M4.1.1	Differentiate between the speaking and singing voice. ➤ Students recognize groups of voices (solo, duet, trio, quartet [ensemble]) to identify blending of vocal sounds.
M4.1.2	Echo vocally and/or instrumentally rhythm, tempo, pitch, dynamics, and phrasing. ➤ Students continue with grade three activities but include -C ¹ -F ² . ➤ Do activities with the recorder and emphasize the vocal shell as in Grade
M4.1.3	Perform with accuracy, pitch, tempo, rhythm, phrasing and dynamics. ➤ Continue grade three activities and add ti, use recorders, and learn notes from the treble staff.
M4.1.4	Sing and/or play music from diverse cultures, genres, and styles. (Suggested possible resources: Music Educators National Conference [MENC] guidelines and music from “The World’s Largest Concert”) ➤ All grades K-3+ learn folk dances to accompany songs and create instrumental accompaniments on classroom and Orff instruments, recorders, etc.
M4.1.5	Sing or play rounds ostinato and partner songs. ➤ All grades K-3+ learn folk dances to accompany songs and create instrumental accompaniments on classroom and Orff instruments, recorders, etc.
M4.1.6	Sing or play in groups, blending timbres, matching dynamic levels, and responding to the cues of a conductor in formal and/or informal settings. ➤ Students will continue K-3 activities but add simple two-part harmonies and use sols and small groups with increasing difficulty.
<i>Create, compose, arrange and improvise music as developmentally appropriate:</i>	
M4.2.1	Create short rhythmic and melodic patterns. ➤ Students will improvise 8-beat rhythm answers to questions from the teacher, another student or written examples using known rhythms: ➤ Use meters of 2, 3, 4. ➤ Students improve rhythmic and melodic answers to questions using pitched and/or non-pitched instruments
M4.2.2	Improvise simple rhythmic and melodic ostinato patterns. ➤ Students create two-measure rhythm patterns to use as an accompaniment to songs. ➤ Students create ostinato from isolated examples in songs. Students then select appropriate instruments to perform the patterns and accompany singing.
M4.2.3	Improvise simple rhythmic and melodic variations on familiar melodies or a given pentatonic scale. ➤ Students create their own variations on familiar tunes or songs. Prepare this activity by listening to examples of theme and variations (e.g., “Variation on an American Theme” by Linds Worsley, “Variations on America” By Charles Ives, or “Variations on ‘Pop! Goes the Weasel’” by Caillet.

M4.2.4	<p>Improvise melodies and rhythms using a variety of sounds, including voices, body percussion, classroom instruments and non-traditional sources, such as computers, electronic or recorded sound.</p> <ul style="list-style-type: none"> ➤ Students will create instrumental accompaniments to selected songs, listening carefully to make sure the notes selected go with the melody. ➤ Students create additional words or verses to familiar songs.
M4.2.5	<p>Create and arrange music to accompany selections from children’s literature.</p> <ul style="list-style-type: none"> ➤ Students create and arrange music to accompany readings or dramatizations. (Suggestions: Bringing the Rain to Kapiti Plain by Verna Aardema, Where the Wild Things Are by Maurice Sendak, and The Giving Tree by Shel Silverstein.)
M4.2.6	<p>Improvise movement to songs or instrumental pieces when appropriate.</p> <ul style="list-style-type: none"> ➤ Students will create movement to dramatize songs.
<i>Read and Notate Music:</i>	
M4.3.1	<p>Recognize, correctly name, and count note and rest values of whole, half, quarter, eighth, sixteenth, and dotted notes. Students will continue grade three activities and add  Timori terim t triplet</p>
M4.3.2	<p>Read simple meter signatures correctly.</p> <ul style="list-style-type: none"> ➤ Same as grade three but add meters in 5: “Take Five” by Dave Brubeck Quartet and Paul Desmonde. ➤ Have students do Bean Bag in meter of 5: 1 2 3 grab, touch left knee with bag, touch right knee with bag, 4 5 pass to right neighbor, clap own hands ➤ Explore other meters.
M4.3.3	<p>Use a system (syllables, numbers, or letters) to read pitch notation in the treble clef in major keys.</p> <ul style="list-style-type: none"> ➤ Students continue writing and reading with more difficult song material. ➤ Students continue to learn on recorders.
M4.3.4	<p>Identify and correctly interpret signs (e.g., treble and bass clef, etc.), symbols (fermata, coda, etc.) and terms relating to pitch, rhythm, dynamics, tempo, and articulation.</p> <ul style="list-style-type: none"> ➤ Continue as K-3 but add tie, slur, phrase, articulation, cut time, common time. ➤ Practice singing and recorder playing. R Continue with games and informal assessments.
<i>Analyze, describe and evaluate music and musical performances:</i>	
M4.4.1	<p>Identify phrases and sections of music that are the same, similar, or different.</p> <ul style="list-style-type: none"> ➤ Same as grades two and three with increased difficulty
M4.4.2	<p>Identify music forms AB, ABA, and Rondo</p> <ul style="list-style-type: none"> ➤ Continue grade three activities and add theme and variations. ➤ Students write use longer, shorter note values write music backward write music upside down use different keys change words tempo changes meter changes
M4.4.3	<p>Describe aural examples of music and music performances</p>

	<ul style="list-style-type: none"> ➤ Students write to describe music performances and include A) terms (tempo, dynamics, simple form, etc.) B) instruments used, and C) comparison of music performances
M4.4.4	<p>Identify instrument families, individual instruments within the families, and recognize adult male, adult female, and children’s voices.</p> <ul style="list-style-type: none"> ➤ Continue grade three activities and students increase ability to express in words the mood, tempo, dynamics and form ➤ Make more complex homemade, playable instruments. ➤ Identify instruments by sound and sight. (Instrument BINGO)
<i>Relate to music from diverse cultures, society, history and other arts and disciplines.</i>	
M4.5.1	<p>Students will continue identifying vocals – adults, children—by listening to members of the class.</p> <ul style="list-style-type: none"> ➤ Continue same as grade 3
M4.5.2	<p>Children should know the lyrics to our National Anthem. Explore patriotic songs of the United States and music of American composers, such as Ellington and Gershwin.</p> <ul style="list-style-type: none"> ➤ Students learn Pennsylvania state songs; Erie Canal, Pennsylvania etc.
M4.5.3	<p>Identify music from various periods, composers and cultures.</p> <ul style="list-style-type: none"> ➤ Students learn the “Stary-spangles Banner”, and “This is my Country.” ➤ Students explore music by American composers: Leonard Bernstein (Westside Story), Aaron Copland (“Appalachian Spring” and “Hoedown from Rodeo”) and Charles Ives (“Variations on America”). ➤ Students continue to study various style periods including: Baroque—George F. Handel (Germany), “Hallelujah Chorus from Messiah; Romantic—Modeste Moussingsky (Russia), “Promenade” from Pictures at an Exhibition; various cultures—“Down by the Riverside” (African-American, “Michie Banjo” (Creole), and “El Condor Pasa” (Native American) for listening.
M4.5.4	<p>Sing/play songs and play musical games from diverse cultures.</p> <ul style="list-style-type: none"> ➤ Continue singing songs and playing games from diverse cultures
M4.5.5	<p>Participate in musical activities that correlate with other disciplines.</p> <ul style="list-style-type: none"> ➤ Students learn songs and other activities being taught by grade four teachers: Reading: “Train Song,” Erie Canal,” and “Drinking Gourd.” Pennsylvania history: see Pennsylvania songs.
M4.5.6	<p>Identify connections between music and the other arts, including similar terms, historical periods, and styles.</p> <ul style="list-style-type: none"> ➤ Compare/contrast a visual art selection with a musical selection using one or more of the following terms: form, line/contour, pattern, contrast, sequence. ➤ Students continue experiencing music in the forms AB, ABA, rondo, theme, and variations. ➤ Study the musical work Pictures at an Exhibition by Modeste Mussongky and have students draw pictures for an exhibition.
M4.5.7	<p>Sing sacred songs of the Mass</p> <ul style="list-style-type: none"> ➤ Students will sing sacred songs that can be used for Mass.
M4.5.8	Sing service music from the Mass

	➤ Students will sing service music that can be used during Mass.
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