

**EDSS 450N Elementary Unit Project Curriculum  
SS 2018**

<b>Name: Mr. Terrell</b> <b>Grade level: 4</b> <i>Assume that students have music once a week for 40 minutes.</i>					
Month	Concepts	Skills	Repertoire/Activities	National Core Arts Standard(s)	Sample Assessment Strategies
September / October	RHYTHM  FORM	Eighth-Notes, Dotted Quarter Notes, 3/4 Time-Signature (Perform) Hearing and identifying verse, chorus, and bridge Hearing repetition (Respond) Following along with notation, identifying sections (Respond)	Joy To The World Auld Lang Syne Silent Night A Child Is Born “Twinkle twinkle/ABCs”  Jingle Bells  Ode To Joy O Tannenbaum	MU:Pr4.2.4	Observation, (moving, stomping, clapping correct beats & time signature Written assessments Listening guide Physical demonstration of sections (sitting and standing)
November / December	TONE  EXPRESSION	Breath Control, Expanded Capacity, Appropriate Volume (Perform) Dynamics, Note Attacks/Shape, Listening, Crescendo Decrescendo (Perform, Respond)	Work on breathing exercises in warm-ups, controlling airflow for wind instruments, bow control for strings Hold long tones and increase/decrease volume. Cycle through articulations (hard, sharp, soft, breathy)	MU:Pr6.1.4  MU:Pr4.3.4	Observation, shows improvement, eliminates tension  Does not lose tone quality when increasing volume

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January/ February	MELODY          HARMONY	Playing melodies with proper shape Creating their own melodies Listening and critiquing melodies Major 3rd Minor 3rd (Respond, Perform)	Play/examine “Somewhere Over The Rainbow” for melody shape Compose a 2-4 measure melody  Play in Unforgettable Ask students identify & sing M3 interval Play Peter Gunn Theme Ask students identify & to sing m3 interval	MU:Pr4.2.4  MU:Cr2.1.4 MU:Cr3.1.4  MU:Pr4.2.4	Observation, plays phrase in one breath 2-4 measures, contains different Pitches Teacher and Peer feedback Observation, singing correct intervals
March/ April	STYLE/GENRE          HISTORY	Listen to characteristic music from Popular American Songbook (Respond) How the popular music of America changed over time	Describe characteristics, specify styles (jazz, big band, swing, ballad, waltz, etc)  Show/exhibit (video) instruments from different regions/genres, what resources each subculture had available for music making	MU:Re7.1.4	Style identification Quiz (multiple choice)  Historic instruments quiz



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**CONCEPTS:** Include at least 8 from the following list

- Melody
- Harmony or texture
- Rhythm
- Expression
- Tone color or timbre
- Form
- Style or genre
- Cultural context
- History
- Relation to other arts and subjects

**SKILLS:** Include all of the following list, keeping in mind the pillars of the National Core Arts Standards: Create, Perform, and Respond.

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|-------------------------|---------|
| • Singing               | Perform |
| • Moving                | Perform |
| • Listening             | Respond |
| • Playing               | Perform |
| • Reading               | Perform |
| • Creating              | Create  |
| • Critiquing/evaluating | Respond |