Name: Mr. Terrell Grade level: 4 Assume that students have music once a week for 40 minutes.					
Month	Concepts	Skills	Repertoire/Activities	National Core Arts Standard(s)	Sample Assessment Strategies
September / October	RHYTHM	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	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

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

May/ June	CUTURAL CONTEXT/ STYLE	Listening to music in Jazz and American Popular Songbook that have elements of different styles	Show maps of American regions (i.e. southern folk) and cultural migrations, influencing style/genre, i.e. west African and Caribbean (Afro-Cuban)	MU:Cn11.0.4	Written assessment/Quiz
	RELATION TO OTHER ARTS	Connect ideas to Art painting	Listen to Impressionist Composers (Debussy, Ravel, Satie) while examining/		Softer strokes, colors
		Create by reacting (Respond,Create)	likening famous pieces of Impressionist Art (Monet, Van Gogh, Renoir, Cézanne) Students listen to Music and draw/paint what the music makes student feel		

Performances (Which month? Theme?): Winter Concert, December - Holiday Music Spring Pops, May - Popular/American Songbook

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.

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