

**DIOCESE OF HARRISBURG
MUSIC CURRICULUM
GRADE 4**

Anchor: The student will sing/play an instrument using a varied repertoire of music.

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>M.1.1. Differentiate between the speaking and singing voice.</p> <p>M.1.2. Echo vocally and/or instrumentally rhythm, tempo, pitch, dynamics, and phrasing.</p> <p>M.1.3. Perform with accuracy pitch, tempo, rhythm, phrasing, and dynamics.</p> <p>M.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”).</p>	<p>The student will: continue to demonstrate an understanding of the difference in speaking and singing voices by recognizing small groups and blending of sounds.</p> <p>continue to echo vocally and/or instrumentally rhythm, pitch, dynamics, and phrasing with increasing complexity and accuracy.</p> <p>perform instrumental and voice music with increasing accuracy demonstrating pitch, tempo, rhythm, phrasing and dynamics.</p> <p>sing or play music from diverse cultures, genres, and styles, using classroom Orff instruments, recorders, etc.</p>	<p><input type="checkbox"/> Students recognize groups of voices (solo, duet, trio, quartet [ensemble]) to identify blending of vocal sounds.</p> <p><input type="checkbox"/> Students continue with grade three activities but include -C¹ -F².</p> <p><input type="checkbox"/> Do activities with the recorder and emphasize the vocal shell as in Grade three.</p> <p><input type="checkbox"/> Continue grade three activities and add <i>ti</i>, use recorders, and learn notes from the treble staff.</p> <p><input type="checkbox"/> All grades K-3+ learn folk dances to accompany songs and create instrumental accompaniments on classroom and Orff instruments, recorders, etc.</p>	

Permission granted by Arkansas Department of Education to use Arkansas Music Framework.

**DIOCESE OF HARRISBURG
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Anchor: The student will sing/play an instrument using a varied repertoire of music. (continued)

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>M.1.5. Sing or play rounds ostinati and partner songs.</p> <p>M.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.</p>	<p>The student will: sing and play rounds, ostinati, and partner songs of increasing difficulty and adding 2-part sections.</p> <p>sing and play in groups, adding 2-part harmonies and blending timbres, matching dynamic levels, and responding to the cues of a conductor in formal/and or informal settings.</p>	<p><input type="checkbox"/> Continue with K-3 activities. Add simple 2-part sections.</p> <p><input type="checkbox"/> Students will continue K-3 activities but add simple two-part harmonies and use sols and small groups with increasing difficulty.</p>	

**DIOCESE OF HARRISBURG
MUSIC CURRICULUM
GRADE 4**

Anchor: The student will create, compose, arrange, and improvise music as developmentally appropriate. (continued)

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>M.2.4. 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 sounds.</p> <p>M.2.5. Create and arrange music to accompany selections from children’s literature.</p> <p>M.2.6. Improvise movement to songs or instrumental pieces when appropriate.</p>	<p>The student will: improvise melodies and rhythms using a variety of sounds and classroom instruments.</p> <p>create and arrange music to accompany selections from children’s literature, using readings and dramatizations.</p> <p>improvise movement to songs or instrumental pieces or increasing difficulty.</p>	<p><input type="checkbox"/> Students will create instrumental accompaniments to selected songs, listening carefully to make sure the notes selected go with the melody.</p> <p><input type="checkbox"/> Students create additional words or verses to familiar songs.</p> <p><input type="checkbox"/> Students create and arrange music to accompany readings or dramatizations. (Suggestions: <i>Bringing the Rain to Kapiti Plain</i> by Verna Aardema, <i>Where the Wild Things Are</i> by Maurice Sendak, and <i>The Giving Tree</i> by Shel Silverstein.)</p> <p><input type="checkbox"/> Students will create movement to dramatize songs.</p>	

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Anchor: The student will read and notate music.

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>M.3.1. Recognize, correctly name, and count note and rest values of whole, half, quarter, eighth, sixteenth, and dotted notes.</p> <p>M.3.2. Read simple meter signatures correctly.</p> <p>M.3.3. Use a system (syllables, numbers, or letters) to read pitch notation in the treble clef in major keys.</p> <p>M.3.4. Identify and correctly interpret signs (e.g., treble and bass clef, etc.), symbols (fermata, coda, etc.), symbols (fermata, coda, etc.) and terms relating to pitch, rhythm, dynamics, tempo, and articulation.</p>	<p>The student will: recognize, correctly name, and count note and rest values of whole, half, quarter, eighth, sixteenth, and dotted notes.</p> <p>correctly read simple meter signatures, adding meters in 5.</p> <p>use a system (syllables, numbers, or letters) to read pitch notation in the treble clef in major keys.</p> <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 by adding tie, slur, phrase, articulation, cut time and common time.</p>	<p><input type="checkbox"/> Students will continue grade three activities and add   and   and    Timori terim t triplet</p> <p><input type="checkbox"/> Same as grade three but add meters in 5: “Take Five” by Dave Brubeck Quartet and Paul Desmonde.</p> <p><input type="checkbox"/> 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</p> <p><input type="checkbox"/> Explore other meters.</p> <p><input type="checkbox"/> Students continue writing and reading with more difficult song material.</p> <p><input type="checkbox"/> Students continue to learn on recorders.</p> <p><input type="checkbox"/> Continue as K-3 but add <i>tie, slur, phrase, articulation, cut time, common time.</i></p> <p><input type="checkbox"/> Practice singing and recorder playing.</p> <p><input type="checkbox"/> Continue with games and informal assessments.</p>	

**DIOCESE OF HARRISBURG
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Anchor: The student will listen to, analyze describe, and evaluate music and musical performances.

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>M.4.1. Identify phrases and sections of music that are the same, similar, or different.</p> <p>M.4.2. Identify music forms AB, ABA, and Rondo.</p> <p>M.4.3. Describe aural examples of music and music performances.</p>	<p>The student will: continue to identify, but with increased difficulty, phrases and sections of music that are the same, similar, or different.</p> <p>identify music forms AB, ABA, and Rondo and theme and variation.</p> <p>listen to music and music performances and describe them in terms of tempo, dynamics, simple form, and instruments and compare performances.</p>	<p><input type="checkbox"/> Same as grades two and three with increased difficulty.</p> <p><input type="checkbox"/> Continue grade three activities and add theme and variations.</p> <p><input type="checkbox"/> Students write use longer, shorter note values write music backward write music upside down use different keys change words tempo changes meter changes</p> <p><input type="checkbox"/> Students write to describe music performances and include A) terms (tempo, dynamics, simple form, etc.) B) instruments used, and C) comparison of music performances.</p>	

**DIOCESE OF HARRISBURG
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Anchor: The student will listen to, analyze, describe, and evaluate music and musical performances. (continued)

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>M.4.4. Identify instrument families, individual instrument within the families, and recognize adult male, adult female, and children’s voices.</p>	<p>The student will: identify instrument families and individual instruments by sight and sound within the families and recognize adult male, adult female, and children’s voices.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Continue grade three activities and students increase ability to express in words the mood, tempo, dynamics and form <input type="checkbox"/> Make more complex homemade, playable instruments. <input type="checkbox"/> Identify instruments by sound and sight. (Instrument BINGO) 	

**DIOCESE OF HARRISBURG
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GRADE 4**

Anchor: The student will relate music to diverse cultures, society, history, and other arts and disciplines.

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>M.5.1. Examine the Pennsylvania state songs and folk music of Pennsylvania and the United States.</p> <p>M.5.2. Explore patriotic songs of the United States and music of American composers, such as Ellington and Gershwin.</p> <p>M.5.3. Identify music from various periods, composers and cultures.</p> <p>M.5.4. Sing/play songs and play musical games from diverse cultures.</p>	<p>The student will: experience the Pennsylvania state songs.</p> <p>experience patriotic songs of the United States (such as “Star Spangled Banner” and “This is My Country”) and music of American composers.</p> <p>will identify music from various periods (such as Baroque and Romantic), composers and cultures.</p> <p>will sing/play songs and play musical games from diverse cultures.</p>	<p><input type="checkbox"/> Continue same as K-3.</p> <p><input type="checkbox"/> Students learn Pennsylvania state songs: Erie Canal, Pennsylvania, etc.</p> <p><input type="checkbox"/> Students learn “Star-spangled Banner”, and “This Is My country.”</p> <p><input type="checkbox"/> Students explore music by American composers: Leonard Bernstein (Westside Story), Aaron Copland (“Appalachian Spring” and “Hoedown from Rodeo”) and Charles Ives (“Variations on America”).</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> Continue singing songs and playing games from diverse cultures.</p>	

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Anchor: The student will relate music to diverse cultures, society, history, and other arts and disciplines. (continued)

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>M.5.5. Participate in musical activities that correlate with other disciplines</p>	<p>The student will: identify connections between music and the other arts, including similar terms, historical periods, and styles (e.g., form, line/contour, pattern, contrast and sequence).</p>	<p><input type="checkbox"/> 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</p>	
<p>M.5.6. Identify connections between music and the other arts, including similar terms, historical periods, and styles.</p>	<p>identify connections between music and the other arts, including similar terms, historical periods, and styles (e.g., form, line/contour, pattern, contrast and sequence).</p>	<p><input type="checkbox"/> Compare/contrast a visual art selection with a musical selection using one or more of the following terms: form, line/contour, pattern, contrast, sequence.</p> <p><input type="checkbox"/> Students continue experiencing music in the forms AB, ABA, rondo, theme, and variations.</p> <p><input type="checkbox"/> Study the musical work Pictures at an Exhibition by Modeste Mussongky and have students draw pictures for an exhibition.</p> <p><input type="checkbox"/> Students will sing sacred songs that can be used for Mass.</p>	
<p>M.5.7. Sing sacred songs of the Mass.</p>	<p>sing sacred songs from traditional and children’s song books.</p>	<p><input type="checkbox"/> Students will sing service music that can be used during Mass.</p>	
<p>M.5.8. Sing service music from the Mass.</p>	<p>sing the service parts of the Mass.</p>		