

Cornwall-Lebanon School District Curriculum Overview

General Music - 4th Grade

27 length of time in weeks	Concepts & Competencies	Common Assessments	Academic Standards (PA Core if applicable)
Unit 1: Melody	<p style="text-align: center;"><u>Melody</u></p> <p>Melodies may move in ascending and descending patterns. (E) Identify ascending and descending patterns aurally or visually. Melodies may lie in high or low register. (E) Identify melodies that lie in a high or low register. Melodies consist of stepwise patterns, leaping patterns or repeating patterns. (E) Identify melodies that move by leaps, steps, and/or repeated tones. Melodies consist of long and short phrases. (E) Identify the phrases in a selected piece of music. Melodies have a tonal center. (I) Identify the tonal center in a selected piece of music. Cadences may be felt in music. (I) Identify a strong cadence in a selected piece of music. Music is written on a staff of five lines and four spaces named after the first seven letters of the alphabet. (E) Identify notes on a music staff. Various major scales may be written following the pattern of whole and half steps. (C) Recognize major and minor</p>	<ul style="list-style-type: none"> ➤ Observation of movement (smooth up/down body motions), singing (vocal slides/stepwise motion), playing instruments (xylophones/metallophones/boomwhackers), visuals (to support above) ➤ Observation of movement (on toes arms up/crouching with abrupt motion change), vocal demo (melodic leaps), instruments (high/low timbre, pitched percussion), listening examples ➤ Observation of moving (tiered kinesthetic attachment), singing, visuals (simple & complex), reading (symbolic), class discussion (higher level Q) ➤ Observation of movement (micro & macro phrase building) and performance-based with visual enhancements ➤ Performance-based, observation of movement and singing ➤ Observation of moving, listening, singing and playing (structures connection of delivery elements for transfer of information) ➤ Information (discussion) and written assessment. Observation of reading (visuals), speaking, and instruments (pitched percussion/recorders) 	9.1.5A 9.2.5A 9.2.5D 9.2.5E 9.2.5I-K

			<ul style="list-style-type: none"> ➤ Observation of singing, listening, playing and reading activities (relating to piano keys for visual base) 	
Unit 2: Rhythm	<div style="border: 1px solid red; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">4</div> <p style="text-align: center;"><u>Rhythm</u></p> <p>Music may have a steady beat, no beat, or a changing beat. (E) Differentiate between music with a steady beat and music with no beat. Rhythmic patterns may be read and recognized by using rhythmic syllables or body movements. (E) Read rhythm patterns using rhythmic syllables. Instrumental accompaniment patterns may be read and added to singing.(E)Accompany a selected piece of music. Standard notation may be used for dictation. (E) Write simple selected rhythm patterns. Simple and compound meters may be used in recognizing recordings/songs. (C)Recognize simple and compound meters. Rhythmic improvisation may be introduced. (C) Perform simple rhythmic improvisations.</p>	<ul style="list-style-type: none"> ➤ Observation of movement (body percussion), instrument demo (body percussion transfer), visuals (following the beat), lack of ability to ID beat with body percussion/ambiguous motions to music ➤ Observation of reading and speaking (visual ID of simple syllables using body percussion) and playing rhythmic syllables (transfer from body percussion), singing (combinations of syllables) ➤ Performance based (pitched and non-pitched percussion) ➤ Composition based (combining rhythmic and melodic elements) ➤ Observation of movement, performing instruments, singing and listening activities ➤ Performance based (pentatonic-based moving to blues and beyond) 	9.1.5A-D 9.1.5H	
Unit 3: Composer	<div style="border: 1px solid red; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">3</div> <p style="text-align: center;"><u>Composer</u></p> <p>Dependent on composer choice and relationary musical elements.</p>	<ul style="list-style-type: none"> ➤ Dependent on composer choice and relationary musical elements. 	Dependent on composer choice and relationary musical elements.	
Unit 4: Tone Color	<div style="border: 1px solid red; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">3</div> <p style="text-align: center;"><u>Tone Color</u></p> <p>Instrumental accompaniment patterns may be read and added to singing. (E)Accompany a selected piece of music. Voices may be categorized as soprano, alto, tenor, or bass. (I) List the four voice classifications. Instruments may be categorized into families such as brass, woodwind, string, an percussion. (E) Identify the four instrument families.</p>	<ul style="list-style-type: none"> ➤ Performance based (pitched and non-pitched percussion) ➤ Written assessment, movement, singing, listening activities ➤ Written and listening assessments. Singing with instrument family accompaniment, instrument ID games 	9.1.5A-D 9.1.5H	
Unit 5: Form	<div style="border: 1px solid red; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">4</div> <p style="text-align: center;"><u>Form</u></p> <p>Repetition and contrast may be shown through three part song form, rondo, and theme and variation. (I) Identify form in a selected piece of music.</p>	<ul style="list-style-type: none"> ➤ Movement, sectional performance, listening activities with visuals, instruments through kinesthetic/aural/vocal comprehension 	9.1.5A-C 9.2.5L	

		Texture in music may be described as being monophonic, homophonic, and polyphonic. (C) Differentiate between monophonic and polyphonic.	(letter-based, rondo, round, canon, them & variations) ➤ Listening, performing, visuals	
Unit 6: Harmony/Chords	2	Harmony/Chords Cadences may be felt in music. (I) Identify a strong cadence in a selected piece of music. Instrumental accompaniment patterns may be read and added to singing. (E) Accompany a selected piece of music. Texture in music may be described as being monophonic, homophonic, and polyphonic. (C) Differentiate between monophonic and polyphonic.	➤ Observation of moving, listening, singing and playing (structures connection of delivery elements for transfer of information) ➤ Performance based (pitched and non-pitched percussion) ➤ Listening, performing, visuals	9.1.5A 9.1.5C 9.1.5D 9.1.5H
Unit 7: Guitar	5	Guitar Cadences may be felt in music. (I) Identify a strong cadence in a selected piece of music. Instrumental accompaniment patterns may be read and added to class singing. (E) Accompany a selected piece of music.	➤ Observation of moving, listening, singing and playing (structures connection of delivery elements for transfer of information) ➤ Performance based (pitched and non-pitched percussion)	9.1.5A 9.1.5C 9.1.5D 9.1.5H
Unit 8: Extension	TBD	Extension Extension (previous units) Curricular Focus	➤ Extension (previous units) Curricular Focus	Extension (previous units) Curricular Focus