

4th Grade - Unit 4 (Duration)

Content Area: **Music**
Course(s): **Music 4**
Time Period: **Generic Time Period**
Length: **3 Lessons**
Status: **Published**

Established Goals/Standards

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| MU.3-5.1.3A.5.Cn | Connecting |
| MU.3-5.1.3A.5.Cr | Creating |
| MU.3-5.1.3A.5.Pr | Performing |
| MU.3-5.1.3A.5.Re | Responding |
| MU.3-5.1.3A.5.Cr1 | Generating and conceptualizing ideas. |
| MU.3-5.1.3A.5.Cr2 | Organizing and developing ideas. |
| MU.3-5.1.3A.5.Pr4 | Selecting, analyzing, and interpreting work. |
| MU.3-5.1.3A.5.Pr6 | Conveying meaning through art. |
| MU.3-5.1.3A.5.Re8 | Applying criteria to evaluate products. |
| MU.3-5.1.3A.5.Cn11 | Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. |
| MU.3-5.1.3A.5.Cr1a | Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical). |
| MU.3-5.1.3A.5.Cr2a | Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context. |
| MU.3-5.1.3A.5.Cr2b | Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas. |
| MU.3-5.1.3A.5.Pr4a | Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill. |
| MU.3-5.1.3A.5.Pr4b | Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance. |
| MU.3-5.1.3A.5.Pr4c | Analyze selected music by reading and performing using standard notation. |
| MU.3-5.1.3A.5.Pr4d | Explain how context (e.g., personal, social, cultural, historical) informs performances. |
| MU.3-5.1.3A.5.Pr4e | Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style). |
| MU.3-5.1.3A.5.Pr6a | Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation. |
| MU.3-5.1.3A.5.Pr6b | Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. |
| MU.3-5.1.3A.5.Re8a | Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music. |
| MU.3-5.1.3A.5.Cn11a | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. |

Essential Questions

- How do musicians improve the quality of their creative work?
- How do we discern the musical creators' and performers' expressive intent?
- When is creative work ready to share?

Enduring Understanding

- Introduce and play dotted quarter notes in a recorder duet.
- Introduce tied notes and strengthen students' understanding of conducting patterns.
- Reinforce rhythms by playing instruments and moving.

Purpose

- The purpose of this lesson is to introduce and play dotted quarter notes in a recorder duet.
- The purpose of this lesson is to introduce tied notes and strengthen students' understanding of conducting patterns.
- The purpose of this lesson is to reinforce students' understanding of rhythms by playing instruments and moving.

Key Student Objectives

- Conduct in a meter of 3 and 4.
- Define Tie.
- Identify and write whole, half, quarter, eighth notes and rests, and beamed sixteenth notes.
- Perform a recorder duet.
- Recognize dotted quarter notes.
- Reinforce conducting in a meter of 3 and 4.
- Review and play a recorder song from 3rd grade using notes B, A, and G with different durations.