

# 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.Cr    | Creating   |
| MU.3-5.1.3A.5.Cr1   | Generating and conceptualizing ideas.  |
| 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.Cr2   | Organizing and developing ideas.   |
| 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.Pr    | Performing   |
| MU.3-5.1.3A.5.Pr4   | Selecting, analyzing, and interpreting work.   |
| 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.Pr6   | Conveying meaning through art.   |
| 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.Re    | Responding   |
| MU.3-5.1.3A.5.Re8   | Applying criteria to evaluate products.  |
| 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.Cn    | Connecting   |
| 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.Cn11a | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.   |

## Essential Questions

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- 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**

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- 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**

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- 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**

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- 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.