

# 4th Grade - Unit 9 (The Romantic Period)

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.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.Re	Responding
MU.3-5.1.3A.5.Re7	Perceiving and analyzing products.
MU.3-5.1.3A.5.Re7a	Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
MU.3-5.1.3A.5.Re7b	Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
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.

## Essential Questions

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- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do we discern the musical creators' and performers' expressive intent?

## Enduring Understanding

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- Introduce Romantic period music.
- Introduce the concept of musical themes or motifs in order to tell a story.
- Review various eras of musical styles and focus on the Romantic period.

## **Purpose**

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- The purpose of this lesson is to introduce students to Romantic period music.
- The purpose of this lesson is to introduce students to the concept of musical themes or motifs in order to tell a story.
- The purpose of this lesson is to review prominent musical eras with a focus on the Romantic Period.

## **Key Student Objectives**

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- Aurally recognize the main melody from two pieces of Romantic period music.
- Create a short scene using a musical theme.
- Define Leitmotif.
- Define Motif.
- Identify three specific elements that distinguish Romantic Period music from other musical periods.
- Name two emotions highlighted in Romantic music (e.g. passion, joy, sadness).
- Recall and name three musical periods (including The Romantic Period).