

# 4th Grade - Unit 3 (Melody)

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.Re7	Perceiving and analyzing 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.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.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 performance?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and

responding to music?

- How do we judge the quality of musical work(s) and performance(s)?

## **Enduring Understanding**

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- Develop students' ability to aurally identify and perform music that contains major melodies, minor melodies, or a combination of the two.
- Expand students' abilities to understand and perform a melodic ostinato.
- Recognize and perform melodies based on ascending and descending scales.

## **Purpose**

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- The purpose of this lesson is to develop students' ability to aurally identify and perform music that contains major melodies, minor melodies, or a combination of the two.
- The purpose of this lesson is to develop students' ability to recognize and perform melodies based on ascending and descending scales.
- The purpose of this lesson is to expand students' ability to understand and perform a melodic ostinato.

## **Key Student Objectives**

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- Aurally identify a melody in a major or minor key.
- Aurally identify melodies based on ascending and descending scaled.
- Define Melodic Ostinato.
- Define Scale.
- Describe a minor melody as sad, serious, or reflective and a major melody as happy, upbeat, or triumphant.
- Perform a simple song containing an ascending and descending melody.
- Perform a song containing both major and minor melodies.
- Play a melodic ostinato on a classroom instrument while others sing/play an alternate melody or accompaniment.