

# Unit: Grade 4 - Expressive Qualities

Content Area: **Music**  
Course(s): **Generic Course**  
Time Period: **Generic Time Period**  
Length: **Weeks**  
Status: **Published**

## Unit Overview

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In this unit, students will describe the various elements of music with increased vocabulary. Students will identify how the elements create style, mood/imagery and reflects society and culture.

## Transfer

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Students will be able to independently use their learning to...

- understand expressive vocabulary
- describe differences in tempo and dynamics using previously learned and new vocabulary
- describe how tempo and dynamics affect the expressive nature of a song selection
- know that music reflects society and culture
- describe how elements of music create style, mood, and imagery
- to gather data through all the senses
- to build critical listening and thinking skills through analyzing music

For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## Meaning

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## **Understandings**

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Students will understand that...

- composers use Italian words and symbols to describe tempo and dynamics in music
- musical elements create style/mood/imagery
- music reflects history and culture

## **Essential Questions**

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Students will keep considering...

- What is the speed (tempo) of the music?
- What is the volume (dynamics) of the music?
- Does the music change suddenly or gradually (tempo and/or dynamics)
- How do tempo and dynamics help to create a style/mood/feeling?
- What pictures come to mind when I hear this music?
- How does this music relate to society/history?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- definitions for largo, adagio, moderato, allegro, presto, ritardando, accelerando

- definitions for forte, mezzo forte, piano, mezzo piano, crescendo, decrescendo
- music has a variety of moods and styles
- tempo and dynamics affect mood/imagery
- articulation affects the mood/imagery
- music reflects society and culture

### **Students will be skilled at...**

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Students will be skilled at...

- identifying the tempo using vocabulary
- identifying dynamics using vocabulary
- differentiating staccato and legato articulation
- singing and performing songs in various moods and styles
- comparing and contrasting tempo and/or dynamic changes using appropriate vocabulary
- demonstrating the mood/imagery created by expressive elements

### **Academic Vocabulary**

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tempo

dynamics

expression

mood

imagery

style

genre

fortissimo (ff)

forte (f)

mezzo forte (mf)

mezzo piano (mp)

piano (p)

pianissimo (pp)

crescendo (<)

decrescendo (>)

ritardando (rit.)

accelerando (accl.)

presto

allegro

moderato

adagio

largo

articulation

legato

staccato

accent

society

culture

identify

perform

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### **Learning Goal-Expressive Qualities**

The students will be able to describe expressive qualities in a song or selection of music using appropriate

terminology and the style/mood/images they can create.

VPA.1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
VPA.1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
VPA.1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
VPA.1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
VPA.1.3.5.B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
VPA.1.3.5.B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
VPA.1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
VPA.1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
VPA.1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
VPA.1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
VPA.1.4.5.B.5	Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.

## **Target 1--Identify Tempo**

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Students will identify various tempos

-sing songs with a variety of speeds

-listen to music with a variety of speeds

-move expressively/respond to (largo, adagio, moderato, allegro, presto, rit, accel.) and changing tempos

-choose and play instruments appropriate to the mood of songs

-use a variety of styles

- Students will identify various tempos

- Students will recall facts and basic tempo concepts/terminology

VPA.1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems.

VPA.1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

## **Target 2--Identify Dynamics**

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Students will identify various dynamics

-identify dynamics (pp, p, mp, mf, f, ff, cresc., decresc) as the volume of the music

-sing songs with a variety of volumes

-listen to music with a variety of volumes

-move expressively/respond to loud/soft and changing dynamics

-choose and play instruments appropriate to the mood of songs

-hear a variety of styles of music

- Students will identify various dynamics
- Students will recall basic dynamic concepts/terminology

VPA.1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems.

VPA.1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

## **Target 3--Performing Expressively**

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Students will read and perform dynamics and various tempos

-sing songs and play rhythm instruments with various tempos i.e. presto, allegro, moderato, adagio, largo, ritardando, accelerando

-sing and play dynamics using forte (f), piano (p), mezzo forte (mf), mezzo piano (mp), pianissimo (pp), fortissimo (ff) and crescendo/decrescendo

-create and perform movements reflecting dynamics and tempos

- Students will interpret and/or perform various dynamics
- Students will interpret and/or perform various tempos

VPA.1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
VPA.1.3.5.B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
VPA.1.3.5.B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
VPA.1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

### **Target 4--Compare and Contrast Expressive Qualities**

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Students will be able to differentiate tempo and dynamic changes in music

-listen to music of various tempo and/or dynamics

-label tempo and/or dynamics using appropriate vocabulary

-compare and contrast tempo and/or dynamic changes using appropriate vocabulary

-share imagery when listening to contrasting pieces of music

- Compare and list elements of distinct interpretations of a piece of music
- Describe expressive qualities of a piece of music
- Express appropriately the mood created by contrasting tempo and dynamic changes

VPA.1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
VPA.1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
VPA.1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

### **Target 5--Understanding the Affects of Expressive Qualities**

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Students will describe how variations in tempo and dynamics affect the mood/imagery of a song/musical selection

-listen to folk songs in various moods, styles and themes

-sing and perform celebratory folk songs (i.e. birthdays, holidays, victories, coronation, etc.) in various moods,

styles/genres i.e. classical, jazz, pop music.

-describe how variations of tempo and dynamics create the mood or imagery of the song/musical selection

-share and compare descriptions of the expressive elements of a song

-perform movements (dances) that reflect a variety of time periods

-reference composer/music and explain its relevance/contribution to society and history of music i.e, Beethoven, Scott Joplin, Dvorak-New World Symphony, Beatles

- Students will describe expressive qualities and how they will create the style and/or mood
- Students will describe the imagery created by the elements of the piece of music
- Students will perform movements/dances from a variety of time periods

VPA.1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
VPA.1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
VPA.1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
VPA.1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
VPA.1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
VPA.1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
VPA.1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
VPA.1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
VPA.1.4.5.B.5	Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.

## **Formative Assessment and Performance Opportunities**

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- Class Participation
- Exit Questions
- Individual Performance
- Peer Critique
- Teacher Observation

## **Summative Assessment**

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- Performance Assessment
- Verbal/Written Response

## **21st Century Life and Careers**

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### **Standards:**

#### Civic Financial Responsibility

9.1.5.CR.1

#### Career Awareness and Planning

9.2.5.CAP.1

9.2.5.CAP.4

#### Creativity and Innovation

9.4.5.CI.3

#### Critical Thinking and Problem Solving

9.4.5.CT.4

#### Digital Citizenship

9.4.5.DC1

9.4.5.DC.2

9.4.5.DC.5

9.4.5.DC.7

#### Information and Media Literacy

9.4.5.IML.6

#### Technology Literacy

## **Accommodations/Modifications**

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(ELL, Special Education, Gifted and Talented, Students at Risk for Failure)

Notation modification (writing in notes), solo performance for excelled students, review IEP/504 plans and make listed modifications, collaborate with ESL department to make necessary modifications for ELL students, differentiated instructional strategies that allow students of different intelligence to achieve success

### **ELL:**

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- Build Background/Vocabulary
- Chunking Information
- Flexible Grouping
- Increased Eye Contact
- Manipulatives/Instruments
- Multi-Sensory Instruction
- Peer Buddies
- Repeat Directions
- Reword Directions
- Scaffolded Questioning

### **Special Education:**

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- Assistive Technology
- Build Background/Vocabulary
- Chunking Information
- Extended Time

- Flexible Grouping
- Increased Eye Contact
- Modified Assignments
- Multi-Sensory Instruction
- Peer Buddies
- Preferential Seating
- Repeat Directions
- Reword Directions
- Scaffolded Questioning
- Tiered Activities
- Visual Cues/Models

### **Students at Risk of Failure:**

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- Assistive Technology
- Build Background/Vocabulary
- Modified Assignments
- Preferential Seating
- Repeat Directions
- Scaffolded Questioning
- Tiered Activities
- Visual Cues/Models

### **Gifted and Talented:**

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- Extension Activities
- Open-ended questions that stimulate thinking skills
- Opportunities for Critical Thinking
- Peer Collaboration
- Solo Performance (for excelled students)
- Student Choice Activities
- Tiered Activities

### **Unit Resources**

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- classroom rhythm instruments
- Instructional technology resources such as Brain Pop, Google Classroom, Wixie, Flipgrid, Kahoot, YouTube

- Silver Burdett-Making Music teacher manual, recordings, Big Book
- Supplemental resources including songs, games, and activities from songbooks, recordings, on-line resources, workshops
- Teacher created resources i.e. worksheets, assessments, instructional videos/tutorials
- Teacher modeling

## **Interdisciplinary Connections**

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