

# Grade 4 Unit 2: Pitch (Melody and Harmony)

Content Area: **Music**  
Course(s): **Music Grade 4**  
Time Period: **MP2**  
Length: **45**  
Status: **Published**

## NJSLS Visual & Performing Arts

---

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.Cr3a	Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
MU.3-5.1.3A.5.Cr3b	Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.
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.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
MU.3-5.1.3A.5.Pr5b	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
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.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.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.Re9a	Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.
MU.3-5.1.3A.5.Cn10a	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.

## **Rationale & Transfer Goals**

---

Students will discuss how Pitch is one of the basic elements of music. Stringing pitches together creates melody and harmony. An understanding of pitch, melody, harmony, and music notation as it relates to pitch are essential to basic music literacy. Students will explore Melody by singing, performing on instruments, improvising and composing melodies, and melodic accompaniments.

## **Enduring Understandings**

---

- Melody is one of the building blocks for the creation of music.
- Melody can evoke an emotional response.
- Music has a melodic structure which can be felt, perceived, performed, and notated.
- Standard music notation allows composers and performers around the world a system for visually representing pitch, rhythm, and expressive qualities, so that music can be performed and remembered over long periods of time.
- Melody is a succession of pitches strung together
- Melody has shape

## **Essential Questions**

---

- Why do melodies with similar pitches sound different?
- Why is a standard system of music notation important?
- How do musicians use melodic contour to express their ideas?
- Does the listener need to know about the culture/genre from which a piece of music comes from in order to appreciate the piece?

## **Content - What students will know**

---

- Create/improvise patterns that demonstrate melodic contour using manipulatives, instruments and/or body movement

- Sing using the correct solfege syllables
- Utilize 5-line staff to read pentatonic melodies
- Sing demonstrating the use of various articulations(legato, staccato)
- Demonstrate matching pitches
- Creating musical phrases in response to a teacher prompt
- Develop a repertoire of songs from a variety of cultures and genres
- Use appropriate terminology when describing melody

### **Skills - What students will be able to do**

---

- On pitched barred instruments or recorder, play two-part pieces in duple and triple meter, notated in treble clef, using note values from 16th-note to whole note/rest, including dotted rhythms; and pitches in diatonic scales; and dynamic changes.
- Read and sing melodies using note values from 16th-note to whole note/rest, including dotted rhythms; and pitches in diatonic scales; and dynamic and tempo changes.
- Sing rounds/canons, partner songs, and two-part songs, using correct posture, vocal placement, and breathing technique.
- Improvise a vocal melody in call-and-response form to a given instrumental prompt; compose, notate, and perform an 8-bar melody for barred instrument or recorder, using a variety of note values and pentatonic pitches, over an ostinato.

### **Activities - How we teach content and skills**

---

- Echo sing
- Sing with or without accompaniment
- Student led call and response
- Sing alone or in groups
- Sing with solfege syllables
- Sing on text

- Play on instruments
- Read basic patterns
- Improvise melodic patterns
- Dictation
- Compose
- Notate
- Compare and contrast

### **Assessment - How we know students have learned**

---

The teacher will assess the student's ability to

- read
- perform
- create
- hear/listen

### **Key Resources**

---

- Rhythm Instruments - pitched and unpitched
- Technology - Laptop Computers, Smartboard
- Videos of the subject matter - Youtube
- Supplemental student materials
- Worksheets
- Visual aids
- Listening maps
- Reading/Language Arts skills
- Recordings
- Performance etiquette

## Career Readiness

---

WRK.9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
WRK.9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

## 21st Century Skills

---

TECH.9.4.5.DC.1	Explain the need for and use of copyrights.
TECH.9.4.5.DC.2	Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
TECH.9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).