

Instructional Guide
4th Grade: First Nine Weeks

Lesson	MNPS Standards Student Performance Indicators	Assess	Textbook Resource	Other Resources	Listening/ Song	Vocab	Suggested Activities
1	1.1.1 Sing a melody with accurate pitch and rhythm. 7.1.1 Discuss a music selection or student performance using grade-appropriate music vocabulary and teacher-given criteria. 8.2.1 Demonstrate an ability to enhance a story with the addition of singing, vocal or instrumental sounds, and relate it to the language arts curriculum and/or relate the study of rhythms to the mathematics curriculum.		CL1 p.6	<u>Go Track a Yak</u> by Tony Johnston <u>Charlie Parker Played Bebop</u> by David Roshka			Rules/procedures Name game Recorder notes go home.
2	2.1.1 Perform basic rhythmic patterns (half notes, quarter notes, paired eighth notes, quarter rests) in duple meter on non-pitched instruments using proper technique. 3.1.1 Improvise an eight-beat melody using a pentatonic scale within teacher-given parameters. 5.1.1 Identify meters (duple and triple), note names on a treble clef staff, note values (half notes, quarter notes, paired eighth notes), and quarter rests.		L4 p.14 CL5 p.58 L9 p.440 L2 p.10		<i>The Star-Spangled Banner</i> <i>Oh, Susanna</i> CD 11: 3 <i>Streets of Laredo</i> CD II: 14		Formal pre-assessment
3	6.3.3 Describe a listening example using correct music vocabulary (andante). 6.1.3 Create movement patterns to demonstrate different sections of complex forms of music. 6.1.1 Demonstrate an understanding of different sections of complex forms (e.g., rondo, theme and variations) using manipulatives.	<u>6.1.1</u>	L1 p.48 CL5 p.184 CL5 p.222		<i>Promenade from Pictures at an Exhibition</i>	andante	
4	4.1.1 Create and demonstrate a four-measure melodic question/answer composition. 4.1.2 Create and demonstrate a four-measure melodic composition in AB form. 4.1.3 Create and demonstrate a four-measure melodic composition in ABA form.		3rd gr. L10 p.150				
5	2.2.1 Perform, alone, simple melodies on a pentatonic scale (four-measure minimum). 3.1.2 Improvise an eight-beat melody using a pentatonic scale. 3.2.1 Improvise an eight-beat rhythm pattern consisting of half notes, quarter notes, paired eighth notes and quarter rests. 7.2.1 Discuss and demonstrate appropriate audience member behavior in a classroom setting.	<u>2.2.1</u>	L5 p.18				Composition from week 4
6	** Prepare to begin playing recorder. 1.1.1 Sing a melody with accurate pitch and rhythm. 2.1.2 Perform basic rhythmic patterns (half notes, dotted half notes , quarter notes, paired eighth notes, quarter rests) in duple and triple meters on non-pitched instruments using proper technique. 5.1.2 Compare meters (duple and triple); identify note names on a treble clef staff, note values (whole notes, half notes, quarter notes, paired eighth notes), and rest values (half rest, quarter rests).	<u>1.1.1</u> <u>5.1.1</u>	L2 p.258			dotted-half note	Place recorder order Song that you will play on recorder later Review note names and note values
7	1.3.1 Sing partner songs (two songs) in small and/or large groups. 5.3.1 Identify and demonstrate dynamic markings (e.g., fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo, crescendo, decrescendo) within a given music selection.		L10 p.114		<i>Michael Finnagin & This Old Man</i> <i>Canoe Song & Land of the Silver Birch</i>		

Instructional Guide
4th Grade: Second Nine Weeks

Lesson	MNPS Standards Student Performance Indicators	Assess	Textbook Resource	Other Resources	Listening/ Song	Vocab	Suggested Activities
1	<p>** Prepare to introduce fa.</p> <p>1.2.1 Exhibit, within a large group setting, good posture, grade-appropriate diction, breath control, and tone in head and/or chest voice.</p> <p>5.2.1 Demonstrate pitch understanding using teacher-given solfege symbols.</p> <p>6.3.1 Describe a listening example using teacher-given characteristics.</p>		<p>L8 p.108</p> <p>CL5 p.18</p>		<p><i>Twinkle, Twinkle</i></p> <p><i>Oh How Lovely is the Evening</i> CD 9:10</p>		<p>Listening examples from week 5</p> <p>Musical expression words</p>
2	<p>** Review playing B, A, and G on recorder.</p> <p>2.2.2 Perform, alone or in groups, melodies based on selected major scales including steps, skips, leaps, and repeated notes (four-measure minimum).</p> <p>3.1.3 Improvise, on a variety of instruments, an eight-beat melody using a pentatonic scale.</p> <p>3.2.2 Improvise an eight-beat pattern using half notes, quarter notes, paired eighth notes and/or quarter rests while maintaining a steady tempo.</p>	<u>3.2.2</u>	<p>L4 p.332</p> <p>L8 p.314</p> <p>Resource Book p. I-2</p>	<p>Recorder Karate</p> <p><u>Recorder Routes</u> by Carol King</p>	<p><i>Frog in the Meadow</i></p>	tonguing	Improvising on recorder
3	<p>4.2.1 Create and demonstrate a four-measure melody based on a pentatonic scale.</p> <p>4.2.2 Create and demonstrate a four-measure melody based on a given pentatonic or major scale</p> <p>6.2.1 Recognize selected orchestral, band, folk, and/or ethnic instruments and classify into families.</p>	<u>4.2.2</u>	CL10 p.72		<p><i>Young Person's Guide to the Orchestra</i></p>		Create for recorders
4	<p>** Introduce fa.</p> <p>1.1.2 Sing a melody with accurate pitch, rhythm, and dynamics.</p> <p>2.3.1 Perform a basic accompaniment in duple meter on pitched (two-note chords, broken two-note and three-note chords) and on non-pitched (steady beat) instruments.</p> <p>3.4.1 Improvise a simple four-beat accompaniment on body percussion or non-pitched instruments within teacher-given parameters.</p>		L6 p.146		<p><i>On a Mountain</i></p> <p><i>We Shall not be Moved</i> CD 18:22</p>		
5	<p>6.4.1 Describe stylistic characteristics of selected regional, national, and/or global styles and/or genres (e.g., lullaby, march, jazz, folk song, patriotic, work song, spiritual, Tennessee song, ethnic music) of music using teacher-given parameters.</p> <p>9.1.1 Describe music characteristics of selected cultures using teacher-given parameters.</p>	<u>9.1.1</u>	L9 p.156		<p><i>Tennessee Waltz</i></p> <p><i>Rocky Top</i></p>		<p>Connect to map skills/social studies</p> <p>Graphic organizers</p> <p>Label on map</p>
6	<p>1.3.2 Sing partner songs (two or three songs) in small and/or large groups.</p> <p>8.1.1 Discuss similarities between music and dance and visual art.</p>	<u>1.1.2</u>	<p>L10 p.114</p> <p>L6 p.396</p> <p>L4 p.302</p>	<p><u>Pictures at an Exhibition</u> by Anna Harrwell Celenza</p>	<p><i>The Orchestra Song</i></p>		
7	<p>2.4.1 Demonstrate tempo changes and dynamics when playing a music example.</p> <p>5.3.2 Identify and demonstrate dynamic markings (e.g., fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo, crescendo, decrescendo) and tempo markings (e.g., andante, largo, presto, ritardando) within a given music selection.</p>		<p>L1 p.48 (expand to playing)</p> <p>L1 p.130</p>		<p><i>Trans Siberian Orchestra CD</i></p> <p><i>In the Hall of the Mountain King</i></p>		<p>Various holiday songs</p> <p>Recorders holiday songs</p>

Instructional Guide
4th Grade: Third Nine Weeks

Lesson	MNPS Standards Student Performance Indicators	Assess	Textbook Resource	Other Resources	Listening/ Song	Vocab	Suggested Activities
1	1.2.2 Exhibit, in a group setting, good posture, grade-appropriate diction, breath control, and tone in both head and chest voice. 5.2.2 Demonstrate pitch understanding using solfege (or other teacher-provided) symbols.		CL12 p.78				
2	2.1.3 Perform rhythmic patterns (half notes, dotted half notes, quarter notes, eighth notes (single) , half rests, and quarter rests) in duple and triple meters on non-pitched instruments using proper technique. 3.2.3 Improvise an eight-beat pattern using half notes, quarter notes, paired eighth notes, quarter rests and/or half rests while maintaining a steady tempo. 8.1.2 Demonstrate similarities between music and dance (movement) and theatre (dramatizations).	<u>3.2.3</u>	L2 p.52 (single eighth notes)		<i>We Go Together</i> <i>Canoe Song</i> <i>My Country 'Tis of The</i> <i>America the Beautiful</i>	eighth note (single)	Can use recorders
3	5.1.3 Compare and contrast meters (duple and triple); identify note names on a treble clef staff, note values (dotted half notes, half notes, quarter notes, paired eighth notes, sixteenth notes), and rest values (half rests, quarter rests). 6.1.2 Create a pictorial representation of different sections of complex forms (e.g., rondo, theme and variations) of music. 6.4.2 Classify styles and/or genres of music using teacher-given vocabulary.	<u>6.1.2</u>	L4 p.302		<i>America the Beautiful</i> <i>My Country 'Tis of The</i> <i>Oh, How Lovely is the Evening</i>		Written Test - <u>5.1.3</u> <u>6.1.2, 6.2.2, 6.4.2</u>
4	** Introduce low E and D on recorder. 2.3.2 Perform an accompaniment in duple and/or triple meter using basic rhythms on pitched instruments (two-note chords, broken two-note chords, three-note chords, and/or arpeggios), and an accompaniment in duple and/or triple meters using varying rhythm patterns (dotted half notes, half notes, quarter notes, paired eighth notes, quarter rests) on non-pitched instruments. 2.4.2 Demonstrate dynamics, phrasing and tempo changes when playing a music example.	<u>2.4.2</u>	L6 p.308 Orff Arrangements		<i>Old McDonald</i>		
5	4.2.3 Create and demonstrate a four-measure melody based on a given major or minor scale. 4.3.1 Create and demonstrate a short introduction and coda for a given melody. 7.2.2 Demonstrate appropriate audience behavior in a formal performance setting.		3rd gr. L9 p.31				
6	3.3.1 Improvise an answer to a teacher-given eight-beat question using body percussion or non-pitched instruments. 3.3.2 Improvise, with a partner, a four- or eight-beat question and answer using body percussion or non-pitched instruments. 6.2.2 Identify, visually, teacher-selected orchestral instruments and group into families.		L9 p.68				
7	1.3.3 Sing partner songs and rounds and/or canons in small and/or large groups. 7.1.2 Develop criteria, with teacher guidance and using grade-appropriate music vocabulary, to evaluate a performance. 8.2.2 Describe the literary characteristics of song lyrics. 9.1.2 Discuss characteristics of selected cultures within a musical and/or historical context using teacher-given parameters.	<u>7.1.2</u> <u>8.2.2</u>	L10 p.114 CL8 p.66		<i>Scotland's Burning</i> <i>Little Tommy Tinker</i> <i>Frere Jacques</i>		

Instructional Guide
4th Grade: Fourth Nine Weeks

Lesson	MNPS Standards Student Performance Indicators	Assess	Textbook Resource	Other Resources	Listening/ Song	Vocab	Suggested Activities
1	<p>** Prepare to introduce ti.</p> <p>1.1.3 Sing a melody with accurate pitch, rhythm, dynamics, and tempo.</p> <p>1.2.3 Demonstrate, alone, proper posture, grade-appropriate diction, breath control, and tone in both head and chest voice.</p> <p>7.1.3 Evaluate, in a group, a student or professional performance using student developed criteria.</p>	<u>1.1.3</u>	L6 p.186		<i>Lean on Me</i>		
2	<p>** Introduce high C and high D on recorder.</p> <p>2.2.3 Perform melodies based on selected major and/or minor scales.</p> <p>2.4.3 Demonstrate expressive qualities in performance (e.g., dynamics, balance, tempo changes, phrase markings).</p> <p>5.2.3 Demonstrate an understanding of treble clef pitches by singing intervals using both solfege and letter names or by playing intervals on an instrument.</p>	<u>5.2.3</u>	L8 p.66 L1 p.130, Resource Book p.1-12		<i>Ode to Joy</i>		
3	<p>3.3.3 Improvise, with a partner, a four- or eight-beat question and answer on pitched instruments (may include recorder).</p> <p>2.3.3 Perform an accompaniment on pitched and non-pitched instruments using a score that includes varying rhythms, pitches and parts.</p> <p>6.2.3 Identify, through listening examples, teacher-selected instruments, individually and as families.</p>	<u>2.3.3</u>	CL11 p.200				Assess playing recorder
4	<p>4.3.2 Create and demonstrate a short introduction, interlude, and coda for a given melody.</p> <p>4.3.3 Create and demonstrate a two- to four-measure interlude for a given melody.</p> <p>7.2.3 Evaluate one's own audience behavior.</p>	<u>4.3.2</u>	Gr. 3 CL6 p.138				
5	<p>** Introduce ti.</p> <p>6.3.2 Classify the elements of music using teacher-given vocabulary.</p> <p>6.4.3 Analyze teacher-given styles and/or genres of music.</p> <p>9.1.3 Demonstrate an understanding of selected cultures and/or historical periods through music performance (vocal and/or instrumental).</p>	<u>9.1.3</u>	CL7 p.188				
6	<p>5.3.3 Identify and demonstrate dynamic markings (e.g., fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo, crescendo, decrescendo), tempo markings (e.g., andante, largo, presto, ritardando), and articulation markings (e.g., staccato, marcato, accents) within a given music selection.</p> <p>3.4.2/3 Improvise a simple eight-beat accompaniment on body percussion, non-pitched or pitched instruments within teacher-given parameters.</p>		CL1 p.88			accent staccato	
7	<p>8.1.3 Perform, combining aspects of music, dance, and theatre.</p> <p>8.2.3 Demonstrate the relationship of music to literature, mathematics, science, and/or social studies.</p>		L5 p.366	<u>The Singing Sack</u> by Helen East			