

# **PLANNED INSTRUCTION**

## **A PLANNED COURSE FOR:**

### **Elementary General Music Curriculum**

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**Curriculum writing committee:**

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**Grade Level: Fourth Grade**

**Date of Board Approval: \_\_\_\_\_ 2024 \_\_\_\_\_**

## Course Weighting

<b>Focus/Cooperation (Participation)</b>	<b>25%</b>
<b>Performances</b>	<b>20%</b>
<b>Written Work</b>	<b>15%</b>
<b>Rhythm Comprehension</b>	<b>20%</b>
<b>Melody Comprehension</b>	<b>20%</b>
<b>Total</b>	<b>100%</b>

# Curriculum Map

## Overview:

Students will continue to expound upon their knowledge and understanding of all musical concepts learned in previous years of study, adding to their repertoire of knowledge in the realms of pitch and rhythm. Students will learn sixteenth note rhythms, single eighth note rhythms, and single eighth rests. Students will also add the pitches of “fa” and “ti” to their melodic foundation, completing the diatonic scale. Classroom instruments will continue to be a large part of preparation and reinforcement of these music fundamentals. Good vocal production will be consistently required, as well as independent singing through the use of canons and partner songs. The elementary general music curriculum is one which spirals from kindergarten through the fifth grade; therefore, all concepts taught are ongoing throughout the students’ entire elementary music education.

## Goals:

1. Marking Period One:
  - a. Review all material learned in third grade general music.
  - b. Notation, reading, and performance of the pentatonic scale.
  - c. Understand and apply all material learned in third grade general music.
  - d. Notate, read, and perform the pitches of the pentatonic scale accurately.
2. Marking Period Two
  - a. Notation, reading, and performance of beamed sixteenth note rhythms.
  - b. Notation, reading, and performance of the pitch “fa.”
  - c. Notate, read, and perform beamed sixteenth note rhythms accurately.
  - d. Notate, read, and perform the pitch “fa” accurately.
3. Marking Period Three
  - a. Notation, reading, and performance of eighth rests and anacrusis.
  - b. Notation, reading, and performance of the pitch “ti.”
  - c. Noate, read, and perform eighth rests and anacrusis rhythms accurately.
  - d. Notate, read, and perform the pitch “ti” accurately.
4. Marking Period Four
  - a. Notation, reading, and performance of sixteenth-eighth note combinations.
  - b. Review all fourth grade material
  - c. Notate, read, and perform sixteenth-eighth note rhythms accurately.
  - d. Show understanding of all fourth grade material.

# Curriculum Plan

**Unit 1:** Review of Third Grade Material/Pentatonic Scale

**Time/Days:** 12 Days

- **Standards (by number):**

- **PA Department of Education standards for Arts and Humanities**

- 9.1.2A, 9.1.5.B, 9.1.5.C, 9.1.5.D, 9.1.5.E, 9.1.5.H, 9.1.5.K, 9.2.5.A, 9.2.5.G, 9.2.5.K, 9.3.5.A, 9.3.5.E

- **National Association for Music Education Core Music Standards**

- MU:Cr1.1.4a, MU:Cr1.1.4b, MU:Cr3.1.4a, MU:Cr3.2.4a, MU:Cr2.1.4a, MU:Cr2.1.4b, MU:Cr2.1.4a, MU:Cr3.1.4.a, MU:Pr4.1.4a, MU:Pr4.2.4a, MU:Pr4.2.4b, MU:Pr4.3.4a, MU:Pr5.1.4a, MU:Pr5.1.4b, MU:Pr6.1.4.a, MU:Pr6.1.4b, MU: Re7.1.4a, MU: Re8.1.4a, MU: Re9.1.4a, MU: Cn10.4a, MU: Cn11.4.a

- **Anchors:**

- **Eligible Content:**

- All material covered in third grade music curriculum
  - Steady beat
  - Safe use of instruments
  - Healthy vocal production
  - Pentatonic Scale

**Objectives:**

1. Students will be able to define the pentatonic scale. (DOK Level 1)
2. Students will be able to identify the interval patterns in the pentatonic scale. (DOK Level 2)
3. Students will be able to demonstrate pentatonic scale intervals in improvisation and dictation. (DOK Level 2)
4. Students will be able to recognize, interpret, and create compositions using the pentatonic scale within given constructs. (DOK Levels 1, 2, 4)

**Core Activities and Corresponding Instructional Methods:**

1. Direct instruction on the pentatonic scale.
2. Use of a pattern of intervals to draw pitches on a staff and form a pentatonic scale.
3. Echo the pentatonic scale, beginning the scale on any degree.
4. Read the pentatonic scale from the musical staff.
5. Compose short pieces using the pitches and intervals of the pentatonic scale.

**Extensions:**

1. Students will create their own pattern of intervals and draw the pitches on the staff to form a pentatonic scale.
2. Students will transpose known melodies from one tonality to another.

3. Given a known song, students will identify the appropriate scale based upon the tonal center of the melody.
4. Given a rhythmic base, students will improvise an accompaniment to a known song using the pentatonic scale.

**Correctives:**

1. Students will sing songs based on different scale patterns and discuss the differences.
2. Given a set of intervals, students will label the pitches.
3. Given a set of intervals, students will play the pitches on classroom instruments.

**Materials and Resources:**

1. Classroom instruments
2. Any song containing the pentatonic scale

**Assessments:**

1. Diagnostic:
  - a. Classroom observation, classroom discussion
2. Formative:
  - a. Classroom observation, classroom discussion, performance assessment
3. Summative:
  - a. Classroom observation, classroom discussion, performance assessment, written assessment

# Curriculum Plan

**Unit 2:** Beamed Sixteenth Note Rhythms

**Time/Days:** 12 Days

- **Standards (by number):**

**PA Department of Education standards for Arts and Humanities**

9.1.2A, 9.1.5.B, 9.1.5.C, 9.1.5.D, 9.1.5.E, 9.1.5.H, 9.1.5.K, 9.2.5.A, 9.2.5.G, 9.2.5.K, 9.3.5.A, 9.3.5.E

**National Association for Music Education Core Music Standards**

MU:Cr1.1.4a, MU:Cr1.1.4b, MU:Cr3.1.4a, MU:Cr3.2.4a, MU:Cr2.1.4a, MU:Cr2.1.4b, MU:Cr2.1.4a, MU:Cr3.1.4.a, MU:Pr4.1.4a, MU:Pr4.2.4a, MU:Pr4.2.4b, MU:Pr4.3.4a, MU:Pr5.1.4a, MU:Pr5.1.4b, MU:Pr6.1.4.a, MU:Pr6.1.4b, MU: Re7.1.4a, MU: Re8.1.4a, MU: Re9.1.4a, MU: Cn10.4a, MU: Cn11.4.a

- **Anchors:**

- **Eligible Content:**

- All material covered in third grade music curriculum
- Steady beat
- Safe use of instruments
- Healthy vocal production
- Pentatonic Scale
- Beamed sixteenth note rhythms

**Objectives:**

1. Students will be able to define beamed sixteenth notes. (DOK Level 1)
2. Students will be able to identify patterns of beamed sixteenth notes in composition both visually and aurally. (DOK Level 2)
3. Students will be able to demonstrate beamed sixteenth notes in improvisation and dictation. (DOK Level 2)
4. Students will be able to recognize, interpret, and create compositions using the beamed sixteenth notes within given constructs. (DOK Levels 1, 2, 4)

**Core Activities and Corresponding Instructional Methods:**

1. Direct instruction on beamed sixteenth note rhythms.
2. Use of beamed sixteenth notes in instrumental accompaniment.
3. Echo beamed sixteenth note rhythms, within the context of rhythmic patterns.
4. Read rhythms containing beamed sixteenth notes.
5. Compose short pieces using beamed sixteenth notes as an available rhythm.

**Extensions:**

1. Students will create their own patterns using beamed sixteenth notes.

2. Students will play the “Poison Rhythm” and “Train Rhythm” games.
3. Given a known song, students will add rhythmic accompaniment using beamed sixteenth note patterns.
4. Students will lead rhythmic games.

**Correctives:**

1. Given a pattern of rhythms, students will label the rhythms.
2. Given a pattern of rhythms, students will play the rhythms on classroom instruments.
3. Students will take known rhythmic patterns and replace one of the figures with beamed sixteenth notes to read and play.

**Materials and Resources:**

1. Classroom instruments
2. Any song containing beamed sixteenth notes
  - a. Chicken on a Fencepost
  - b. Cripple Creek
  - c. Galway Piper
  - d. Ging Gang Gooley
  - e. Woodchuck rhythm canon

**Assessments:**

1. Diagnostic:
  - a. Classroom observation, classroom discussion, echo patterns, steady beat exercises
2. Formative:
  - a. Classroom observation, classroom discussion, echo patterns, compositions, rhythm reading exercises
3. Summative:
  - a. Classroom observation, classroom discussion, individual echo rhythms, written assessments, group composition

# Curriculum Plan

**Unit 3:** The Pitch “Fa”

**Time/Days:** 12 Days

- **Standards (by number):**

**PA Department of Education standards for Arts and Humanities**

9.1.2A, 9.1.5.B, 9.1.5.C, 9.1.5.D, 9.1.5.E, 9.1.5.H, 9.1.5.K, 9.2.5.A, 9.2.5.G, 9.2.5.K, 9.3.5.A, 9.3.5.E

**National Association for Music Education Core Music Standards**

MU:Cr1.1.4a, MU:Cr1.1.4b, MU:Cr3.1.4a, MU:Cr3.2.4a, MU:Cr2.1.4a, MU:Cr2.1.4b, MU:Cr2.1.4a, MU:Cr3.1.4.a, MU:Pr4.1.4a, MU:Pr4.2.4a, MU:Pr4.2.4b, MU:Pr4.3.4a, MU:Pr5.1.4a, MU:Pr5.1.4b, MU:Pr6.1.4.a, MU:Pr6.1.4b, MU: Re7.1.4a, MU: Re8.1.4a, MU: Re9.1.4a, MU: Cn10.4a, MU: Cn11.4.a

- **Anchors:**

- **Eligible Content:**

- All material covered in third grade music curriculum
- Steady beat
- Safe use of instruments
- Healthy vocal production
- Pentatonic Scale
- Beamed sixteenth note rhythms
- Fa pitch

**Objectives:**

1. Students will be able to define the pitch “fa.” (DOK Level 1)
2. Students will be able to identify the interval patterns of intervals that include the pitch “fa.” (DOK Level 2)
3. Students will be able to demonstrate intervals using the pitch “fa” in improvisation and dictation. (DOK Level 2)
4. Students will be able to recognize, interpret, and create compositions using the pitch “fa” within given constructs. (DOK Levels 1, 2, 4)

**Core Activities and Corresponding Instructional Methods:**

1. Direct instruction on the pitch “fa.”
2. Use of a pattern of intervals to draw pitches on a staff and form a scale including “fa.”
3. Echo patterns including “fa,” beginning on any scale degree.
4. Read the pitch “fa” from the musical staff.



5. Compose short pieces using all known pitches and intervals, including “fa.”

**Extensions:**

1. Students will create their own pattern of intervals, including “fa,” and draw the pitches on the staff.
2. Given a known song, students will create an ostinato including “fa” to perform vocally and/or instrumentally.
3. Given a rhythmic base, students will improvise an accompaniment to a known song using the pitch “fa.”
4. Students will take melodic dictation including “fa.”

**Correctives:**

1. Students will participate in an echo-sing activity.
2. Given a starting pitch, students will sing the pitches another student signs or points to on a staff or tone ladder.

**Materials and Resources:**

1. Classroom instruments
2. Any song containing “fa”

**Assessments:**

1. Diagnostic:
  - a. Classroom observation, classroom discussion, interval echo singing
2. Formative:
  - a. Classroom observation, classroom discussion, echo patterns, compositions, note reading exercises
3. Summative:
  - a. Classroom observation, classroom discussion, performance assessment, written assessment

# Curriculum Plan

**Unit 4:** Eighth Rests and Anacrusis

**Time/Days:** 12 Days

- **Standards (by number):**

**PA Department of Education standards for Arts and Humanities**

9.1.2A, 9.1.5.B, 9.1.5.C, 9.1.5.D, 9.1.5.E, 9.1.5.H, 9.1.5.K, 9.2.5.A, 9.2.5.G, 9.2.5.K, 9.3.5.A, 9.3.5.E

**National Association for Music Education Core Music Standards**

MU:Cr1.1.4a, MU:Cr1.1.4b, MU:Cr3.1.4a, MU:Cr3.2.4a, MU:Cr2.1.4a, MU:Cr2.1.4b, MU:Cr2.1.4a, MU:Cr3.1.4.a, MU:Pr4.1.4a, MU:Pr4.2.4a, MU:Pr4.2.4b, MU:Pr4.3.4a, MU:Pr5.1.4a, MU:Pr5.1.4b, MU:Pr6.1.4.a, MU:Pr6.1.4b, MU: Re7.1.4a, MU: Re8.1.4a, MU: Re9.1.4a, MU: Cn10.4a, MU: Cn11.4.a

- **Anchors:**

- **Eligible Content:**

- All material covered in third grade music curriculum
- Steady beat
- Safe use of instruments
- Healthy vocal production
- Pentatonic Scale
- Beamed sixteenth note rhythms
- Fa pitch
- Eighth rests
- Anacrusis

**Objectives:**

1. Students will be able to define eighth rests and anacrusis. (DOK Level 1)
2. Students will be able to identify patterns including eighth rests and anacrusis. (DOK Level 2)
3. Students will be able to demonstrate eighth rests and anacruses in improvisation and dictation. (DOK Level 2)
4. Students will be able to recognize, interpret, and create compositions using eighth rests and anacruses within given constructs. (DOK Levels 1, 2, 4)

**Core Activities and Corresponding Instructional Methods:**

1. Direct instruction on eighth rests and anacruses.
2. Use of eighth rest and anacruses in instrumental accompaniment.
3. Echo eighth rests and anacruses, within the context of rhythmic patterns.
4. Read rhythms containing eighth rests and anacruses.
5. Compose short pieces using eighth rests as an available rhythm.

**Extensions:**

1. Students will create their own rhythms including eighth rests and anacruses.
2. Given a known song, students will add rhythmic accompaniment using eighth rests and anacruses to be performed vocally and/or instrumentally.
3. Students will take rhythmic dictation including eighth rests and anacruses.

**Correctives:**

1. Students will participate in an echo rhythm activity.
2. Students will replace figures in known rhythmic patterns with eighth rests and anacruses, then read and perform the new rhythm.

**Materials and Resources:**

1. Classroom instruments
2. Any song containing eighth rests and/or anacruses

**Assessments:**

1. Diagnostic:
  - a. Classroom observation, classroom discussion , echo patterns
2. Formative:
  - a. Classroom observation, classroom discussion, echo patterns, compositions, rhythm reading exercises.
3. Summative:
  - a. Classroom observation, classroom discussion, performance assessment, written assessment, group compositions

# Curriculum Plan

**Unit 5:** The Pitch “Ti”

**Time/Days:** 12 Days

- **Standards (by number):**

**PA Department of Education standards for Arts and Humanities**

9.1.2A, 9.1.5.B, 9.1.5.C, 9.1.5.D, 9.1.5.E, 9.1.5.H, 9.1.5.K, 9.2.5.A, 9.2.5.G, 9.2.5.K, 9.3.5.A, 9.3.5.E

**National Association for Music Education Core Music Standards**

MU:Cr1.1.4a, MU:Cr1.1.4b, MU:Cr3.1.4a, MU:Cr3.2.4a, MU:Cr2.1.4a, MU:Cr2.1.4b, MU:Cr2.1.4a, MU:Cr3.1.4.a, MU:Pr4.1.4a, MU:Pr4.2.4a, MU:Pr4.2.4b, MU:Pr4.3.4a, MU:Pr5.1.4a, MU:Pr5.1.4b, MU:Pr6.1.4.a, MU:Pr6.1.4b, MU: Re7.1.4a, MU: Re8.1.4a, MU: Re9.1.4a, MU: Cn10.4a, MU: Cn11.4.a

- **Anchors:**

- **Eligible Content:**

- All material covered in third grade music curriculum
- Steady beat
- Safe use of instruments
- Healthy vocal production
- Pentatonic Scale
- Beamed sixteenth note rhythms
- Fa pitch
- Eighth rests
- Anacrusis
- Ti Pitch

**Objectives:**

1. Students will be able to define the pitch “ti.” (DOK Level 1)
2. Students will be able to identify the interval patterns of intervals that include the pitch “ti.” (DOK Level 2)
3. Students will be able to demonstrate intervals using the pitch “ti” in improvisation and dictation. (DOK Level 2)
4. Students will be able to recognize, interpret, and create compositions using the pitch “ti” within given constructs. (DOK Levels 1, 2, 4)

**Core Activities and Corresponding Instructional Methods:**

1. Direct instruction on the pitch “ti.”
2. Use of a pattern of intervals to draw pitches on a staff and form a scale including “ti.”

3. Echo patterns including “fa,” beginning on any scale degree.
4. Read the pitch “ti” from the musical staff.
5. Compose short pieces using all known pitches and intervals, including “ti.”

**Extensions:**

1. Students will create their own pattern of intervals, including “ti,” and draw the pitches on the staff.
2. Given a known song, students will create an ostinato including “ti” to perform vocally and/or instrumentally.
3. Given a rhythmic base, students will improvise an accompaniment to a known song using the pitch “ti.”
4. Students will take melodic dictation including “ti.”

**Correctives:**

1. Students will participate in an echo-sing activity.
2. Given a starting pitch, students will sing the pitches another student signs or points to on a staff or tone ladder.

**Materials and Resources:**

1. Classroom instruments
2. Any song containing “ti”

**Assessments:**

4. Diagnostic:
  - a. Classroom observation, classroom discussion, interval echo singing
5. Formative:
  - a. Classroom observation, classroom discussion, echo patterns, compositions, note reading exercises
6. Summative:
  - a. Classroom observation, classroom discussion, performance assessment, written assessment

# Curriculum Plan

**Unit 6:** Eighth Note/Sixteenth Note Rhythm Combinations **Time/Days:** 12 Days

- **Standards (by number):**

**PA Department of Education standards for Arts and Humanities**

9.1.2A, 9.1.5.B, 9.1.5.C, 9.1.5.D, 9.1.5.E, 9.1.5.H, 9.1.5.K, 9.2.5.A, 9.2.5.G, 9.2.5.K, 9.3.5.A, 9.3.5.E

**National Association for Music Education Core Music Standards**

MU:Cr1.1.4a, MU:Cr1.1.4b, MU:Cr3.1.4a, MU:Cr3.2.4a, MU:Cr2.1.4a, MU:Cr2.1.4b, MU:Cr2.1.4a, MU:Cr3.1.4.a, MU:Pr4.1.4a, MU:Pr4.2.4a, MU:Pr4.2.4b, MU:Pr4.3.4a, MU:Pr5.1.4a, MU:Pr5.1.4b, MU:Pr6.1.4.a, MU:Pr6.1.4b, MU: Re7.1.4a, MU: Re8.1.4a, MU: Re9.1.4a, MU: Cn10.4a, MU: Cn11.4.a

- **Anchors:**

- **Eligible Content:**

- All material covered in third grade music curriculum
- Steady beat
- Safe use of instruments
- Healthy vocal production
- Pentatonic Scale
- Beamed sixteenth note rhythms
- Fa pitch
- Eighth rests
- Anacrusis
- Ti Pitch
- Eighth note/sixteenth note rhythm combinations

**Objectives:**

1. Students will be able to define eighth/sixteenth note combinations. (DOK Level 1)
2. Students will be able to identify patterns including eighth/sixteenth note combinations. (DOK Level 2)
3. Students will be able to demonstrate eighth/sixteenth note combinations in improvisation and dictation. (DOK Level 2)
4. Students will be able to recognize, interpret, and create compositions using eighth/sixteenth note combinations within given constructs. (DOK Levels 1, 2, 4)

**Core Activities and Corresponding Instructional Methods:**

1. Direct instruction on eighth/sixteenth note combinations.
2. Use of eighth/sixteenth note combinations in instrumental accompaniment.

3. Echo eighth/sixteenth note combinations, within the context of rhythmic patterns.
4. Read rhythms containing eighth/sixteenth note combinations.
5. Compose short pieces using eighth/sixteenth note combinations as an available rhythm.

**Extensions:**

1. Students will create their own rhythms including eighth/sixteenth note combinations.
2. Given a known song, students will add rhythmic accompaniment using eighth/sixteenth note combinations to be performed vocally and/or instrumentally.
3. Students will take rhythmic dictation including eighth/sixteenth note combinations.

**Correctives:**

1. Students will participate in an echo rhythm activity.
2. Students will replace figures in known rhythmic patterns with eighth/sixteenth note combinations, then read and perform the new rhythm.

**Materials and Resources:**

1. Classroom instruments
2. Any song containing eighth/sixteenth note combinations

**Assessments:**

1. Diagnostic:
  - a. Classroom observation, classroom discussion , echo patterns
2. Formative:
  - a. Classroom observation, classroom discussion, echo patterns, compositions, rhythm reading exercises.
3. Summative:
  - a. Classroom observation, classroom discussion, performance assessment, written assessment, group compositions

## **Additional Resources**

**Note:** All songs and recordings listed in this curriculum are part of a large array of options that may be utilized to teach the aforementioned musical concepts. Additional resources and songs include, but are not limited to, those found below.

### **Songs:**

### **Books:**

- Pentatonic Songbook, Brian Brocklehurst
- The Kodaly Method, Lois Choksy