

Planned Course of Study

MUSIC

Grade 4, 5

Music Department

Salisbury Township School District

1140 Salisbury Road

Allentown, PA 18103

**Course name Music
Grades 4,5
Full Year**

Learning Objectives/ Content	Teaching/Learning Activities	Evaluation Criteria	State Standard
<p>All students will</p> <p><u>Production, Performance and Exhibition</u></p> <ul style="list-style-type: none"> • Sing independently maintaining tone quality, pitch, rhythm, tempo, and dynamics. • Sing rounds, folk songs with ostinatos, and folk songs. • Read whole, half, dotted half, quarter, and eighth notes in duple and triple meters. 	<ul style="list-style-type: none"> • Tonal games. • Vocabulary definition. • Tape record voices. • Sing in large and small groups. • Read charts, texts. • Compose rhythmic patterns and play on classroom instruments. 	<p>Teacher observation</p> <p>Student observation</p>	<p>9.1.9 A</p>
Resources/Materials			
Additional Resources/Inter-disciplinary Relationships			

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Full Year

Learning Objectives/ Content	Teaching/Learning Activities	Evaluation Criteria	State Standard
<p>All students will</p> <ul style="list-style-type: none"> • Use a system of syllables to read simple pitch notation in the treble clef. • Identify symbols referring to dynamics, tempo and articulation and interpret them when performing. 	<ul style="list-style-type: none"> • Accompany songs with above patterns. • Read, compose, and play on classroom instruments simple patterns. • Dramatize symbols. 	<p>Teacher observation</p> <p>Student observation</p>	<p>9.1.9 A</p>
Resources/Materials			
Additional Resources/Inter-disciplinary Relationships			

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Learning Objectives/ Content	Teaching/Learning Activities	Evaluation Criteria	State Standard
<p>All students will</p> <ul style="list-style-type: none"> • Know and use the fundamental vocabulary including melody, rhythm, harmony, form, tone color and expression. • Sing songs in different forms and styles and use the musical elements to describe the characteristics • Sing songs and listen to recorded music that communicate experiences, stories, or emotions. 	<ul style="list-style-type: none"> • Memorize textbook definitions. • Dramatize vocabulary. • Use call charts to complete the descriptions. • Dramatize and illustrate music. • Discussion 	<p>Written work</p> <p>Oral work</p> <p>Teacher observation</p> <p>Student observation and comments</p>	<p style="text-align: center;">9.1.9 C</p> <p style="text-align: center;">9.1.7 D,E</p>
Resources/Materials			
Additional Resources/Inter-disciplinary Relationships			

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Learning Objectives/ Content	Teaching/Learning Activities	Evaluation Criteria	State Standard
<p>All students will</p> <ul style="list-style-type: none"> • Perform songs of others accompanied by purposeful movement. • Prepare a repertoire for a formal performance over an extended period of time. • Demonstrate the use and maintenance of personal and classroom instruments. 	<ul style="list-style-type: none"> • Create and improvise movement to show musical elements and lyrics of the song. • Discuss the role of attitude, practice and dress rehearsal in the preparation. • Student demonstrations of their instruments. • Students perform available band/orchestral instruments. 	<p>Teacher observation</p> <p>Student observation</p>	<p>9.1.7 F,G,H</p>
Resources/Materials			
Additional Resources/Inter-disciplinary Relationships			

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Learning Objectives/ Content	Teaching/Learning Activities	Evaluation Criteria	State Standard
<p>All students will</p> <ul style="list-style-type: none"> • Inform the teacher and class of local school and community events. • Experiment with the PC camera to video tape their performances. • Use the computer to access musical information. 	<ul style="list-style-type: none"> • Student reports on events. • Examine newspaper for events. • Display a calendar. • Play for morning announcements. • Work with the librarian to determine the nature of the information. 	<p>Teacher observation</p> <p>Oral reports</p> <p>Visual</p> <p>Student observation</p> <p>Create a bulletin board</p>	<p>9.1.7 I,J,K</p>
Resources/Materials			
Additional Resources/Inter-disciplinary Relationships			

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Learning Objectives/ Content	Teaching/Learning Activities	Evaluation Criteria	State Standard
<p>All students will</p> <p><u>Historical and Cultural Contexts</u></p> <ul style="list-style-type: none"> • Sing songs and listen to recorded music in different styles and genres from various historical periods and cultures and identify its musical characteristic. • Sing songs representing different beliefs and identify its characteristics. 	<ul style="list-style-type: none"> • Create a pin map showing the origin of a song. • Place the music in a time-line. • Use purposeful movement to show a style of music. • Discussion. • Performance. 	<p>Visuals</p> <p>Teacher observations</p>	<p style="text-align: center;">9.1.7 D,F</p> <p style="text-align: center;">9.2.7 B,C,D,E,H,I,J</p>
Resources/Materials			
Additional Resources/Inter-disciplinary Relationships			

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Learning Objectives/ Content	Teaching/Learning Activities	Evaluation Criteria	State Standard
<p>All students will</p> <ul style="list-style-type: none"> • Sing songs representing various celebrations and holidays and different geographic regions; describe in simple terms how musical elements are used. • Sing songs and listen to music with common themes. 	<ul style="list-style-type: none"> • Songs from various texts and collections. • Discussion. • Celebrate spirit days. 	Performance	9.2.4 F,GH,L
Resources/Materials			
Additional Resources/Inter-disciplinary Relationships			

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Learning Objectives/ Content	Teaching/Learning Activities	Evaluation Criteria	State Standard
<p>All students will</p> <p><u>Critical Response</u></p> <ul style="list-style-type: none"> • Use critical thinking skills when examining live and recorded music. 	<ul style="list-style-type: none"> • Compare the lyrics in a verse with the lyrics of a refrain. • Analyze a song for the number of phrases. • Interpret basic musical symbols used in a song. • Form and test hypothesis related to musical elements. 	<p>Teacher observation</p> <p>Written work</p>	<p>9.3.9 A</p>
Resources/Materials			
Additional Resources/Inter-disciplinary Relationships			

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Learning Objectives/ Content	Teaching/Learning Activities	Evaluation Criteria	State Standard
<p>All students will</p> <ul style="list-style-type: none"> • Identify similarities and differences in the meanings of common terms used in music and art. • Devise criterion to classify musical works. 	<ul style="list-style-type: none"> • Create a chart of common terms used in music and art. • Discussion. • Aurally identify works as music for voices, for instruments, with accompaniment, without accompaniment, for orchestra, band or choir, for large or small groups. • Create posters to show classifications. 	<p>Teacher observation</p> <p>Written work</p> <p>Art work lists</p>	<p>9.3.9 B,C,D</p>
Resources/Materials			
Additional Resources/Inter-disciplinary Relationships			

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Learning Objectives/ Content	Teaching/Learning Activities	Evaluation Criteria	State Standard
<p>All students will</p> <ul style="list-style-type: none"> • Evaluate the effectiveness of the musical elements used in creating a musical work. • Critique a school performance with given criterior. 	<ul style="list-style-type: none"> • Discussion. • Dramatize. • Use traditional and non-traditional sound sources to accompany poems/stories; discuss effectiveness. • Discussion. 	<p>Teacher observation</p> <p>Written work</p>	<p>9.3.9. E,F,G</p>
Resources/Materials			
Additional Resources/Inter-disciplinary Relationships			

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Learning Objectives/ Content	Teaching/Learning Activities	Evaluation Criteria	State Standard
<p>All students will</p> <ul style="list-style-type: none"> • Identify visual symbols and their meanings for music of holidays and seasons. • Describe the philosophical view of the music of several composers. • Recognize and describe how the environment affects responses to music. 	<ul style="list-style-type: none"> • Examine copies of music and CD covers. • Create symbols for songs. • Class discussion. • Read stories of famous composers. • Use computer to access information. • Develop a list of appropriate etiquette for both the students and the audience at school performances that can be printed in the program hand out. 	<p>Visual</p> <p>Teacher observation</p> <p>Written statement</p>	<p>9.4.9 A,B</p>
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Additional Resources/Inter-disciplinary Relationships			

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Learning Objectives/ Content	Teaching/Learning Activities	Evaluation Criteria	State Standard
<p>All students will</p> <ul style="list-style-type: none"> • Describe how media, technique, form, subject matter, and themes communicate the musician's philosophy. 	<ul style="list-style-type: none"> • Exhibit the appropriate behaviors. • Discuss etiquette at both formal and informal concerts, athletic events, at parties, and in churches. • Discussion. 	<p>Visual</p> <p>Teacher observation</p> <p>Student observation</p>	<p>9.4.9 C,D</p>
Resources/Materials			
Additional Resources/Inter-disciplinary Relationships			