

GRADE FOUR GENERAL MUSIC

Music Theory/Literacy

4.1 The student will read and notate music, including

2. using traditional notation to write melodies containing stepwise motion;

- Encourage students to write out melodies from the pieces the orchestra will perform.

6. identifying the meaning of the upper and lower numbers of simple time signatures

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- Look on-line at scores for the pieces the orchestra will perform (using a website such as IMSLP.ORG) and make note of the time signature of each piece.

7. identifying dynamic markings (e.g., *p*, *mp*, *mf*, *f*).

- Look on-line at scores for the pieces the orchestra will perform (using a website such as IMSLP.ORG) and make note of the dynamic markings within each piece. Follow along with the score as you listen, noticing the changes in dynamics and showing where these are notated on the score.

Performance

4.2 The student will sing a varied repertoire of songs alone and with others, including:

1. singing with a clear tone quality and correct intonation;

2. singing diatonic melodies;

3. singing melodies written on the treble staff;

4. singing with expression, using dynamics and phrasing;

5. singing in simple harmony; and

6. demonstrating proper posture for singing.

- Pick a song that will be performed at the concert, such as *Summertime* or *It Don't Mean a Thing*; learn the words and sing it with your students, incorporating the above-listed skills. Alternatively, learn a melody from one of the pieces the orchestra will perform; help your students write words to create a song based on the melody. Then cover the goals above with the song.

- 4.3 The student will play a variety of pitched and non-pitched instruments alone and with others, including**
- 1. playing music of increasing difficulty in two-part ensembles;**
 - 2. playing melodies of increasing difficulty written on the treble staff;**
 - 3. playing a given melody on a recorder or other similar instrument;**
 - 4. playing with expression, using dynamics and phrasing;**
 - 5. accompanying songs and chants with I, IV, and V(V⁷) chords; and**
 - 6. demonstrating proper playing techniques.**
 - Similar to 4.2, pick a melody from one of the pieces the orchestra will play. Write a simple harmony to accompany it and have the students perform the melody with accompaniment, either on recorders, Orff instruments or some other instruments.
- 4.5 The student will respond to music with movement by**
- 1. performing non-choreographed and choreographed movements;**
 - Listen to the different pieces of music the orchestra will perform and create movements as a class, focusing on the style and character of each work and making your movements match.

Music History and Cultural Context

- 4.7 The student will explore historical and cultural aspects of music by**
- 1. describing four music compositions from four different periods of music history and identifying the composers;**
 - Read the program notes in the study guide. All the pieces are examples of very late 19th or 20th century, and most were composed in the United States. Note the similarities and differences in them.
 - 2. placing musical examples into categories of style;**
 - Group by style the works the orchestra will perform.
- 4.8 The student will demonstrate audience and participant behaviors appropriate for the purposes and settings in which music is performed.**
- Cover good concert etiquette with your students prior to their field trip to hear the Charlottesville Symphony. Help them practice these good behaviors while attending the concert in Old Cabell Hall.

Analysis, Evaluation, and Critique

4.10 The student will analyze music by

- 1. identifying instruments from a variety of music ensembles visually and aurally;**
 - Go over the names of the orchestral families and the names of instruments in each orchestral family before attending the concert. Note that each orchestra family will wear a different colored t-shirt at the concert.
- 2. distinguishing between major and minor tonality;**
 - Make note as you listen to each piece prior to the concert as to which are in major, and which are in minor; or which contain both tonalities.
- 3. listening to, comparing, and contrasting music compositions from a variety of cultures and time periods;**
 - Compare the difference between the works on the concert, using the elements of music to define their differences and similarities.
- 4. identifying elements of music through listening, using music terminology**
 - Discuss the meaning of melody, harmony, rhythm, pitch, texture, dynamics and style in relation to each work on the program, focusing on what characteristics of each work distinguish it from the others.

4.11 The student will evaluate and critique music by

- 1. reviewing criteria used to evaluate compositions and performances**
 - Following attendance at the concert, take time to allow your students to reflect – what did they enjoy at the concert and what did they not like? Ask them to use specific elements of music and their knowledge of the style and character of each piece to state why they did or didn't like various aspects of the performance.
- 2. describing performances and offering constructive feedback.**
 - Complete this goal similarly to your approach with 4.11 – 1.

4.12 The student will identify characteristics and behaviors that lead to success as a musician.

- Before or after the concert, discuss with your students the ‘athletic’ side of being a musician – the dedication, daily practice, concentration, tenacity and other skills required to become successful as a performer. Similarly, discuss the expressive nature of music and need to think of music a language; and therefore the need for musicians to develop their ‘musical vocabulary’ on the individual instrument they play.
- Write a letter to the members of the orchestra, asking us questions. We will answer you!

Aesthetics

4.13 The student will explain personal preferences for musical works and performances, using music terminology.

- Encourage your students to use the elements of music to describe why they like or dislike various pieces of music.

4.15 The student will describe how personal beliefs influence responses to Music

- Encourage the students to describe how their own belief system might influence which pieces of music they enjoy the most; and encourage respect for the variety of responses that are expressed within the class.

Grade Five General Music

Music Theory/Literacy

- 5.1 The student will read and notate music, including**
- 1. identifying the treble (G) and bass (F) clefs**
 - 2. using traditional notation to write melodies containing skips and leaps;**
 - 3. reading and notating rhythmic patterns of increasing complexity;**
 - 4. identifying the meaning of the upper and lower numbers of compound time signatures**
 - 5. identifying tempo markings.**
 - For each of these goals, look on-line at scores for the pieces the orchestra will perform (using a website such as IMSLP.ORG or some other source you prefer) and make note of the clefs, tempo markings, dynamic markings and rhythmic patterns within each piece. Follow along with the score as you listen, pointing out these directions to your students.

Performance

- 5.2 The student will sing a varied repertoire of songs alone and with others, including**
- 1. demonstrating beginning choral behaviors and skills in ensemble singing;**
 - 2. singing with attention to blend, balance, intonation, and expression;**
 - 3. singing melodies of increasing complexity written on the treble staff;**
 - 4. singing in two- and three-part harmony; and**
 - 5. modeling proper posture for singing.**
 - Pick a song that will be performed at the concert, such as *Summertime* or *It Don't Mean a Thing*; learn the words and sing it with your student, incorporating the above-listed skills. Alternatively, learn a melody from one of the pieces the orchestra will perform; help your students write words to create a song based on the melody. Then cover the goals above with the song. Finally, draw attention to the singer at the concert,

noting her use of good posture, expression, dynamics and phrasing.

5.3 The student will play a variety of pitched and non-pitched instruments alone and with others, including

- 1. playing music of increasing difficulty in a variety of ensembles;**
- 2. playing melodies and accompaniments of increasing difficulty written on the treble staff;**
- 3. playing with expression; and**
- 4. demonstrating proper playing techniques.**

- Similar to 4.2, pick a melody from one of the pieces the orchestra will play. Write a simple harmony to accompany it and have the students perform the melody with accompaniment, either on recorders, Orff instruments or some other instruments.

5.4 The student will perform rhythms of increased complexity, including syncopations.

- Notate rhythms used in the music the orchestra will perform and have your students perform them.

5.5 The student will respond to music with movement by

- 1. performing non-choreographed and choreographed movements, including music in duple and triple meters; and**

2. Listen to the different pieces of music the orchestra will perform and create movements as a class, focusing on the style and character of each work and making your movements match.

Music History and Cultural Context

5.7 The student will explore historical and cultural aspects of music by

- 1. identifying representative composers and music compositions from four different periods of music history;**

- Read the program notes in the study guide. All the pieces are examples of very late 19th or 20th century, and most were composed in the United States. Note the similarities and differences in them.

- 2. comparing and contrasting a variety of musical styles, using music terminology;**

- Group by style the works the orchestra will perform.

- 3. describing how people may participate in music within the community as performers, consumers of music, and music advocates**

- Discuss this with your students before or after the performance.
4. **recognizing various professional music careers (e.g., music producer, recording engineer, composer, arranger, music business attorneys, arts administrators, music therapist, music teacher).**
- Discuss this with your students before or after the performance, specifically covering the different folks required to make the concert a success.
- 5.8 The student will exhibit acceptable performance behavior as a participant and/or listener in relation to the context and style of music performed.**
- Cover good concert etiquette with your students prior to their field trip to hear the Charlottesville Symphony. Help them practice these good behaviors while attending the concert in Old Cabell Hall.
- 5.10 The student will describe the roles of music and musicians in society.**
- Discuss this with your students before or after the performance.

Analysis, Evaluation, and Critique

- 5.11 The student will analyze music by**
- 1. grouping classroom, orchestral, and world instruments into categories based on how their sounds are produced**
 - Compare recordings of the pieces the orchestra will perform with those played on world folk instruments and with recordings of your class.
 - 2. experimenting with the science of sound;**
 - Make simple instruments in your classroom that compare with the orchestral instruments you will hear and see at the concert.
 - 3. analyzing elements of music through listening, using music terminology**
 - Discuss the meaning of melody, harmony, rhythm, pitch, texture, dynamics and style in relation to each work on the program, focusing on what characteristics of each work distinguish it from the others.
- 5.12 The student will evaluate music by applying accepted criteria when judging the quality of compositions and performances.**
- Following attendance at the concert, take time to allow your students to reflect – what did they enjoy at the concert and what did they not like? Ask them to use specific elements of music and their knowledge of the style and character of each piece to

state why they did or didn't like various aspects of the performance.

5.13 The student will define *copyright* as applied to the use of music.

- Discuss this with your students before or after the performance – and be mindful if you use imslp.org!

Aesthetics

5.15 The student will develop personal criteria to be used for determining the quality and value of musical compositions.

- Encourage your students to use the elements of music to describe what makes one piece of music of higher quality or more value than another; and to understand how these critiques can be different for each person.

5.16 The student will analyze preferences among musical compositions, using music terminology.

- Encourage your students to use the elements of music to describe why they like or dislike various pieces of music.

5.17 The student will examine factors that may inspire musicians to perform or compose.

- Discuss this with your students before or after the performance.
- Write to the orchestra with your questions. We will reply!