



# SCHOOL DISTRICT OF MONROE

*Preparing for the Future, One Child at a Time*

## Music (Grade 4)

### **Course Description:**

The curriculum for this required course is developed from the [Wisconsin Standards for Music](#).

Students will be exposed to and practice skills related to: reading literature, reading informational text, writing, speaking and listening, and language. The information in this course overview outlines what students should understand and be able to do by the end of the semester/year.

### **Mastery Standards:**

#### CREATING

Improvise rhythms and melodies with voice, instruments, and a variety of sound sources to add interest to a song. (MG1.Cr.6.i)

Compose short pieces using standard and/or alternative notation to document personal musical ideas. (MG 1.Cr.7.i)

Identify musical ideas using standard and/or alternative notation through verbal, written, aural, or technological means. (MG.1.Cr.8.i)

#### PERFORMING

Explore and demonstrate an understanding of the elements of music by reading, singing and/or playing an instrument. (MG2.P.6.i)

Investigate music from aural traditions and through standard and alternative notation through performance. (MG2.P.10.i)

#### RESPONDING

Express musical ideas through verbal, movement, written, or artistic means. (MG3.R.6.i)

Demonstrate proper concert/audience etiquette. (MG3.R.8.i)

Unit	Description of Unit and Learning Targets
<p><b>Unit Title: Melodic (Improvisation and Composition)</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>How do musicians generate creative ideas?</li> <li>How do musicians improve the quality of their creative work?</li> </ul>	<p>Students will.....</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>Be able to identify on staff do, re, mi, fa, so, la, ti and high do.</li> <li>Be able to improvise and compose do, re, mi, fa, so, la, ti, and high do on melodic instruments.</li> <li>Be able to name all treble clef notes on staff.</li> </ul>
<p><b>Unit Title: Rhythmic (Improvisation and Composition)</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>How do musicians generate creative ideas?</li> <li>How do musicians improve the quality of their creative work?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>Be able to read, copy, transcribe, compose and improvise with rhythm notation (eg. quarter notes, quarter rests, eighth notes, half notes, half rests, whole notes whole rests, sixteenth notes and sixteenth-eighth note combinations).</li> <li>Be able to accompany songs with known bordun including crossover.</li> </ul>

	<ul style="list-style-type: none"> <li>• Be able to practice independently in class</li> </ul>
<p><b>Unit Title: Performing/Concert</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• How does understanding the structure and context of musical works inform performance?</li> <li>• How do musicians improve the quality of their performance?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• Be able to apply proper concert etiquette through posture, presentation behavior, and listening skills.</li> <li>• Be able to demonstrate proper audience behavior.</li> </ul>
<p><b>Unit Title: Listening and Responding (Danse Macabre)</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• How do we discern musical creators' and performers' expressive intent?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• Be able to identify musical themes/form and musical elements within a large orchestral piece.</li> <li>• Be able to analyze and demonstrate knowledge of instrumentation.</li> </ul>
<p><b>Unit Title: Recorder</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• How does understanding the structure and context of musical works inform performance?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• Be able to play the following notes on the recorder--B, A, G, E, high D, high C, low D, low C and optional F#.</li> <li>• Be able to play in unison as well as in parts with various accompaniments and orchestrations.</li> </ul>
<p><b>Unit Title: Ensemble Playing</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• How do musicians improve the quality of their performance?</li> <li>• How do the context and the manner in which the musical work is presented influence audience response?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• Be able to apply musical elements into class performances.</li> <li>• Be able to listen and respectfully critique class performances.</li> </ul>