

Fourth Grade

Unit One

Welcome, Welcome

LSA		Rhythm Patterns	9B2
Perform	ART.M.I.4.I	Sing with accurate pitch, intonation, rhythm, and technique	Diction— <i>Red Socks</i> and <i>Keicher Pride</i>
	ART.M.I.4.4	Sing rounds, partner songs ¹ and other multi-part songs that include melodies, countermelodies, ostinati, and/or basslines with I, IV, and V chords	<i>Oh, How Lovely...</i> {Taggart Independent}
	ART.M.I.4.II	Identify basic music notation including bass and treble clefs, time signatures, measures, bar lines, staves, double bar lines, repeat signs, dynamic markings, tempo markings, title, origin, key signature, breath marks	Continue throughout the year Notation bulletin board
Listen	ART.M.III.4.I	Identify chord changes presented aurally: I, IV, and V	<i>I'm Going to Sing</i> {Taggart Independent} Learn to sing/play chord root accompaniment ² Sing chord tones {Krohn MMC Harmonizing} <i>Take a Chance on Me</i> by ABBA <i>What Makes You Beautiful</i> by One Direction {Bkms}
	ART.M.III.4.3	Use movement, drawing, and other means to respond to given criteria in aural examples	

¹Partner songs: Use food metaphors {pineapples on pizza and frosties with French fries} to explain how 2 unrelated songs sound good together.

²Chord changes

- Lesson 1 = review chords using story of Tommy Tonic, Sally Subdominant, & Dory Dominant → demonstrate in *You Are My Sunshine*
- Lesson 2 = explain details of chords → I play chords for C to hear and move to using chord cue cards and *Twinkle, Twinkle Chords*
- Lesson 3 = discover chords in rep/ *Twinkle/ Sunshine* → play chords on instruments = C sings melody & I use cards to cue boomwackers/hand bells
- Lesson 4 = use *Johnny B. Goode* or *What Makes You Beautiful* to sing chord roots {I I IV I V I} → C then S improvise rhythms on chord roots

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Unit One

Rocky Mountain & Walking Home		Kinderpolka
Partner Songs, Bassline, & Chords		Dance
3: 36 & Finale	ART.MI4I, ART.MI44, ART.MIII4I	Dancing Instructions & Chimes of Dunkirk #6
<ul style="list-style-type: none"> Listen → examine images → discuss Add macro/micro movement → rhythm solfege → ID dupe Learn bassline with solfege and hand signs 		<ul style="list-style-type: none"> Discuss dancing etiquette and rehearsal protocols Listen → watch video Choose partners Learn circle formation with partners Learn in-close-in-close & out-close-out-close
<ul style="list-style-type: none"> Review bassline C = bassline and I = <i>Rocky Mountain</i> Learn <i>Rocky Mountain</i> verse 1 {possibly 2 & 3} 		<ul style="list-style-type: none"> Review in-close-in-close & out-close-out-close → add music Learn hand jive
<ul style="list-style-type: none"> Review <i>Rocky Mountain</i> and I play/sing bassline C = <i>Rocky Mountain</i> and I = <i>Walking Home</i> Learn <i>Walking Home</i> 		<ul style="list-style-type: none"> Review hand jive → add music Learn finger wag & pass through
<ul style="list-style-type: none"> Review <i>Walking Home</i> and I play/sing bassline C = <i>Walking Home</i> and I = <i>Rocky Mountain</i> Learn $\frac{1}{2}$ <i>Rocky Mountain</i> and $\frac{1}{2}$ <i>Walking Home</i> Introduce and practice ASK ME card & distribute printed notation 		<ul style="list-style-type: none"> Review all movements → add music Clean dance Record video for teacher/families

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Unit Two

Oh Be Joyful, Oh Be Jubilant

LSA		Tonal Patterns	8A1
Perform	ART.MI.4.4	Sing rounds, partner songs and other multi-part songs that include melodies, countermelodies, ostinati, and/or basslines with I, IV, and V chords	<i>Body Electric 2.0</i> page 33 <i>Ghost of John</i> -round & ostinati
	ART.MI.4.9	Utilize a syllable system for chanting rhythms in duple meter: <i>sixteenth</i> , eighth, quarter, dotted quarter, half, dotted half, and whole notes	<i>Bang!</i> Game {Pinterest MMC} Concept Lesson <i>Go Fish Rhythm Game</i> {PDF} <i>Notation Game</i> {Orff MMC 5} Notation Notebooks <i>Rhythm to Mvmt</i> {Orff MMC 14} <i>Rodeo</i> {Classic Tunes 90 & 4 CD 4 #15}
Listen	ART.M.III.4.1	Recognize musical forms: theme and variations	Concept Lesson Movement ideas {Classic Tunes 236} 3: 270 4: 269 <i>Simple Gifts</i> {also 4: 272} 4: 282 <i>Variations on an American Theme</i> 4: 303 <i>Variations on 'America'</i>
	ART.M.III.4.2	Use graphic/standard notation to notate rhythmic patterns presented aurally	
Assess	MAEIA M.20 ¹	PRE-TEST: Play an instrument	Use official assessment materials Play <i>Hot Cross Buns</i> melody while class sings bassline
Other	Recorder Preparation	Add a Halloween/recorder preparation lesson immediately preceding the first recorder lesson. See Halloween Lesson #2, Steps to Prep the Recorder article, and sticky notes on both documents to explain how to integrate the materials.	

¹See assessment materials downloaded from <https://maeia.artsednetwork.org/>

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Unit Two

Vine and Fig Tree ¹		OXO Reel ³
Round, Instruments, Bassline, D. C. al Fine, Sixteenth Notes, and Theme & Variations ⁴		Dance
Finale & 5: 385	ART.MI.4.4, ART.MI.4.9, ART.M.III.4.1 ⁴	Dancing Instructions & Sashay the Donut: II
<ul style="list-style-type: none"> Listen to 5 CD 9 #1 → look at images → discuss text/meaning Discover road map {first and second endings & D.C. al Fine} Learn bassline using solfege/#s/T SD D {review chords} Echo sixteenth rhythms using solfege/flashcards 	<ul style="list-style-type: none"> Introduce concept using PowerPoint #1-3 Apply to UM DVD 	<ul style="list-style-type: none"> Review dancing etiquette and rehearsal protocols Listen → watch video Choose partners Form longways sets with exactly 6 pairs each Learn A1 & A2
<ul style="list-style-type: none"> Review bassline → add tone bells C = bassline/bells & I = melody Learn melody in English Decode flashcards using solfege 	<ul style="list-style-type: none"> PART ONE: Mozart's <i>Ah, vous dirai je, maman</i> {<i>Twinkle, Twinkle</i>}² 	<ul style="list-style-type: none"> Review A1 & A2 → add music Learn B1 & B2
<ul style="list-style-type: none"> Review melody in English → learn melody in a round C = melody & I = bassline/bells Learn melody in Hebrew 	<ul style="list-style-type: none"> PART TWO: Mozart's <i>Ah, vous dirai je, maman</i> {<i>Twinkle, Twinkle</i>}² 	<ul style="list-style-type: none"> Review all movements → add music Clean dance Record video for teacher/families
<ul style="list-style-type: none"> Review melody in Hebrew Learn ½ C = melody in English and ½ C = bassline/bells Introduce and practice ASK ME card & distribute printed notation 	<p>MAEIA PRE-TEST Recorder Preparation</p>	

¹ See p. 385 for pronunciation, xylophone accompaniment, dance, and chord changes {also see transparency}.

² Mozart Lesson

- Listen on YouTube {Chrome Bookmarks} using a combination of the piano and lights versions {mix and match for variety by noting starting times of each variation on each video}
- Complete star worksheet during videos to track the variations
- Review and discuss the worksheets → compile a list of ways to vary themes

³ Choose recording

⁴ Possibly forego Theme & Variation lessons because may forego accompanying composition project in Unit Five

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Unit Three

International Hello Song

LSA		Rhythm Patterns	9C1/9C2/9C3
Perform	ART.M.I.4.4	Sing rounds, partner songs and other multi-part songs that include melodies, countermelodies, ostinati, and/or basslines with I, IV, and V chords	
	ART.M.I.4.6	Play rhythmic, melodic, and harmonic instruments including the recorder and classroom percussion with characteristic tone quality and proper technique	Concept Lesson Use rhythm notation for recorder echoes
	ART.M.I.4.10	Learn treble clef note names	
Create	ART.M.II.4.2	Improvise stylistically-appropriate consequence phrases in response to rhythmic and melodic antecedent phrases	Recorders 2 4 6 8 {Sullivan} Yangtze River Chantey {Sams}

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Unit Three

Sail Away		Recorders	
Bassline, Chords, Round, Sign Language		Play Instruments, Treble Clef Letters, Improvise Rhythms/Melodies	
5: 304, Signing Book: 52	ART.MI.4.4	Concept Lesson	ART.MI.4.6, ART.MI.4.10, ART.MII.4.2
<ul style="list-style-type: none"> Listen to 5 CD 6 #24 → discuss Sing chords with recording {fingers, #s, T/SD/D} 		<ul style="list-style-type: none"> Introduction {skip background} Playing basics {skip conclusions and cleaning} 	
<ul style="list-style-type: none"> Learn verse 1 Add sign language 		<ul style="list-style-type: none"> Sound exploration Improvise rhythms Learn <i>Hot Cross Buns</i> melody 	
<ul style="list-style-type: none"> Review verse 1 with sign language Learn verse 2 Add sign language 		<ul style="list-style-type: none"> Play rhythm patterns with notation Improvise tonal patterns using rhythm notation Review <i>Hot Cross Buns</i> melody and add accompaniment 	
<ul style="list-style-type: none"> Review verse 2 with sign language Learn verse 3 Add sign language 		<ul style="list-style-type: none"> Play tonal patterns using notation Learn <i>Salsa Song</i> melody 	

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Unit Four

Laughing, Singing

LSA		Tonal Patterns	8BI
Perform	ART.M.I.4.4	Sing rounds, partner songs and other multi-part songs that include melodies, countermelodies, ostinati, and/or basslines with I, IV, and V chords	
	ART.M.I.4.8	Independently play instrumental parts while other students sing contrasting parts	
Create	ART.M.II.4.1	Create rhythmic and melodic ostinati accompaniments	
	ART.M.II.4.2	Improvise within specific forms such as AB, ABA, and rondo	Work in small groups to improvise on recorder. Each group member is responsible for one section of the song. <i>Hamburger Form Cards</i> {PDF} <i>Old House</i> {Orff MMC 1} <i>Violin Concerto</i> {Orff MMC 15}
Assess	MAEIA M.20 ¹	POST-TEST: Play an instrument	Use official assessment materials Play <i>Hot Cross Buns</i> melody while class sings bassline

¹See assessment materials downloaded from <https://maeia.artsednetwork.org/>

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Unit Four

Sail Away		Recorders
Bassline, Chords, Round, Sign Language		Play Instruments and Improvise Melodies/Accompaniments
5: 304, Signing Book: 52	ART.MI.4.4	ART.MI.4.8, ART.M.II.4.I, ART.M.II.4.2
<ul style="list-style-type: none"> Review verse 3 with sign language Learn verse 4 Add sign language 		<ul style="list-style-type: none"> Create ostinati accompaniments for <i>HCB</i>
<ul style="list-style-type: none"> Review verse 4 with sign language I add round to all verses as recorder descant Assemble all components Introduce ASK ME card & printed notation 		<ul style="list-style-type: none"> Introduce AB improvisation Experiment with AB improvisations
		<ul style="list-style-type: none"> Pairs compose AB improvisations
MAEIA POST-TEST		

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Unit Five

Bonjour, Mes Amis

Create	ART.M.II.4.4	Compose simple songs and/or instrumental pieces for voice, recorders, and/or classroom percussion instruments using specific guidelines including tonality, pitch, rhythm, meter, style, and form	Theme and Variations
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Unit Five

Snowball	Composition Project ⁴	
Sashay the Donut p. 10 Sashay the Donut CD #10	ART.M.II.4.4	Compose Variations on a Theme
<ul style="list-style-type: none"> Review dancing etiquette and rehearsal protocols Listen → watch video Choose partners Form longways sets with 5 pairs each Learn A1 	<ul style="list-style-type: none"> Review theme and variations form {4 Recorder 67 = <i>Hot Cross Buns</i>} Listen to me play <i>Frere Jacques</i> theme and variations¹ Create a list of ways to vary a theme² 	
<ul style="list-style-type: none"> Review A1 → add music Learn A2, B1, & B2 	<ul style="list-style-type: none"> Review <i>Hot Cross Buns</i> and <i>Salsa Song</i> {choose one theme per class} Vote on how to alter the theme Begin composing the variation³ 	
<ul style="list-style-type: none"> Review A2, B1, & B2 → add music Learn C1 & C2 	<ul style="list-style-type: none"> Finish composing the variation³ Write a description of the variation 	
<ul style="list-style-type: none"> Review C1 & C2 → add music Clean dance → add music Record video for teacher/families 	<ul style="list-style-type: none"> Rehearse theme and variation Perform and record for Weebly/teacher/families 	

¹See example in concept lesson binder.

²Rhythm, pitch, dynamics, tempo, meter, tonality, tone color, accompaniment

³Use *Theme and Variations Worksheet* for respective song under the document camera. Copy the completed worksheets for students to use at home. {Send home song texts and recorder fingering charts during lesson two. Send home completed worksheets immediately following lesson three.} Notate the final draft in Finale.

⁴Possibly forego composition project because may have foregone accompanying Theme & Variation lessons in Unit Two

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Unit Six

Let Us Sing Together OR Merrily, Merrily

LSA		Rhythm Patterns	I7A2 OR I7A3
Perform	ART.M.I.4.5	Respond to conducting cues to blend timbres and match dynamic levels	
	ART.M.I.4.3	Sing expressively using phrasing, dynamics, and tempo changes	
Listen	ART.M.III.4.5	Visually and aurally identify instruments of the percussion family	
Analyze	ART.M.V.4.1	Recognize and identify similarities and differences in vocabulary used in all arts	
	ART.M.V.4.2	Connect musical concepts to grade-level concepts	
	ART.M.V.4.3	Discuss rationale for using music in daily experiences	

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Unit Six

Career Project		Sasha	
Michigan Career Development Model	ART.M.V.4.1, ART.M.V.4.2 ART.M.V.4.3	Sashay the Donut 30	Sashay the Donut #12
Introductory Lesson		<ul style="list-style-type: none"> • Review etiquette and protocols • Listen → watch video if available • Choose partners • Learn scatter formation with partners • Learn A 	
Guest Speaker		<ul style="list-style-type: none"> • Review A → add music • Learn B1 and B2 	
Follow-Up Lesson		<ul style="list-style-type: none"> • Review B1 and B2 → add music • Learn C1 and C2 → add music 	
		<ul style="list-style-type: none"> • Learn D • Review all movements → add music • Clean dance • Record video for teacher/families 	

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Unit Seven

TBD

LSA		Tonal Patterns	IIBI
Perform	ART.MI.4.4	Sing rounds, partner songs and other multi-part songs that include melodies, countermelodies, ostinati, and/or basslines with I, IV, and V chords	
	ART.MI.4.10	Use standard notation to read pitches in a minor scale	Flashcards Magna doodle View finder
Listen	ART.M.III.4.2	Use graphic/standard notation to notate melodic patterns presented aurally	Whiteboards and magna doodle
	ART.M.III.4.1	Recognize musical forms including D. C. al Fine	Movement ideas {Classic Tunes 236} <i>Twinkle, Twinkle Chords</i>

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Unit Seven

If You Dance	
Round, D. C. al Fine, and Minor Pitch Notation	
Kodaly Spiral I63	ART.MI.4.4, ART.MI.4.10, ART.M.III.4.1
<ul style="list-style-type: none">• Listen → discuss text/meaning• Discover road map {round & D.C. al Fine}• Tonal solfege → ID minor• Experiment with metered micro/macro movement	
<ul style="list-style-type: none">• Learn verse 1• C = verse 1 & I = round• Decode minor pitch notation	
<ul style="list-style-type: none">• Review verse 1• Learn verse 1 in a round• Learn verse 2	
<ul style="list-style-type: none">• Review verse 2• Learn verse 2 in a round• Assemble all components• Notate portions of the melody → compare to notation• Introduce and practice ASK ME card & distribute printed notation	

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Unit Eight

TBD

LSA		Tonal Patterns	ICI
Perform	ART.M.I.4.9	Utilize a syllable system for chanting rhythms in duple meter: sixteenth, eighth, quarter, dotted quarter, half, dotted half, whole notes, and <i>syncopation</i>	<i>Down by the Riverside</i> {4: 338} <i>Head and Shoulders Baby</i> {Kodaly 155} <i>Notation Game</i> {Orff MMC 5} <i>Old Dan Tucker</i> {4: 360} <i>Old House</i> {Orff MMC 1} <i>Stone Pounding</i> {4: 160} song & game

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Unit Eight¹

Stone Pounding ²		Percussion Family
4: 160	ART.M.I.4.9	ART.M.III.4.5
<ul style="list-style-type: none"> Listen to 4 CD 4 #4 → discuss history and text {4 TE 161} Watch as I walk to SB of #4 → label with sign → move along Echo rhythm solfege using syncopation → add flashcards 		Membranophones {snare drum, bass drum, and timpani}
<ul style="list-style-type: none"> Learn A Rhythm movement³ Introduce and decode syncopated rhythm flashcards 		Idiophones {cymbals, vibraphone, xylophone, and auxiliary}
<ul style="list-style-type: none"> Learn A' Play rhythm v. SB game {4 TE 160} ID syncopated flashcards in line-up 		Chordophones {piano}
<ul style="list-style-type: none"> Review entire melody Play drumming game {4 TE 161} C/S chant syncopated flashcards at :lls Introduce and practice ASK ME card & distribute printed notation 		Unique Ensembles {drum set and marching band}

¹Combine lesson plan as needed to accommodate the Mackinac Trip.

²See passing game in *Multicultural Passing Game* {Schultz MMC}. Revise as needed.

³Rhythm movement

- I play 8-count rhythms using no syncopation = C tiptoes to SB
- I play 4 half notes to separate improvised rhythms = C stays in one spot and twists at waist with 4 half notes
- I play 8-count syncopated rhythm = C stays in one spot and flashes rhythm using flowing arms