

# Grade 4 Expression

## Essential Standards:

Montana Music Content Standard 4.2: Organize musical ideas for an express purpose.

MMCS 4.3: Identify revisions for personal musical ideas.

MMCS 4.4: Identify the structure and elements in music selected for performance.

MMCS 4.5: Evaluate the accuracy and expressiveness of musical performances.

MMCS 4.6: Perform music with expression, technical accuracy, and interpretation.

MMCS 4.8: Explain how expressive qualities help performers interpret music.

MMCS 4.9: Use established criteria to evaluate musical works and performances.

MMCS 4.10: Convey personal emotions using elements of music.

## Other Standards:

Montana Visual Arts Content Standard 4.3: Revise artwork on the basis of insights gained through discussion.

## Content-Specific Vocabulary:

Dynamics, piano, forte, mezzo, crescendo, decrescendo, allegro, moderato, andante, presto, largo, accelerando, ritardando, pianissimo, fortissimo, staccato, legato

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I can identify and use Italian musical terms within musical contexts. <ul style="list-style-type: none"> <li>▪ Dynamics: <i>piano, forte, mezzo</i></li> <li>▪ Tempo: <i>allegro, moderato, andante, presto, largo</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The ABCs of My Feelings and Music</i></li> <li>• <i>Book of Movement Exploration</i></li> <li>• <i>GAMEPLAN</i></li> <li>• High quality children’s literature</li> <li>• High quality musical recordings</li> <li>• <i>Mallet Madness</i> series</li> <li>• <i>Move It!</i> DVDs</li> <li>• <i>MusicPlay Online</i></li> <li>• <i>Parachutes, Ribbons and Scarves</i></li> </ul>	<ul style="list-style-type: none"> <li>• Barred instruments and mallets</li> <li>• Floor drums (tubanos)</li> <li>• Frame drums</li> <li>• Hoberman spheres</li> <li>• Movement manipulatives (parachute, scarves, ribbon wands, bean bags, stretchy bands, beat buddies, playground balls)</li> <li>• Recorders</li> <li>• Ukuleles</li> <li>• Unpitched percussion</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions vs. choice making</li> <li>• Improvisation</li> <li>• Notice, wonder, value</li> <li>• Student created artwork</li> <li>• Student created movement</li> <li>• Word wall</li> </ul>
I am learning to describe the feeling and mood of a piece of music.			
I am learning to select dynamics for a piece of music.			
I am learning to identify and use Italian musical terms within musical contexts. <ul style="list-style-type: none"> <li>▪ Dynamics: <i>pianissimo, fortissimo, crescendo, decrescendo</i></li> <li>▪ Tempo: <i>accelerando, ritardando</i></li> <li>▪ Articulation: <i>legato, staccato</i></li> </ul>			
I am learning to perform with artful expression. Examples:			

<ul style="list-style-type: none"><li>▪ Dynamics, tempi, and articulations</li><li>▪ Appropriate phrasing</li><li>▪ Breath placement</li><li>▪ Expressive bodies and faces, matching the music</li><li>▪ Responsive movement choices</li><li>▪ Appropriate instrumentation for style</li></ul>			
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# Grade 4 Form

**Essential Standards:**

Montana Music Content Standard 4.2: Organize musical ideas for an express purpose.  
 MMCS 4.3: Identify revisions for personal music ideas.  
 MMCS 4.4: Identify the structure and elements in music selected for performance.  
 MMCS 4.7: Explain connections to responses, musical structure, and elements.

**Other Standards:**

Montana Dance Content Standard 4.1: Use elements of dance to create a series of movements.  
 MDCS 4.2: Plan a dance sequence with a variety of movement patterns and structures.  
 Montana Visual Arts Content Standard 4.8: Analyze subject matter, form, and use of media in artwork.

**Content-Specific Vocabulary:**

Coda, repeat sign, bar line, double bar line, rondo

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I am learning to recognize same and different parts of music.	<ul style="list-style-type: none"> <li>• <i>GAMEPLAN</i></li> <li>• High quality musical recordings</li> <li>• <i>Mallet Madness</i> series</li> <li>• <i>MusicPlay Online</i></li> <li>• New England Dance Masters series</li> <li>• <i>Parachutes, Ribbons and Scarves</i></li> <li>• <i>Rhythmically Moving</i></li> </ul>	<ul style="list-style-type: none"> <li>• Barred instruments and mallets</li> <li>• Cups</li> <li>• Floor drums (tubanos)</li> <li>• <i>GAMEPLAN</i> manipulatives</li> <li>• Movement manipulatives (parachute, scarves, ribbon wands, bean bags, stretchy band, beat buddies, playground balls)</li> </ul>	<ul style="list-style-type: none"> <li>• Building block composition</li> <li>• Folk dancing</li> <li>• Locomotor/non-locomotor movement</li> </ul>
I am learning to follow musical roadmaps using repeat signs and double bar lines.			
I am learning to label different parts of music (e.g. ABC).			

# Grade 4 Harmony

<p><b>Essential Standards:</b>          Montana Music Content Standard 4.1: Explain the connection between rhythmic, melodic, and harmonic ideas.          MMCS 4.4: Identify the structure and elements in music selected for performance.</p>			
<p><b>Content-Specific Vocabulary:</b>          Harmony, round, canon, unison, step, skip, chord, accompaniment, major, minor</p>			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
<p>I am learning to hold my own part in a group.</p> <p>I am learning to accompany myself or others.</p>	<ul style="list-style-type: none"> <li>• <i>Book of Canons</i></li> <li>• <i>Conversational Solfege</i></li> <li>• <i>Earth Dance: A Celebration of Canons</i></li> <li>• <i>Elemental Ukulele: Pathways and Possibilities</i></li> <li>• <i>GAMEPLAN</i></li> <li>• High quality musical recordings</li> <li>• <i>Modern Band (Little Kids Rock)</i></li> <li>• <i>MusicPlay Online</i></li> <li>• <i>Rainbow Ukulele</i></li> </ul>	<ul style="list-style-type: none"> <li>• Barred instruments and mallets</li> <li>• Boomwhackers</li> <li>• Guitars</li> <li>• Recorders</li> <li>• Ukuleles</li> </ul>	<ul style="list-style-type: none"> <li>• Bass line harmony</li> <li>• Canons</li> <li>• Instrumental accompaniment</li> <li>• Partner songs</li> </ul>

# Grade 4 Melody

**Essential Standards:**


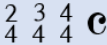
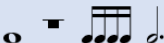
- Montana Music Content Standard 4.1: Explain the connection between rhythmic, melodic, and harmonic ideas.
- MMCS 4.2: Organize musical ideas for an express purpose.
- MMCS 4.3: Identify revisions for personal musical ideas.
- MMCS 4.4: Identify the structure and elements in music selected for performance.
- MMCS 4.5: Evaluate accuracy and expressiveness of musical performances.
- MMCS 4.6: Perform music with expression, technical accuracy, and interpretation.

**Content-Specific Vocabulary:**

Melody, pitch, solfege, audiate, pentatonic, scale, staff, treble clef, step, skip

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I am learning to audiate and perform the relationship between pitches. <ul style="list-style-type: none"> <li>▪ Major pentatonic (Do-centered)</li> <li>▪ Minor pentatonic (La-centered)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Conversational Solfege</i></li> <li>• <i>GAMEPLAN</i></li> <li>• High quality musical recordings</li> <li>• <i>Mallet Madness</i> series</li> <li>• <i>Music for Children, Vol. 1</i></li> <li>• <i>MusicPlay Online</i></li> </ul>	<ul style="list-style-type: none"> <li>• Barred instruments and mallets</li> <li>• Boomwhackers</li> <li>• Flashcards</li> <li>• <i>GAMEPLAN</i> manipulatives</li> <li>• Recorders</li> <li>• Solfege texting sticks</li> </ul>	<ul style="list-style-type: none"> <li>• Aural decoding</li> <li>• Curwen hand signs</li> <li>• Solfege ladder</li> </ul>
I am learning to perform and improvise using a pentatonic scale.			
I am learning to identify treble clef notes.			

# Grade 4 Rhythm

Essential Standards:			
Montana Music Content Standard 4.2: Organize musical ideas for an express purpose. MMCS 4.5: Evaluate the accuracy and expressiveness of musical performances. MMCS 4.6: Perform music with expression, technical accuracy, and interpretation.			
Content-Specific Vocabulary:			
Quarter note, quarter rest, paired eighths/eighth notes, half note, half rest, whole note, whole rest, sixteenth notes, dotted half note, stem, notehead, beam, dot, time signature, beat, meter, common time			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
I can read, write, and perform rhythmic notation. 	<ul style="list-style-type: none"> <li>• <i>Conversational Solfege</i></li> <li>• <i>GAMEPLAN</i></li> <li>• High quality musical recordings</li> <li>• <i>KidStix</i></li> <li>• <i>Mallet Madness</i> series</li> <li>• <i>Music for Children, Vol. 1</i></li> <li>• <i>MusicPlay Online</i></li> <li>• <i>Rhythmische Übung</i></li> <li>• <i>World Music Drumming</i></li> </ul>	<ul style="list-style-type: none"> <li>• Barred instruments and mallets</li> <li>• Flashcards</li> <li>• Floor drums (tubanos)</li> <li>• Frame drums</li> <li>• <i>GAMEPLAN</i> manipulatives</li> <li>• <i>KidStix</i> kits (coffee can, cutting board, drum sticks, tambourines, felt circle toppers)</li> <li>• Movement manipulatives (parachute, scarves, ribbon wands, bean bags, stretchy bands, beat buddies and playground balls)</li> <li>• Recorders</li> <li>• Rhythm sticks</li> <li>• Ukuleles</li> </ul>	<ul style="list-style-type: none"> <li>• Aural decoding</li> <li>• Beat groups</li> <li>• Beat strips</li> <li>• Folk dancing and play parties</li> <li>• Rhythm building blocks</li> <li>• Rote</li> </ul>
I am learning to use the top number of a time signature to identify the number of beats in a measure. 			
I am learning to read, write, and perform rhythmic notation. 			
I am learning to perform and improvise using known rhythms.			

# Grade 4 Timbre

<p><b>Essential Standards:</b>          Montana Music Content Standard 4.8: Explain how expressive qualities help performers interpret music.          MMCS 4.9: Use established criteria to evaluate musical works and performances.          MMCS 4.10: Convey personal emotions using elements of music.          MMCS 4.11: Demonstrate understanding of the connection between music and its historical and cultural context.</p>			
<p><b>Other Standards:</b>          Montana Theater Arts Content Standard 4.4: Make physical and vocal choices to develop a character in a drama experience.          Montana Visual Arts Content Standard 4.10: Create artworks that reflect community cultural traditions.</p>			
<p><b>Content-Specific Vocabulary:</b>          Timbre, symphony orchestra, woodwinds, brass, strings, percussion, soprano, alto, tenor, bass, glockenspiel, soprano xylophone, soprano metallophone, alto xylophone, alto metallophone, bass xylophone, bass metallophone</p>			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
<p>I am learning to identify symphonic instrument families by sound.</p> <ul style="list-style-type: none"> <li>▪ Woodwinds</li> <li>▪ Brass</li> <li>▪ Strings</li> <li>▪ Percussion</li> </ul>	<ul style="list-style-type: none"> <li>• <i>GAMEPLAN</i></li> <li>• High quality musical recordings</li> <li>• <i>Mallet Madness</i> series</li> <li>• <i>MusicPlay Online</i></li> <li>• <i>Percussion Parade</i></li> <li>• <i>Woods, Metals, Shakers, Skins</i></li> </ul>	<ul style="list-style-type: none"> <li>• Barred instruments and mallets</li> <li>• Digital keyboards</li> <li>• Floor drums (tubanos)</li> <li>• Instrument visuals</li> <li>• Unpitched percussion</li> </ul>	<ul style="list-style-type: none"> <li>• Digital keyboard sounds</li> <li>• Listening maps</li> <li>• Listening logs</li> <li>• Live musical performances (e.g. Myrna Loy)</li> <li>• Soundscapes</li> <li>• Listening glyphs</li> <li>• Youth Symphony concert</li> </ul>
<p>I am learning to identify vocal timbres.</p> <ul style="list-style-type: none"> <li>▪ Adult</li> <li>▪ Child</li> <li>▪ High/Treble</li> <li>▪ Low/Bass</li> </ul>			
<p>I am learning to visually identify instruments.</p> <ul style="list-style-type: none"> <li>▪ Band instruments</li> <li>▪ Orchestra instruments</li> <li>▪ Classroom instruments</li> </ul>			
<p>I am learning about timbres from diverse musical traditions.</p>			