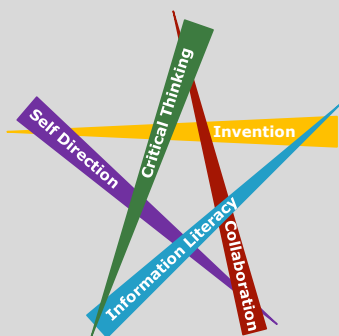


**Curriculum Development Course at a Glance
Planning for 4th Grade Music**

Content Area	Music	Grade Level	4 th Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Expression of Music	1. Perform using accurate production techniques	MU09-GR.4-S.1-GLE.1	
	2. Perform a variety of rhythmic, melodic, and harmonic patterns	MU09-GR.4-S.1-GLE.2	
	3. Perform extended melodies from the treble staff using traditional notation	MU09-GR.4-S.1-GLE.3	
2. Creation of Music	1. Improvise simple musical phrases	MU09-GR.4-S.2-GLE.1	
	2. Notate simple musical selections	MU09-GR.4-S.2-GLE.2	
3. Theory of Music	1. Application and demonstration of the use of more advanced dynamics, tempo, meter, and articulation using appropriate music vocabulary	MU09-GR.4-S.3-GLE.1	
	2. Identification of aural and visual notations of basic musical forms	MU09-GR.4-S.3-GLE.2	
	3. Analyze vocal and instrumental examples	MU09-GR.4-S.3-GLE.3	
	4. Identify and aurally recognize melodic, rhythmic, and harmonic patterns	MU09-GR.4-S.3-GLE.4	
4. Aesthetic Valuation of Music	1. Explain personal preferences for specific music	MU09-GR.4-S.4-GLE.1	
	2. Comprehend and respect the musical values of others considering cultural context as an element of musical evaluation and meaning	MU09-GR.4-S.4-GLE.2	

Colorado 21st Century Skills



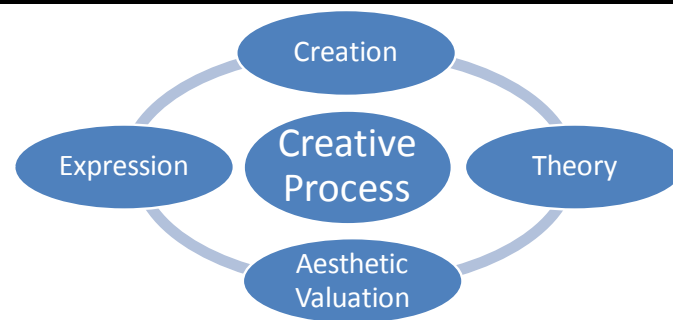
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*



The Colorado Academic Standards for Music are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four music standards to illustrate this process-based philosophy.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Music Teamwork	Instructor's Choice	Instructor's Choice
Music Tells a Story	Instructor's Choice	Instructor's Choice
Play Me a Song	Instructor's Choice	Instructor's Choice

**Curriculum Development Overview
Unit Planning for 4th Grade Music**

Unit Title	Music Teamwork		Length of Unit	Instructor Choice
Focusing Lens(es)	Collaboration Structure/Function	Standards and Grade Level Expectations Addressed in this Unit	MU09-GR.4-S.1-GLE.1, MU09-GR.4-S.1-GLE.2, MU09-GR.4-S.1-GLE.3 MU09-GR.4-S.2-GLE.1, MU09-GR.4-S.2-GLE.2 MU09-GR.4-S.3-GLE.1, MU09-GR.4-S.3-GLE.2, MU09-GR.4-S.3-GLE.3, MU09-GR.4-S.3-GLE.4 MU09-GR.4-S.4-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • What makes an effective musician? (MU09-GR.4-S.1-GLE.1)and (MU09-GR.4-S.2-GLE.1) and (MU09-GR.4-S.3-GLE.1) and(MU09-GR.4-S.4-GLE.1-EO.b) • How is a group of musicians like a team? • How do ensembles collectively improvise? 			
Unit Strands	Expression, Creation, Theory, Aesthetic Valuation			
Concepts	Technique, Cooperation, Collaboration, Improvisation, Musical Skills, Ensemble			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Effective participation and cooperation in a musical ensemble verifies that each member knows and demonstrates appropriate musical skills. (MU09-GR.4-S.1-GLE.1,2) and (MU09-GR.4-S.2-GLE.2) and (S.3-GLE.1,2)	What are appropriate musical skills needed for an ensemble? What are expectations of performing in an ensemble?	How does the application of appropriate technical and expressive skills make a musician an effective ensemble member?
Listening and adjusting musical technique facilitates effective collaboration in an ensemble. (MU09-GR.4-S.1-GLE.1) and (MU09-GR.4-S.3-GLE.1,3) and (MU09-GR.4-S.4-GLE.1-EO.b)	What musical elements can be adjusted to match with a group performance?	How can active listeners improve a performance? What does personal responsibility look like in an ensemble?
Ensembles develop (and strengthen) collaboration through improvisation. (MU09-GR.4-S.1-GLE.1-EO.b) and (MU09-GR.4-S.2-GLE.1) and (MU09-GR.4-S.3-GLE.1-EO.b) and (MU09-GR.4-S.4-GLE.1-EO.b)	What aspects of a performance are flexible and open to interpretation? How can you improvise in a group setting?	How does performance in an ensemble encourage teamwork?

**Curriculum Development Overview
Unit Planning for 4th Grade Music**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Duple and triple meter patterns (MU09-GR.4-S.1-GLE.1-EO.b) and (MU09-GR.4-S.2-GLE.2) and (MU09-GR.4-S.3-GLE.1-EO.c) • Characteristics of effective personal participation in ensembles (MU09-GR.4-S.1-GLE.1) and (MU09-GR.4-S.4-GLE.1-EO.b) • Definitions for mezzo-piano/mezzo-forte, andante, presto, and accelerando/ritardando (MU09-GR.4-S.3-GLE.1-EO.b) • Definitions of D.C. al Fine, D. S. al Coda & interlude (MU09-GR.4-S.3-GLE.2-EO.b, c) 	<ul style="list-style-type: none"> • Follow a conductor’s meter patterns, tempo, and dynamics in a performance (MU09-GR.4-S.1-GLE.1-EO.b) and(MU09-GR.4-S.3-GLE.1-EO.b) • Sing on pitch and with appropriate diction, posture, and breathing (MU09-GR.4-S.1-GLE.1-EO.c) • Perform three-part vocal and/or instrumental rounds, using movement and/or speech (MU09-GR.4-S.1-GLE.1-EO.a) • Perform and identify patterns that include the do, re, mi, fa, sol, la, ti, high do, low sol, & low la and dotted quarter-eighth & triplet rhythms (MU09-GR.4-S.1-GLE.2-EO.a) • Perform I-IV-V accompaniments in simple keys (MU09-GR.4-S.1-GLE.2-EO.b) • Play and sing simple songs in major keys (MU09-GR.4-S.1-GLE.3-EO.b) • Demonstrate mezzo-piano/mezzo-forte, andante, presto, and accelerando/ritardando in a performance (MU09-GR.4-S.3-GLE.1-EO.b) • Aurally identify music performed in two or more parts (MU09-GR.4-S.3-GLE.3-EO.b) • Apply and identify D.C. al Fine, D. S. al Coda & interlude in a performance (MU09-GR.4-S.3-GLE.2-EO.b, c) • Improvise individually and in a group setting (MU09-GR.4-S.1-GLE.2,3; MU09-GR.4-S.2-GLE.1)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Musicians know and demonstrate performance skills, expressive elements, and improvisation to effectively perform collaboratively as part of an ensemble.</i></p>
<p>Academic Vocabulary:</p>	<p>Technique, collaboration, order/form, team, progression, posture, breathing, diction, ensemble</p>
<p>Technical Vocabulary:</p>	<p>Performance skills (duple and triple meter, beat patterns, dotted quarter-eighth & triplet rhythms, (solfege) do, re, mi, fa, sol, la, ti, high do, low sol, & low la), D.C. al Fine, D. S. al Coda, interlude, rounds, I-IV-V progression, accompaniment, major key, chords, and expressive elements (mezzo-piano/mezzo-forte, andante, presto, accelerando/ritardando), improvisation</p>

**Curriculum Development Overview
Unit Planning for 4th Grade Music**

Unit Title	Music Tells Our Story		Length of Unit	Instructor Choice
Focusing Lens(es)	Beliefs/Values Influence	Standards and Grade Level Expectations Addressed in this Unit	MU09-GR.4-S.1-GLE.1, MU09-GR.4-S.1-GLE.2, MU09-GR.4-S.1-GLE.3 MU09-GR.4-S.2-GLE.2 MU09-GR.4-S.3-GLE.1, MU09-GR.4-S.3-GLE.3 MU09-GR.4-S.4-GLE.1, MU09-GR.4-S.4-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> Why is it beneficial to experience a wide variety of musical styles as a listener and a performer? (MU09-GR.4-S.1-GLE.1) and (MU09-GR.4-S.3-GLE.3) and (MU09-GR.4-S.4-GLE. 2-EO.a,b,c) Why is it important to have a variety and diversity of musical styles available to society? How does the use of appropriate music terminology help us communicate better our musical preferences? 			
Unit Strands	Expression, Creation, Theory, Aesthetic Valuation			
Concepts	Culture, Tradition, Value, Musical Elements (tempo, dynamics, articulation, rhythm, balance, timbre, texture, beat/pulse, harmony), Style, Diversity			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Musical styles reflect the culture, traditions and values of a community. (MU09-GR.4-S.1-GLE.2,3) and (MU09-GR.4-S.2-GLE.2) and (MU09-GR.4-S.3-GLE.3-EO.c) and (MU09-GR.4-S.4-GLE. 2-EO.a,c)	What are some prominent styles in Colorado? What types of music are in your community? How is Colorado history reflected in song?	How might culture, traditions and values influence the music of a community?
Cultural context and diversity enhances musical values, meaning and preferences. (MU09-GR.4-S.1-GLE.2) and (MU09-GR.4-S.2-GLE.2)and (MU09-GR.4-S.4-GLE. 2)	What are some cultures represented in Colorado?	How does your culture affect your musical preferences? How can a musical phrase reflect musical values, meaning and preference?
The style of music is determined by culture, tradition, and the availability of instruments. (MU09-GR.4-S.1-GLE.1-EO.a) and (MU09-GR.4-S.3-GLE.3-EO.a) and (MU09-GR.4-S.4-GLE. 2)	What are some instruments used in the music of Colorado? How can the use of instruments create a particular musical style?	How has the use and availability of instruments changed over time? How are instruments used in different styles of music?
Terminology for musical elements provides a common language for expression. (MU09-GR.4-S.1-GLE.3) and (MU09-GR.4-S.3-GLE.1) and(MU09-GR.4-S.3-GLE.4) and (MU09-GR.4-S.4-GLE.1-EO.a)	What specific music terminology can be used to describe music?	Why is it helpful to have specific music vocabulary when describing music?

**Curriculum Development Overview
Unit Planning for 4th Grade Music**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Appropriate music terminology (MU09-GR.4-S.3-GLE.1,2,4) and (MU09-GR.4-S.4-GLE. 1-EO.a) • Examples of musical and nonmusical attributes that form personal preference (MU09-GR.4-S.3-GLE.1,2) and (MU09-GR.4-S.4-GLE. 1-EO.a,c) • The names of instruments of the music of Colorado (MU09-GR.4-S.3-GLE.3-EO.a) and (MU09-GR.4-S.4-GLE. 1, 2) • Colorado historical periods and musical styles (MU09-GR.4-S.3-GLE.3-EO.c) and (MU09-GR.4-S.4-GLE. 2-EO.b) • Local and regional musical styles (MU09-GR.4-S.4-GLE. 2-EO.b.c) 	<ul style="list-style-type: none"> • Verbally explain musical preferences using music terminology (MU09-GR.4-S.3-GLE.1,2,3,4) and (MU09-GR.4-S.4-GLE. 1-EO.a) • Verbally explain and/or perform the musical and nonmusical attributes in individual music preference (MU09-GR.4-S.1-GLE.2,3) and (MU09-GR.4-S.2-GLE.2) and MU09-GR.4-S.3-GLE.1,2,3,4) and (MU09-GR.4-S.4-GLE.1,2) • Aurally identify music from various periods in history (MU09-GR.4-S.1-GLE.1-EO.a,c) and (MU09-GR.4-S.3-GLE. 3-EO.c) and (MU09-GR.4-S.4-GLE.2-EO.a) • Demonstrate respect for and perform diverse local and regional music (MU09-GR.4-S.1-GLE.1-EO.a,c) and (MU09-GR.4-S.3-GLE.3-EO.c) and (MU09-GR.4-S.4-GLE. 2-EO.a) • Identify and perform prominent Colorado styles and musicians (MU09-GR.4-S.1-GLE.1-EO.a,c) and (MU09-GR.4-S.3-GLE.3-EO.c) and (MU09-GR.4-S.4-GLE.2-EO.b) • Create and perform melodies in the style of local and regional music (MU09-GR.4-S.1-GLE.1,2,3) and (MU09-GR.4-S.2-GLE.2) and (MU09-GR.4-S.4-GLE.2-EO.b) • Compare differences in sources of meaning and standards of evaluation within the contexts of local and regional musical styles (MU09-GR.4-S.4-GLE. 2-EO.c)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Learning about a wide variety of music from various cultures can influence musical preferences. Knowing musical terminology can help communicate differences in music.</i></p>
<p>Academic Vocabulary:</p>	<p>Styles, Preferences, Culture, Genre, folk, Diversity, Community, Influence, Expression, Evaluation, Technical, Expressive</p>
<p>Technical Vocabulary:</p>	<p>Musical Terminology (tempo, dynamics, articulation rhythm, balance, timbre, texture, beat/pulse, melody, harmony)</p>

**Curriculum Development Overview
Unit Planning for 4th Grade Music**

Unit Title	Play Me a Song		Length of Unit	Instructor Choice
Focusing Lens(es)	Play/Exploration Relationships	Standards and Grade Level Expectations Addressed in this Unit	MU09-GR.4-S.1-GLE.1, MU09-GR.4-S.1-GLE.2, MU09-GR.4-S.1-GLE.3 MU09-GR.4-S.2-GLE.1, MU09-GR.4-S.2-GLE.2 MU09-GR.4-S.3-GLE.1, MU09-GR.4-S.3-GLE.2, MU09-GR.4-S.3-GLE.3, MU09-GR.4-S.3-GLE.4 MU09-GR.4-S.4-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How does mastery of musical skills aid in creativity and musicality? (MU09-GR.4-S.1-GLE.1, 2, 3) and (MU09-GR.4-S.2-GLE.1,2) and (MU09-GR.4-S.3-GLE.1,2,3,4) and (MU09-GR.4-S.4-GLE.1) • How is music a form of self-expression? • Why is it important to have musical notation? 			
Unit Strands	Expression, Creation, Theory, Aesthetic Valuation			
Concepts	Musical Elements: Timbre, Expressive Elements (emotion, mood, color, phrasing, dynamics, articulation, tempo, style), Pulse/ Beat, Duration/Rhythm, Pitch/Melody, Harmony, Texture, Notation, Language, Composition, Expression, Creativity, Style			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Traditional notation provides a common language to interpret a musical composition. (MU09-GR.4-S.1-GLE.3) and (MU09-GR.4-S.2-GLE.2) and (MU09-GR.4-S.3-GLE.4)	What elements of music are used in traditional notation? What is a major scale? Why is a common language an effective way to share information?	How does traditional notation help capture musical ideas effectively?
Composition using the creative process facilitates expression. (MU09-GR.4-S.2-GLE.1, 2) and (MU09-GR.4-S.4,2)	What is the difference between composition and improvisation?	Why is improvisation important? How does improvisation give flexibility to the performer? How does music communicate meaning?
Compositions organize musical elements to facilitate the sharing of music. (MU09-GR.4-S.1-GLE.2,3) and (MU09-GR.4-S.2-GLE.2) and MU09-GR.4-S.3-GLE.1,4)	What parameters can help guide the creative process? What are musical frameworks?	How are musical ideas organized?
Listening and performing a variety of musical styles contributes to individual musical creation. (MU09-GR.4-S.1-GLE.1,2,3) and(MU09-GR.4-S.2-GLE.2) and (MU09-GR.4-S.4-GLE.1)	What are some musical styles? What musical elements could you use in your own musical compositions?	How are composers influenced by diverse musical styles?

**Curriculum Development Overview
Unit Planning for 4th Grade Music**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> Types of technology that facilitate music creation (keyboard, audio recording, websites, projector, software etc.) (MU09-GR.4-S.2-GLE.2-EO.b) Musical terminology to describe form (theme & variation, interlude, D. S. al Fine, D.S. al Coda), meter (measures, time signature); pitches (treble clef staff, major keys, solfege, letter names, scale degrees); describe note durations (dotted quarter-eighth, triplet); dynamics (mp/mf); tempo (andante, presto, accelerando/ritardando and harmonic changes (I-IV-V) (MU09-GR.4-S.1-GLE.2) and (S.2-GLE.1,3) and (MU09-GR.4-S.3-GLE.1,2) and (MU09-GR.4-GLE.3-EO.a,b,c) Instruments of the band and orchestra (MU09-GR.4-S.3-GLE.3-EO) 	<ul style="list-style-type: none"> Perform and identify patterns that include the do, re, mi, fa, sol, la, ti, high do, low sol, & low la and dotted quarter-eighth & triplet rhythms (MU09-GR.4-S.1-GLE.2-EO.a) Perform melodic and rhythmic ostinati individually (MU09-GR.4-S.1-GLE.2-EO.c) Play and sing simple notated melodies with attention to pitch, rhythm, and expressive qualities (MU09-GR.4-S.1-GLE.3-EO.a) Improvise completion of a given rhythmic or melodic phrase (MU09-GR.4-S.2-GLE.1-EO.a) Improvise short phrases using the pitches of the diatonic scale (MU09-GR.4-S.1-GLE.2-EO.a) Create 4- to 8-measures using known rhythms and pitches on a treble clef staff following prescribed criteria when notating (MU09-GR.4-S.1-GLE.2-EO.b) Explain the function of the top and bottom numbers of a time signature in double and triple meter (MU09-GR.4-S.3-GLE.a-EO.c) Perform and create music in duple and triple meter (MU09-GR.4-S.1-GLE.3-EO.a) Aurally identify theme and variations form (MU09-GR.4-S.2-GLE.2-EO.a) Notate four-beat rhythmic patterns and four-beat melodic patterns dictated by the teacher (MU09-GR.4-S.3-GLE.4-EO.c) Aurally and visually identify specific instruments of the band and orchestra (MU09-GR.4-S.3-GLE.3-EO) Use appropriate music terminology to explain preferences (MU09-GR.4-S.4-GLE.1-EO.a)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.
 EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	<i>The ability to read, write, play, create and compose music with traditional notation and expressive elements is integral to musicianship.</i>
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Academic Vocabulary:	Create, Compose, Improvise, Symbols, Patterns, Order, Form, Meter, Pitch, Rhythm, Style, Musical Elements
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Technical Vocabulary:	Form (theme & variation, interlude, D. S. al Fine, D.S. al Coda); meter (measures, time signature); pitch (treble clef staff, major keys, solfege, letter names, scale degrees); describe note durations (dotted quarter-eighth, triplet); dynamics (mp/mf); tempo (andante, presto, accelerando/ritardando and harmonic changes (I-IV-V), instruments of the band and orchestra
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