

Step~BY~Step Classroom Music: Long Range Plans for Grade 4 music for the 1998 Arts Curriculum

Term 1: Lessons 1 - 6	Term 2: Lessons 6 - 11	Term 3: Lessons 12 - 23
<p>Overall Expectation</p> <ul style="list-style-type: none"> • use correctly the musical terminology associated with the specific expectations for this grade; • begin to read standard musical notation; <p>Knowledge</p> <ul style="list-style-type: none"> • identify whole notes, half-notes, quarter-notes, and eighth-notes, and their corresponding rests in 4/4 time; <p>Creative Work</p> <ul style="list-style-type: none"> • read and perform simple rhythmic patterns in 4/4 time; <p>Critical Thinking</p> <ul style="list-style-type: none"> • communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., a word-processing program, storytelling, a collage); <p>• Ontario Curriculum Music Expectations covered by Step~BY~Step Classroom Music * Additional Expectations covered by Step~BY~Step Classroom Music</p>	<p>Overall Expectation</p> <ul style="list-style-type: none"> • use correctly the musical terminology associated with the specific expectations for this grade; • begin to read standard musical notation; <p>Knowledge</p> <ul style="list-style-type: none"> • recognize that the treble clef defines the names of the lines (e, g, b, d, f) and spaces (f, a, c, e) on the staff; • recognize that specific pitches may be represented by notes placed on a staff; • distinguish between movement by a step (i.e., the interval between a note on a line and a note on the adjacent space, or vice versa) and movement by a skip (e.g., any interval larger than a step); * recognize that the bass clef defines the names of the lines (g,b,d,f,a) and spaces (a,c,e,g) on the staff; <p>Creative Work</p> <ul style="list-style-type: none"> • read music, using their knowledge of contour mapping and notation; 	<p>Knowledge</p> <ul style="list-style-type: none"> • recognize that a unison consists of two notes on the same line or in the same space that are to be sung or played simultaneously; • identify the form verse-chorus in familiar songs; • identify the individual instruments of the woodwind, brass, string, and percussion families; • identify tone colours in familiar music; • demonstrate an understanding of correct breathing technique and posture when playing and/or singing; • demonstrate knowledge of techniques to produce a clear and open head tone while singing; • demonstrate their understanding of beat through conducting a piece in 4/4 time, using the standard conducting pattern. <p>Creative Work</p> <ul style="list-style-type: none"> • write new words to familiar melodies, using their knowledge of rhythm to ensure that the new text fits with the melody; • create an accompaniment for a story, poem, or drama presentation, using their knowledge of beat, rhythm, and tone colour; • sing or play expressively, giving particular attention to using suitable dynamics and tempi; • create musical compositions that show appropriate use of some of the elements of music and perform them; • create an accompaniment for a song, using a melodic ostinato • sing and/or play in tune songs from a variety of times and places. • express their response to music from a variety of cultures and historical periods • explain, using appropriate musical terminology, their preference for specific songs or pieces of music; <p>Critical Thinking</p> <ul style="list-style-type: none"> • describe how a composer can manipulate the elements of music to create a specific mood • explain the effects of different musical choices.