

**COMMUNITY UNIT SCHOOL DISTRICT 200**  
**Fine Arts-Elementary Vocal Music**

The arts are a major source of understanding and knowledge about ourselves as human beings and the world around us. Every child must be given an opportunity to develop his innate musical potential to the highest level possible, through singing, listening, playing instruments, moving to music, creating music, studying composers, and traditional music of the United States and other cultures.

**FOURTH GRADE**

**1. Subject Expectation      The students will know the language of the arts.**  
**(State Goal 25)**

Essential Learning 1 (Learning Standards A)	Differentiate the elements, organizational principles and expressive qualities of music
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| <b>Critical Content</b> | 25.A.2c | a. identify loud & soft dynamics as an expressive choice using the appropriate vocabulary including forte, mezzo forte, mezzo piano |
|                         | 25.A.2c | b. distinguish differences in melodic rhythm, melodic imitation, melodic sequences and melodic ostinato                             |
|                         | 25.A.2c | c. perform syncopated patterns of long and short duration   |
|                         | 25.A.2c | d. interpret meter signatures in 2, 3, and 4  |
|                         | 25.A.2c | e. perform conducting patterns in 2 and 3   |
|                         | 25.A.2c | f. perform and label harmony using thick and thin texture, descants, and echo songs   |
|                         | 25.A.2d | g. distinguish aspects of musical form including phrase, D.C. al fine, rondo  |

Essential Learning 2 (Learning Standard B)	Survey the similarities, distinctions, and connections in and among the arts
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| <b>Critical Content</b> | 25.B.2 | a. compare the use of line <i>such as</i> the rise and fall of the melody in <i>The 59<sup>th</sup> Street Bridge Song</i> and the use of line in the art work <i>Brooklyn Bridge</i> |
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**2. Subject expectation  
(State Goal 26)**

**The students will understand how works of art are produced through creating and performing.**

Essential Learning 1  
(Learning Standard A)

Integrate processes, traditional tools and modern technologies used in the arts

**Critical Content** 26.A.2c

- a. identify a variety of sounds and sound sources including**  
-vocal tone color, a duet, a trio, and a chorus in a musical piece  
-a soprano, alto, tenor, and bass voice in a musical piece  
-individual orchestral instruments in a musical piece

26.A.2d

- b. explore reading musical notation of note values and letter names**

26.A.2d

- c. read and perform music notation including dotted quarter note and a single eighth note**

Essential Learning 2  
(Learning Standard B)

Apply skills and knowledge necessary to create and perform in one or more of the arts

**Critical Content** 26.B.2c

- a. sing or play on classroom instruments a variety of music representing diverse cultures and styles *such as* that of Native Americans: *Breezes are Blowin* and *Land of the Silver Birch***
- b. critique a small group or whole class performance to identify areas of strength or areas for improvement**

**3. Subject expectation  
(State Goal 27)**

**The students will understand the role of the arts in civilizations, past and present.**

Essential Learning 1 (Learning Standard A)	Discover how the arts function in history, society and everyday life
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- Critical Content** 27.A.1a      **a. know the difference between the roles of composer, conductor, performer and accompanist**
- 27.A.1a      **b. practice concert manners**
- show respect
  - show empathy if a performer makes a mistake
  - respond appropriately to a performance *such as laughing at humor*
- 27.A.1b      **c. identify how the arts contribute to communication, celebrations, occupations, and recreations**
- such as the Spiritual, Follow the Drinking Gourd*
  - holiday songs

Essential Learning 2 (Learning Standard B)	Discover how the arts shape and reflect history, society and everyday life
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- Critical Content** 27.B.1      **a. know how images, sounds and movement convey stories about people, places and times *such as***
- Ireland: *The Bard of Armalh*
  - Sweet Betsy from Pike* (pioneers going west)
  - The Wreck of the Edmund Fitzgerald* (historical)
  - The Ballad of Boll Weevil* (the history of the blight of the cotton crop)
  - Mexico: *La Cucaracha*
  - John Henry* (a tall tale)
  - Casey Jones* (a tall tale)