

COMMUNITY UNIT SCHOOL DISTRICT 200

Vocal Music Curriculum

We believe that music education provides each student the opportunity to explore creativity and expression through the study or performance of music. Participation in a musical ensemble builds responsibility, cooperation, and community. Music students become well-rounded individuals who appreciate the complexity of music and advocates for its place in our culture, and the world.

Grade 4

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

Essential Learning 1 (Learning Standard A)	Understand the sensory elements, organizational principles and expressive qualities of the arts
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- Critical Content 25.A.2c a. identify elements, organizational principles, and expressive qualities *such as* tone color, harmony, melody, form (rondo, theme and variation), rhythm/meter and dynamics in a variety of musical styles

Sensory Elements

- describe the tempo(s) and dynamic level(s) in a musical example
- explore tone colors of specific instruments and voices
- identify the tone color(s){timbre(s)} of the instruments and/or voices in an aural musical example
- distinguish the beat and the rhythm(s) of a given musical example
- imitate duple and triple meter
- explore major and minor tonality in aural musical examples
- distinguish between a melody with harmony and a melody without harmony
- describe melodic movement including upward, downward, steps, skips, and repeated notes in an aural example

Organizational Principles

- identify simple musical forms *such as* rondo and ostinato when presented aurally

Expressive Qualities

- explain the selection of organizational and sensory elements used to express a particular mood, emotion, or idea in a composition with environmental sounds, body sounds, or classroom instruments

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Essential Learning 2 (Learning Standard B)	Understand the similarities, distinctions and connections in and among the arts
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| Critical Content | 25.B.2 | <ul style="list-style-type: none"> a. explain how elements and principles combine within an art form to express ideas <ul style="list-style-type: none"> • use the vocabulary of elements, principles, and tools when describing a work of art |
| | * | <ul style="list-style-type: none"> b. describe a work of art using the vocabulary of elements, principles, and tools among the fine arts |
| | 25.B.2 | <ul style="list-style-type: none"> c. compare sensory elements, organizational principles, and expressive qualities shared among several art forms that express a similar idea <i>such as</i> beginning, middle, and end in music, dance, and drama |

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**2. Subject expectation
(State Goal 26)**

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

Essential Learning 1 (Learning Standard A)	Understand processes, traditional tools and modern technologies used in the arts
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| Critical Content | 26.A.2c | a. classify musical sound sources into groups <i>such as</i> instrumental families, vocal ranges, solo/ensembles |
| | 26.A.2d | b. read and interpret traditional music notation of note values and letter names |

Tools

- classify voices by range *such as* soprano/alto
- identify orchestral/band instruments from aural examples
- classify instruments according to how their sounds are produced *such as* string, wind, and percussion

Processes

- notate simple rhythmic and melodic patterns
- sing or play simple rhythmic and melodic patterns from a written score with accuracy
- identify general groupings of instruments and voices *such as* chorus, band, and/or orchestra

Essential Learning 2 (Learning Standard B)	Apply skills and knowledge necessary to create and perform in one or more of the arts
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| Critical Content | 26.B.2c | a. sing or play classroom instruments demonstrating technical skill |
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Skills

- sing or play music that has a difficulty level of easy or 1* (on a scale of 1 to 6) on pitch; in rhythm; with appropriate tone; with a steady tempo; with good breath control

Creating

- improvise simple rhythmic variations or simple melodic embellishments on familiar themes
- create short songs or instrumental pieces within specified guidelines

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

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

Essential Learning 1 (Learning Standard A)	Experience how the arts function in history, society and everyday life
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- Critical Content 27.A.2a a. identify and describe the relationship between the arts and various environments *such as* home, school, workplace, theatre, and gallery
- 27.A.2b b. describe how the arts function in commercial applications *such as* mass media and product design

Roles of artists and audiences

- evaluate audience behaviors of self and others
- react to performances/art works in a respectful, constructive, and supportive manner
- describe the rolls of artists in society *such as* historian, critic, and entertainer describe a variety of places where the arts are produced, performed, or displayed

Contributions of the arts

- explain ways dance, drama, music, and visual art play a part in everyday life *such as* architecture, landscape design, political cartoons, fashion design, background music, and television
- explain how the arts are used in commercial applications *such as* posters, TV commercials, package design, and industrial design
- describe occupations that are related to the arts *such as* landscape architect, political cartoonist, fashion designer, and sound engineer

Essential Learning 2 (Learning Standard B)	Understand how the arts shape and reflect history, society and everyday life
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- Critical Content 27.A.2b a. identify and describe how the arts communicate the similarities and differences among various people, places and times
- investigate the ways various people (present and past) use the arts to celebrate similar events *such as* celebrations, festivals, and seasons
 - list significant contributions made by artists in several art forms

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4. Subject expectation *		The student will evaluate music and music performance.
Essential Learning 1	*	Develop and apply criteria for music performance
Critical Content	*	a. come to a performance at designated time in proper attire
	*	b. listen to and follow directions
	*	c. follow the conductor during the performance
	*	d. begin and end at the same time
	*	e. sing with melodic and rhythmic accuracy
Essential Learning 2	*	Use appropriate musical terminology in discussion and in writing
Critical Content	*	a. use precise language versus broad statements such as, "It was good," to constructively critique an individual or group performance
Essential Learning 3	*	Apply constructive suggestions for improvement
Critical Content	*	a. reflect upon what worked or needed improvement after an individual or group performance
	*	b. affirm positive feedback
	*	c. adjust behavior in future individual or group performances

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