

# Fourth Grade Quarter One Unit Plan

## Nine Week Unit

### **Essential Questions (as identified by the Eau Claire School District K-5 Music Curriculum Guide):**

1. What does it mean to “make music”?
2. How do you and others express yourself through music?
3. How do you and others communicate through music?
4. How do you and others use expressive elements to make music?
5. How is music like other subjects (i.e. Social Studies, Reading, Writing, Math, Science, Art)?
6. What makes good music?

### **Student Learning Targets/ Objectives:**

#### **What do I expect students to know and be able to do at the end of this unit?**

1. Performs/sings ostinatos, rounds, and/or partner songs.
2. Improvises an eight beat melody using known pitches and rhythms

In addition, I will

- Review low la and low so, ti-ta-ti, and tika-tika
- Prepare tika-ti and titika
- Present titika
- Present major and minor
- Review absolute note names and teach BAG on recorder

## **Unit Timeline**

### **Week One:**

1. Singing new and known folk songs that use the low so, low la, do, re, mi, so, la, high do and known rhythms.
2. Use of echo singing and chanting.
3. Reading solfege exercises that use known rhythms and the extended pentatonic scale.

### **Week Two:**

1. Continuation of week one activities
2. Singing of rounds and partner songs.
3. Rhythm games with known rhythms including tika tika and ti-ta-ti.
4. Playing body percussion on known rhythms and the rhythm tika-tika
5. Reading absolute note names on the staff.
6. Patting the beat and clapping the rhythm of the words, including songs with tika-ti.
7. Practice improvising a melody on the extended pentatonic scale on Orff instruments.

**Week Three:**

1. Continuation of week two activities
2. Introduction of the recorder and the notes B and A.
3. Improvisation practice on the Orff instruments ending on both do and low la.

**Week Four:**

1. Continuation of week three activities
2. Continual practice of round song for grading (Land of the Silver Birch).
3. Assessment of improvisation of an eight beat melody using known pitches and rhythms.
4. Introduction of new songs with the rhythm tikati.

**Week Five:**

1. Continuation of week four activities
2. Assessment of performing a round (Land of the Silver Birch).
3. Introduction of new songs (preparation) with the rhythm titika.
4. Introduction of the note G on the recorder.

**Week Six:**

1. Continuation of week five activities
2. Decoding (rhythmic dictation) of the rhythm titika.
3. Students learn their first song on the recorder and recorders are sent home for practice!

**Week Seven:**

1. Continuation of week six activities
2. Continual practice with singing and decoding titika.
3. New three note songs on the recorder are introduced.

**Week Eight:**

1. Continuation of week seven activities
2. Presentation of titika
3. Writing and reading of titika

**Week Nine:**

1. Continuation of week eight activities
2. Practice with titika
3. New literature introduced
4. Solfege writing (melodic dictation)

**Types of assessments used to measure each student-learning target/objective:**

- a. Performs/sings ostinatos, rounds, and/or partner songs.
  - a. Observation (interactive and non-interactive) on a daily basis
  - b. Performance Assessment of Authentic Tasks

- i. Each student sings as an individual the round Land of the Silver Birch with one other student.
- b. Improvises an eight beat melody using known pitches and rhythms.
  - a. Observation (interactive and non-interactive) on a daily basis
  - b. Performance Assessment of Authentic Tasks
    - i. Individual performance on an Orff instrument using the extended pentatonic and the rhythm
      - 1. ta ta tikatika ta tikatika titi titi ta