**Grade:** Fourth Grade **Dates of Lesson:** ABCDE  **Lesson #18**

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| **Preparing:** |  |
| **Presenting:** | Whole note |
| **Practicing:** | fa |

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| **Objectives/ Students Will Be Able To:**  **~Sing, read, write, and hear songs with fa**  **~Sing, read, write, and hear songs with whole notes** |

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| **4th Grade CE Standards**  1CE Classify instruments by the four families of the orchestra.  2CE Describe the way sound is produced by various instruments and the human voice  3**CE Listen, identify and respond to music of different composers and world cultures.**  4CE Discuss the lives and times of composers from various historical periods.  **5CE Identify and respond to basic music forms (e.g., AABA and rondo).**  **6CE Identify elements of music using developmentally appropriate vocabulary.**  7CE Describe the roles of musicians in various music settings.  8CE Describe the use of technology and digital tools in music. | **4th Grade PR Standards**  **1PR Sing a varied repertoire with accurate rhythm and pitch and expressive qualities individually and with others.**  **2PR Use the head voice to produce a light, clear sound employing breath support and maintaining appropriate posture.**  3PR Play a variety of classroom instruments with proper technique.  **4PR Sing, move and respond to music from world cultures and different composers.**  5PR Improvise and compose short compositions using a variety of classroom instruments and sound sources.  **6PR Read, write and perform using sixteenth through whole note values including syncopated rhythms in 2/4, 3/4 and 4/4 meter.**  **7PR Read, write and perform in treble clef extended pentatonic melodies G, F and C.**  8PR Demonstrate appropriate audience etiquette at live performances. | **4th Grade RE Standards**  1RE Explain how the elements and subject matter of music connect with disciplines outside the arts.  2RE Describe the connection between emotion and music in selected musical works.  3RE Explain classification of musical instruments, voices, composers and forms using appropriate music vocabulary.  4RE Discuss the roles of musicians heard in various performance settings.  **5RE Interpret a selected musical work using dance, drama or visual art.**  6RE Use constructive feedback to improve and refine musical performance and response. |

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| **Materials:**  Scarves, Tennis Balls, Recorders |

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| **Song/Activity:**  **Hello Song**    **I CAN statements**  **Boots of Shining Leather**  **Gypsy In the Moonlight**  **I Got A Letter This Morning**  *Transition- Sing I Got A Letter while going back to seats on carpet*  **I Got A Letter Whole Note Prep Board Work**  **INTRODUCE WHOLE NOTE**  **I Got A Letter with whole note**  *Divide into two rows for ball rolling activity*  **Ball rolling for whole note!**  **Recorders**  **Additional time:** | **Procedure:**    Come in, go to seats, sing Hello Song  Review the goals for the day!   1. Review this song for “long” 2. Memorize this song by words disappearing 3. Teach students the concentric circle singing game   Sing this song and play the fun singing game  Play this fun letter finding game for long  Board work for long  Introduce the whole note to students  Sing this song with on the rhythm with whole note  Students sit in 2 lines and bounce the ball on beat and roll the ball on each whole note   1. I Got A Letter 2. Somebody’s Knocking 3. Epo i tai tai e 4. Gypsy in the Moonlight   Continue recorder unit!  Son Macaron, Sarasponda, Early in the morning, Obwisanna, Love Somebody |