

J.E. COSGRIFF SCHOOL

MR. DAVID ASMAN

FOURTH GRADE MUSIC CURRICULUM

My curriculum will sequence music skills and objectives that support the National Standards for Arts Education, which in turn influenced the Utah State Music Core, as well as that of our Diocese.

Objectives are organized into six conceptual areas: Rhythm, Melody, Harmony, Form, and Expressive Qualities.

Students approach objectives through a variety of experiences: Moving, Speaking/Singing, Listening, Playing, Reading/Notating, and Creating.

Lessons unfold through different stages of learning: Imitation, Exploration, Improvisation, and Visualization.

Objectives are presented through different stages of teaching: Introduction, Reinforcement, and Assessment.

Your students will be playing mallet instruments, including glockenspiels, metallophones, and xylophones. The unpitched instruments include woods (wood blocks, claves, maracas, cabasa, guiros, temple blocks, vibraslap, ratchet, castanets, piccolo blocks, rain sticks and log drums), metals (tambourines, triangles, finger cymbals, cowbells, jingle bells, sleigh bells, agogo bells, flex-a-tone, suspended cymbal, wind chimes, and gong), and skins (hand drums, conga drums/tubanos, bongo drums, djembe, snare drum and bass drum). Soprano recorder is introduced in fourth grade.

They will be taught RHYTHM: pulse, syncopation, question and answer technique, accelerando/ritardando, pick-up (anacrusis), conducting in 3, visualizing 6/8, and triplets; MELODY: repertoire, lines/spaces, soprano recorder, countermelody, hand signal Ti, slur, ledger lines, scale, glissando, and sharp/flat; HARMONY: mallet technique, canon/round, ostinato, simple bordun (level), Major/minor, moving bordun, and chord changes; FORM: phrase, rondo, D.C. al Fine, additive, and 12 bar blues; TIMBRE: recorder family, orchestral woodwinds, orchestral brass, and *pp/ff*.

A sampling of songs they will sing include: Alabama Gal, Christmas Bells, Follow the Drinking Gourd, Hot Cross Buns, It's in the B-A-G, The Napping House, Over the River and Through the Wood, Possum Come A-Knockin', Sagidi, Sapopo, The Staff has Five, Yangtze Boat Song.

We will listen to recordings including: Fanfare for the Common Man, Gabriel's Oboe, Hello Dolly, Recorder Sonata in a minor, Rhapsody in Blue, Sonata for Flute in B flat Major, and Zemer Atik.

GRADING POLICY

The ability to perform, create, and listen to music with understanding is a goal for every student.

Students are evaluated in the areas of content (50%), and effort/participation (50%).

The following assessment tools are used to determine mastery of material being taught:

1. Auditory- For example: pitch matching, solfege singing, listening
2. Verbal- For example: definitions of terms, recorder fingerings
3. Visual- For example: reading melodic and rhythmic notation
4. Kinesthetic- For example: movement activities, body percussion
5. Written- For example: using staff boards for musical notation, transcribe rhythmic patterns

Classroom Rules: ***M.U.S.I.C***

Make Good Choices

Use Your Best Voice

Stay In Your Place

Instruments – Use Them Properly

Care About Others in Room

Classroom management is maintained, in part, utilizing the following discipline cycle: Visual warning>Verbal warning>Watching turn/Disciplinary Referral (depending on grade)>Removal from activity along with communication with parent(s) and administration.

The development of musicianship is the goal of the program. The ultimate aim is to enrich the lives of the children-aesthetically, socially, academically, and personally. For all students, music can be a catalyst toward the maximum development of individual potential.