



Recommended 4th Grade Curriculum Framework

Topic: Rhythmic Values & Pitch Notation (Weeks 1-4)						
Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (HOW will you teach it?)	Resources (What MATERIALS will you need?)	Differentiation (How will you reach the DIVERSITY of learners?)	Literacy Connection (How will you use READING and WRITING with this material?)
<p>AH-E-1.1.31 Rhythm: steady beat, meter (duple, triple), time signatures (2/4, 3/4, 4/4), rhythmic durations (whole, half, quarter, 8th notes and rests), fermata</p> <p>AH-E-1.1.12 – Create simple melodic or rhythmic accompaniments to given melodies</p> <p>AH-E-1.1.13 – Improvise answers in similar style to given rhythmic and/or melodic phrase</p> <p>AH-E-1.1.21 – Sing and play alone simple rhythmic or tonal patterns by reading music notation. Be able to sustain own part in an ensemble</p> <p>AH-E-1.1.22 – Perform simple rhythmic, melodic or chordal patterns on classroom instruments</p>	<p>POS-AH-4-M-1 Students use elements of music (rhythm, melody, form, timbre, harmony, tempo, dynamics) while performing, singing, instrument playing, moving, listening, reading, writing and creating</p> <p>POS-AH-4-M-2 Students will recognize and develop music elements</p> <p>POS-AH-4-M-3 Students will use appropriate terminology to describe the purpose of music elements</p> <p>POS-AH-4-M-4 Students use developmentally appropriate performance techniques, practices, and music elements to communicate ideas and emotions</p> <p>AE-1.14- Students construct meaning and/or communicate ideas and emotions through music</p> <p>Demonstrators</p> <ul style="list-style-type: none"> Explore and respond to music through singing, 					

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<p>AH-E-1.1.23 – Sing rote melodies accurately</p> <p>AH-E-1.1.24 – Evaluate own musical performance or composition by citing appropriate musical elements</p>	<p>instrument playing, moving, listening, reading, writing and creating</p> <ul style="list-style-type: none"> • Experience and perform music from diverse cultures • Recognize and develop music concepts (melody, harmony, rhythm, form expression, and style) <p>AE-2.22 – Students create products and make presentations that convey concepts and feeling in the human experience through their productions, performance or interpretations</p> <p>Demonstrators</p> <ul style="list-style-type: none"> • Discuss musical works using appropriate concepts and terminology • Create and/or perform original and existing works of music • Reflect on, interpret, and revise own work and/or works of others in the visual arts • <p>AE-2.23 – Students analyze their own and others' artistic products and performance</p> <p>Demonstrators</p> <ul style="list-style-type: none"> • Identify and express arts concepts in music, dance, drama and visual arts 					

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	<ul style="list-style-type: none">• Compare and contrast formal design, style, and structure within each discipline (music, dance, drama and visual art)• Communicate recognition of the diversity of art forms and structures in music, dance, drama and visual arts Evaluate personal artistic creations and those of others using vocabulary from music, dance, drama and visual arts					