



Recommended 4th Grade Curriculum Framework

| Content: MUSIC – Grade 4 | | | | | | |
|---|---|--|---|---|---|--|
| Topic: Baroque Period (Weeks 29-31) | | | | | | |
| 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-1.2.33 – Identify composers (Bach, Handel, Vivaldi) and instruments (organ, harpsichord, orchestral families) unique to the Baroque period</p> | <p>POS-AH-4-M-5 Students use appropriate terminology to describe music of diverse cultures, periods and styles POS-AH-4-M-6 Students examine effects of time, place and personality on music and performance POS-AH-M-7 Students perform music from diverse cultures, periods and styles</p> <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"> • Explore the elements and principles of music • Create and/or perform original and existing works of music • Discuss musical works using appropriate concepts and terminology | | | | | |

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| | <ul style="list-style-type: none">• Produce and/or perform original and existing individual and group musical works <p>AE-2.24 Students appreciate creativity and the values of the arts and the humanities</p> <p>Demonstrators</p> <ul style="list-style-type: none">• Explore a variety of art forms in music• Describe reaction to musical works and dance performances using basic vocabulary• Respond to the expressive qualities of music• Recognize and demonstrate arts concepts used to describe feelings• Begin to formulate personal values based on the perception and reaction to the expressive qualities of music <p>AE-2.25 Through their productions and performances or interpretation, students show an understanding of the influence of time, personality and society on the arts and humanities</p> <p>Demonstrators</p> <ul style="list-style-type: none">• Recognize the role of the artist in music | | | | | |

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| | <ul style="list-style-type: none">• Demonstrate through products or performances, forms of music• Examine the effects of time, place, and personality on musical forms and performance practices <p>AE-2.26 Students recognize differences and commonalities in the human experience through their productions, performances or interpretations</p> <p>Demonstrators</p> <ul style="list-style-type: none">• Express openness to differences and commonalities among diverse cultures• Investigate and communicate the differences and commonalities in the artistic expressions of music from diverse cultures• Demonstrate through products or performances music from diverse cultures | | | | | |