



Music | Grade 4 Orchestra



ORGANIZING THEME/ TOPIC	FOCUS STANDARDS	FOCUS SKILLS
<p>UNIT 1: Fundamental Skills This unit consists of the rehearsal and performance of fundamental skills.</p> <p>Suggested Time Frame: Approximately Week 1-9</p>	<p>STANDARD 2 – PERFORMING</p> <p>(Pr.1.N) - Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</p> <p>(Pr.2.N) Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvise performances</p> <p>(Pr.3.N) Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances</p> <p>(Pr.4.N) Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music</p>	<p>PERFORMING SKILLS</p> <p>Ear Training</p> <ul style="list-style-type: none"> Establish differences between higher and lower pitches <p>Posture</p> <ul style="list-style-type: none"> Establish fundamental instrument posture <p>NOTATION</p> <p>Note Reading</p> <ul style="list-style-type: none"> Introduce basic note reading (changes in pitches) <p>Rhythm Reading</p> <ul style="list-style-type: none"> Introduce basic note values <p>Team Membership</p> <ul style="list-style-type: none"> Establish rest position Demonstrate good rehearsal etiquette
<p>UNIT 2: Introduce New Skills This unit consists of the rehearsal and performance of musical selections that build on previous skills.</p> <p>Suggested Time Frame: Approximately Week 10 - 18</p>	<p>STANDARD 1 – CREATE</p> <p>(Cr.1.N) Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.</p>	<p>CREATING SKILLS</p> <ul style="list-style-type: none"> Improvise simple rhythms on open strings

<p>UNIT 2: Introduce New Skills(Cont.)</p>	<p>STANDARD 2 - PERFORM</p> <p>(Pr.1.N) Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</p> <p>(Pr.2.N) - Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvise performances</p> <p>(Pr.3.N) Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances</p> <p>(Pr.4.N) Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music</p> <p>(Pr.5.N.a) Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music</p> <p>(Pr.5.N.b) Demonstrate the awareness of the context of the music through prepared and improvised performances</p> <p>STANDARD 3 - RESPONDING</p> <p>(Re.1.N) Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.</p> <p>(Re.2.N) Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.</p>	<p>PERFORMING SKILLS</p> <p>Right Hand Technique.</p> <ul style="list-style-type: none"> Establish a balanced, standard bow-hand shape with curved thumb and fingers Draw bow on correct string <p>Ear Training</p> <ul style="list-style-type: none"> Build same/different aural discernment to establish basic finger placement Accurately use higher/lower descriptors <p>Left-hand Technique</p> <ul style="list-style-type: none"> Establish body posture Establish left hand placement in relation to instrument <p>NOTATION</p> <p>Note Reading</p> <ul style="list-style-type: none"> Demonstrate accuracy in reading and decoding notes on the staff Identify the basic job of the sharp symbol <p>Rhythm Reading</p> <ul style="list-style-type: none"> Demonstrate steady pulse in performance Introduce 4/4 time signature <p>MUSICIANSHIP</p> <p>Blend</p> <ul style="list-style-type: none"> Demonstrate a core sound, both in ensemble and in section performance <p>Team Membership</p> <ul style="list-style-type: none"> Demonstrate polite rehearsal etiquette Demonstrate the consistent ability to bring materials to class
<p>UNIT 3: Refine New Skills This unit consists of the rehearsal and performance of musical selections that build on previous skills.</p>	<p>STANDARD 1 – CREATE</p> <p>(Cr.2.N) Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal</p>	<p>CREATING SKILLS</p> <ul style="list-style-type: none"> Improvise simple rhythms on open strings

<p>Time Frame: Approximately Week 19-27</p>	<p>preserving draft compositions and improvisations through standard notation and audio recording.</p> <p>STANDARD 2 - PERFORM (Pr.1.N) Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</p> <p>(Pr.2.N) - Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvise performances</p> <p>(Pr.3.N) Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances</p> <p>(Pr.4.N) Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music</p> <p>(Pr.5.N.a) Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music</p> <p>(Pr.5.N.b) Demonstrate the awareness of the context of the music through prepared and improvised performances</p> <p>STANDARD 3 - RESPONDING (Re.1.N) Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.</p> <p>(Re.2.N) Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.</p>	<p>PERFORMING SKILLS</p> <p>Right Hand Technique.</p> <ul style="list-style-type: none"> • Establish a balanced, standard bow-hand shape with curved thumb and fingers • Draw bow on correct string <p>Ear Training</p> <ul style="list-style-type: none"> • Build same/different aural discernment to establish basic finger placement • Accurately use higher/lower descriptors <p>Left-hand Technique</p> <ul style="list-style-type: none"> • Establish body posture • Establish left hand placement in relation to instrument <p>NOTATION</p> <p>Note Reading</p> <ul style="list-style-type: none"> • Demonstrate accuracy in reading and decoding notes on the staff • Identify the basic job of the sharp symbol <p>Rhythm Reading</p> <ul style="list-style-type: none"> • Demonstrate steady pulse in performance • Introduce 4/4 time signature <p>MUSICIANSHIP</p> <p>Team Membership</p> <ul style="list-style-type: none"> • Demonstrate polite rehearsal etiquette • Demonstrate the consistent ability to bring materials to class

<p>UNIT 4: Integrate New Skills This unit consists of the rehearsal and performance of musical selections that build on previous skills. Time Frame: Approximately Week 28-36</p> <p>UNIT 4: Integrate New Skills (Cont.)</p>	<p>STANDARD 1 - CREATE (Cr.3.N) Evaluate and refine draft compositions and improvisations based on knowledge skills and teacher provided criteria.</p> <p>(Cr.4.N) Share personally developed melodic and rhythmic ideas or motives individually or as an ensemble that demonstrate an understanding of characteristic(s) of music or text(s) student in rehearsal.</p> <p>STANDARD 2 - PERFORM (Pr.1.N) Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</p> <p>(Pr.2.N) - Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvise performances</p> <p>(Pr.3.N) Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances</p> <p>(Pr.4.N) Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music</p> <p>(Pr.5.N.a) Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music</p> <p>(Pr.5.N.b) Demonstrate the awareness of the context of the music through prepared and improvised performances</p> <p>STANDARD 3 - RESPONDING (Re.1.N) Identify reasons for selecting music based on characteristics found in the music, connection to interest,</p>	<p>CREATING SKILLS</p> <ul style="list-style-type: none"> • Improvise simple rhythms on open strings <p>PERFORMING SKILLS</p> <p>Right Hand Technique.</p> <ul style="list-style-type: none"> • Establish a balanced, standard bow-hand shape with curved thumb and fingers • Draw bow on correct string <p>Ear Training</p> <ul style="list-style-type: none"> • Build same/different aural discernment to establish basic finger placement • Accurately use higher/lower descriptors <p>Left-hand Technique</p> <ul style="list-style-type: none"> • Establish body posture • Establish left hand placement in relation to instrument <p>NOTATION</p> <p>Note Reading</p> <ul style="list-style-type: none"> • Demonstrate accuracy in reading and decoding notes on the staff • Identify the basic job of the sharp symbol <p>Rhythm Reading</p> <ul style="list-style-type: none"> • Demonstrate steady pulse in performance • Explore 4/4 time signature <p>MUSICIANSHIP</p> <ul style="list-style-type: none"> • Demonstrate core sound
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	<p>and purpose or context.</p> <p>(Re.2.N) Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.</p>	<p>Team Membership</p> <ul style="list-style-type: none">• Demonstrate polite rehearsal etiquette• Demonstrate the consistent ability to bring materials to class
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