



Long Range Grade 4 Music Plan

Term 3

Knowledge of Elements

- Recognize that the treble clef defines the names of the lines (*e, g, b, d, f*) and spaces (*f, a, c, e*) on the staff;
- Recognize that specific pitches may be represented by notes placed on a staff;
- Recognize that a unison consists of two notes on the same line or in the same space that are to be sung or played simultaneously;
- Distinguish between movement by a step (i.e., the interval between a note on a line and a note on the adjacent space, or vice versa) and movement by a skip (e.g., any interval larger than step);
- Identify whole notes, half-notes, quarter-notes, and eight-notes, and their corresponding rests in 4/4 time;
- Identify the form verse-chorus in familiar songs;
- Identify the individual instruments of the woodwind, brass, string, and percussion families;
- Identify tone colours (the specific sounds of individual instruments or voices) in familiar music;
- Demonstrate an understanding of correct breathing technique and posture when playing and/or singing;
- Demonstrate knowledge of techniques to produce a clear and open head tone while singing;
- Demonstrate their understanding of beat through conducting a piece in 4/4 time, using the standard conducting pattern.

Creative Work

- Write new words to familiar melodies, using their knowledge of rhythm to ensure that the new text fits with the melody;
- Create an accompaniment for a story, poem, or drama presentation, using their knowledge of beat, rhythm, and tone colour;
- Read music, using their knowledge of contour mapping and notation;
- Read and perform simple rhythmic patterns in 4/4 time;
- Sing or play expressively, giving particular attention to using suitable dynamics and tempo;
- Create musical compositions that show appropriate use of some of the elements of music (e.g., tempo, dynamics, pitch, beat, rhythm, tone colour), and perform them;
- Create an accompaniment for a song, using a melodic ostinato (short melodic pattern repeated throughout the song);
- Sing and/or play in tune songs from a variety of times and places.

Critical Thinking

- Express their response to music from a variety of cultures and historical periods;
- Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., a word-processing program, storytelling, a collage);
- Explain, using appropriate musical terminology, their preference for specific songs or pieces of music;
- Describe how a composer can manipulate the elements of music to create a specific mood;
- Explain the effects of different musical choices.