

Subject Area- Vocal Music Grade Level 4-12

Mission Statement: It is the mission of the Elba Central School District to actualize the phrase “Elba Equals Educational Excellence for Everyone.” We are committed to providing both quality and equity. Every student will have the opportunity to develop to the best of his/her ability.”

Elba Standards: In addition to the knowledge and basic skills they need in order to participate in society, graduates of Elba Central School will develop:

1. Empowering skills: decision making, goal setting, creative thinking and problem solving abilities;
2. Communication and social interaction skills;
3. Technological literacy;
4. Total wellness (social, physical, emotional health and self-esteem);
5. The values necessary to participate in society.

As a result of achieving these outcomes, our students will embrace lifelong learning.

New York State Standards and Performance Indicators:

Standard 1-Creating, Performing, and Participating in the Arts

Students will compose original music and perform music written by others. They will understand and use the basic elements of music in their performances and compositions. Students will engage in individual and group musical and music-related tasks, and will describe the various roles and means of creating, performing, recording, and producing music.

Standard 2-Knowing and Using Arts Materials and Resources

Students will use traditional instruments, electronic instruments, and a variety of nontraditional sound sources to create and perform music. They will use various resources to expand their knowledge of listening experiences, performance opportunities, and/or information about music. Students will identify music institutions, including those embedded in other institutions (church choirs, industrial music ensembles, etc.) Students will know the vocations and avocations available to them in music.

Standard 3- Responding to and Analyzing Works of Art

Students will demonstrate the capacity to listen to and comment on music. They will relate their critical assertions about music to its aesthetic, structural, acoustic, and psychological qualities. Students will use concepts based on the structure of music’s content and context to relate music to other broad areas of knowledge. They will use concepts from other disciplines to enhance their understanding of music.

Standard 4-Understanding the Cultural Dimensions and Contributions of the Arts

Students will develop a performing and listening repertoire of music of various genres, styles, and cultures that represent the peoples of the world and their manifestations in the United States. Students will recognize the cultural features of a variety of musical compositions and performances and understand the functions of music within the culture.

National Standards:

National Standards for Music Education

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

Grade 4

Assessment:	Acceptable Performance Level
The teacher will observe the students clapping the correct rhythm, and or playing the correct rhythm on various rhythm instruments. The focus will be on quarter notes, half notes and whole notes.	The students will achieve rhythm success and understand rhythmic notation by playing what they see. This is the first step to “reading music” The focus will be on only quarter notes, half notes, and whole notes. Other notations will be introduced but focused on in a later grade.

Scope: Students will learn basic musical rhythmic notation by performing simple written notations without teacher prompting.

Sequence:

- I. Clap, speak, sing, and play instruments using simple rhythms. The focus is on quarter notes, but half notes and whole notes are introduced
- II. Clap speak, sing, and play instruments using simple rhythms. The focus is on half notes and whole notes, always reviewing quarter notes.
- III. Prepare one song involving these rhythms in some way accompanying the singing. This song will involve many of the students accompanying the song on rhythm and pitched instruments focusing on quarter, half and whole notes only.

- IV. The students are now comfortable with playing rhythms, now they will see what they look like and begin attempting playing rhythms from icons on the board. These icons will be patterns made up of quarter notes, half notes and whole notes. Again they will perform these patterns in a variety of ways.
- V. Students will be able to play and or sing a simple rhythm exercise that uses quarter, half and whole notes. The goal is to be able to perform the exercise without being prompted by the teacher.

Methodology: A student learns rhythm by listening and by imitating models. Teaching rhythm is most effective with a combination of listening, imitating models, instruction about notation, and practice.

National Standards focused on with grade 4:

#2-Performing on instruments, alone and with others, a varied repertoire of music.

#5-Reading and notating music

State Standards focused on with grade 4

Standard #1-Creating, Performing, and Participating in the Arts

Standard #3-Responding to and Analyzing Works of Art