

**Los Angeles Unified School District – Arts Education Branch
Elementary Music Instruction Guide**

Module 1: Making Music with Singing and Playing

Module 2: Learning the Written Language of Music

Module 3: Learning About Music in Our Community and World

Module 4: Expressing Ideas and Feelings Through Music”

Grade 4 Theme	Music tells us about history.	
Enduring Understanding	<p>Musical understanding and artistry involve skill, aesthetic response, and critical thinking.</p> <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • What are ways that skill, creative imagination, and critical thinking work together to increase musical understanding? • How can evaluative information from one performance be used to improve another? 	
California Standards Addressed	1.4	Describe music according to its elements, using the terminology of music.
	4.1	Use specific criteria when judging the relative quality of musical performances.
	5.4	Evaluate improvement in personal musical performances after practice or rehearsal.
Sample Performance Task	<p>Listen to a performance of a song/piece you are learning. Discuss the expression and interpretation you hear using appropriate musical vocabulary. Use this information to develop and apply criteria to improve your own performance.</p> <p><u>Performance Task Assessment Suggestions</u> (Use as a checklist or to create a rubric, etc.)</p> <p>I. Performance analyzed according to its:</p> <ul style="list-style-type: none"> • Expressive Elements- Expressive elements in the performance are identified. <ul style="list-style-type: none"> ○ Dynamics-loudness and softness. ○ Tempo- Speed of the beat. ○ Articulation- The way a note is played or sung to have it sound smooth, detached or accented. • Interpretation- Definition: The creative way the <u>meaning</u> of the song is shown when performed. <ul style="list-style-type: none"> ○ Students describe how specific expressive elements used contribute to the meaning of the song in the performance. ○ Students describe other special ways the artist(s) made the performance their own. (Example, tone of voice, choice of instruments etc.) 	

	<p>II. Criteria were developed to use in determining the quality of the musical performance.</p> <p>III. Developed Criteria were used to evaluate the student’s performance after practice.</p> <p>*Style is important in music but is not the focus of this module. Students, in this module, are learning to recognize certain concrete music elements, to examine how they are used to express ideas, and to learn how they can use these specific elements to express their own ideas. The subject of style may come up when comparing music and should be handled according to the teacher’s discretion.</p>
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DEVELOPING CONCEPTS

1. MUSIC SENDS A MESSAGE: *We use expressive elements to add variety and contrast to music and to communicate ideas and emotion.*

<i>Knowledge</i>	<i>Skills</i>
<p><u>Vocabulary</u></p> <p>Accent</p> <p>Adagio</p> <p>Allegro</p> <p>Andante</p> <p>Articulation</p> <p>Crescendo</p> <p>Decrescendo</p> <p>Dynamics</p> <p>*Expressive elements</p> <p><i>* As defined in the performance task.</i></p>	<p>*Interpretation</p> <p>Legato</p> <p>Moderato</p> <p>Musical contrast</p> <p>Musical variety</p> <p>Presto</p> <p>Staccato</p> <p>Style</p> <p>Version</p> <ul style="list-style-type: none"> • Sing with expression to communicate a message and/ or vocal style. • Create and perform an interpretation of a song based on your choice of how to use the elements of music. • Recognize expressive qualities in music: changing tempos; changing dynamics. Accents, Smooth and detached in music. • Analyze and describe how tempo, dynamics, articulation and interpretation affect a piece. • Students move to respond to expressive qualities in music: fast, slow, and changing tempos; loud, soft, and changing dynamics. Accents, Smooth and detached in music.

SUGGESTED STEPS

Sources: (4th Grade Books, unless otherwise stated) MM=Making Music: 2008 California Edition
 STM=Share the Music, MC=Music Connection

FOCUS	SOURCE	SONGS/ACTIVITIES
Musical elements suggest ideas and emotion.	MM	<i>Put A Little Love in Your Heart</i> , dynamics
	MM	<i>Put A Little Love in Your Heart</i> , dynamics
	MM	<i>Mahalia Jackson</i> , interpretation
1. Teach/sing a song that will be a good model for expression and interpretation.	STM	<i>Over My Head</i> , interpretation
	MM	<i>Over My Head</i> , interpretation
	MM	<i>Ode to Joy</i> , interpretation
	MM	<i>Amazing Grace</i> (Judy Collins), interpretation
2. Listen to the same song performed by other artists. Ask students to	MM	<i>Amazing Grace</i> (Children’s Choir), interpret.
	MM	<i>Do Wah Diddy Diddy</i> , accent

<p>identify the differences in their class performance compared with the performance by the other artist(s). Ask students to share their thoughts as to how performers can show ideas, emotion, and meaning through the way they perform music.</p> <p>3. Present and define the expressive elements and interpretation through musical activities and discussion.</p>	MM	<i>Three Little Birds</i> , interpretation
	MM	<i>We Shall Overcome</i> , dynamics
	MM	<i>The Star Spangled Banner</i> , interpretation
	MM	<i>Oh, Danny Boy</i> , tempo
	MM	<i>Irish Tune from County Derry</i> , tempo
	MM	<i>The Happy Wanderer</i> , legato/staccato
	MM	<i>Love Will Guide Us</i> , legato
	MM	<i>Thunder and Lightning Polka</i> , accent
	MM	<i>Somebody's Knockin' at Your Door</i> , accent
	MM	<i>Haul Away Joe</i> , accent
	MM	<i>El Rancho Grande</i> , accent
	MM	<i>The Lion Sleeps Tonight</i> , dynamics
	MM	<i>Sakura</i> , dynamics <i>We Go Together</i> , interpret.
	MM	<i>Joe Turner Blues</i> , interpretation
MM	<i>Over the Rainbow</i> (London Singers), interpret <i>Over the Rainbow</i> (Aretha Franklin), interpret <i>Over the Rainbow</i> (Judy Garland), interpret.	

OTHER ACTIVITIES

Guide students to sing/play, listen while engaging in games and activities designed to explore and reinforce the concepts.

Suggestions:

- Guide students to use dynamics, tempo and articulation in different ways to express new musical ideas in a song.
- Ask students to listen and compare novice group performances with those of professionals.
- Give students the opportunity to determine how to use the expressive elements by guiding them to use what they have learned to interpret and prepare original performances.

Guide students in a discussion.

- How do specific expressive elements communicate ideas and feelings?
- How do the expressive elements add variety and contrast to music?
- Describe ways that their music skill, creativity, and critical thinking work together to help them understand music.

Guide students to write/share their thoughts while using the terminology of music.

2. MUSICIANS PRACTICE TO GET BETTER: *Musicians use criteria to evaluate and improve in their performance.*

<i>Knowledge</i>	<i>Skills</i>
<p>Criteria</p> <p>Critical Thinking</p> <p>Practice</p> <p><u>Expression</u></p> <ul style="list-style-type: none"> • Dynamics & dynamic markings: p, f, 	<p>Select criteria of performance.</p> <p>Write a critical analysis about performance.</p>

<p>crescendo/decrescendo, mp, mf, pp, ff</p> <ul style="list-style-type: none"> • Tempo and tempo markings • Articulation: legato, staccato and accent • Style as it relates to dynamics, tempo and articulation 		
<p>SUGGESTED STEPS</p> <p>Sources: (4th Grade Books, unless otherwise stated) MM=<u>Making Music</u>: 2008 California Edition STM=Share the Music, MC=Music Connection</p>		
FOCUS	SOURCE	SONGS/ACTIVITIES
<p>Develop and Use Performance Criteria</p> <ol style="list-style-type: none"> 1. Guide students to listen to a version of a song they have sung or played and to analyze the Expressive Elements, and the Interpretation of the performance. 2. Ask students to list the expressive elements heard and to share what they liked and disliked about how the Expressive Elements and Interpretation were represented. 3. Lead the class in singing the song, then as a class, use a graphic organizer to compare the class performance with the other version. 4. Lead students to agree on what they would like to hear regarding Expressive Elements and Interpretation in the song. Suggestions: <ul style="list-style-type: none"> • Divide the class into small groups. Encourage each student to share their ideas within their group. Ask each group to share out. • Divide the class into small groups. Lead each group to take turns listening to the rest of the class perform, and to share their thoughts about how the rest of the class performed. • Listen and analyze a third version of the song. It could be a performance with a completely different type of group such as men’s chorus or a soloist. 5. Help to facilitate a class decision about desired criteria. List the agreed criteria about what is wanted in a good performance of the song. Post the criteria. 6. Guide students to practice with these criteria in mind. When you think the class is ready, record their performance and play it back for the class. Discuss why areas improved as well as how to further improve. Guide students to discuss what they learned about improving their personal performance skills and improving the performance of the group. Ask students to share why they felt using the criteria helped them to improve. 		