

Grade Four

Music: Performance and Production

- 4.2 The student will notate and perform rhythmic patterns that include sixteenth notes, single eighth notes, eighth rests, paired eighth notes, quarter notes, quarter rests, half notes, half rests, dotted half notes, whole notes, and whole rests, using body percussion, voice, pitched instruments, or non-pitched instruments.**
Pick rhythmic motives from the different pieces of music to be used on the concert. Notate the motives and have your students perform them on different instruments.
- 4.3 The student will notate and perform melodies from the treble staff, using traditional notation.**
1. Identify melodic movement as step, leap, or repeat.
Have the students listen to the pieces and identify the melodic movement of the main theme in each. Have them notate the melodies.
- 4.4 The student will respond to music with movement.**
1. Perform choreographed and non-choreographed movements.
Have the students move to the music as you listen to it, either before or after the concert. Also, create movements for them to learn to the music as you listen to it.
3. Use body percussion.
Improvise body percussion as you listen to the Demo CD.
- 4.7 The student will create music through a variety of experiences.**
1. Improvise simple melodic and rhythmic accompaniments.
Have the students improvise accompaniments to the music on the CD.
3. Create movement to illustrate meter and form.
Have the students move to the meter of each excerpt on the CD

Music: Cultural Context and Music Theory

- 4.9 The student will recognize dynamic markings and interpret them in performance.**
Have the students identify the dynamic changes in the music as you listen to the CD. Encourage them to listen for these same dynamic changes in the performances. The theme in the Brahms Haydn Variations begins softly, but immediately repeats more loudly, so this is one example to use. Also, listen to the contrast in dynamics between the Saint-Saëns and the Fauré.
- 4.10 The student will identify instruments from various music ensembles, including instruments from other cultures, using sight and sound.**
Most of the instruments that will be used in the concert are western classical instruments.
- 4.11 The student will identify the function of the top and bottom numbers of a meter signature involving 2, 3, and 4 beats.**
Go through each piece with your students and discuss the meter used.
- 4.12 The student will distinguish between major and minor tonality.**
Go through each piece with your students and discuss the tonality used. Some shift between major and minor at key points, such as in the Fauré: minor A section, major, B section, and minor when the A section returns.
- 4.13 The student will use music terminology to describe various styles of music.**
1. Place musical examples into broad categories of style.
There are examples of overture, concerto, symphony, movie music, march, and wind serenade; also a variety of works from the Classical, Romantic and 20th Eras are included.
2. Recognize a composer and a music composition from each of four different periods of

music history. Compare works that were written during the same historical period – how is their language different?

Music: Judgment and Criticism

- 4.14 The student will exhibit respect for the contributions of self and others in a music setting.**
- 2. Contribute to a group effort of listening to music.**
Listen to the CD and attend the concert
 - 3. Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship.**
Use the field trip to the concert as a way to talk about good citizenship, working together as a team, good behavior, etc....

Music: Aesthetics

- 4.15 The student will compare the relationships between music and other disciplines.**
- Geography - Use a map to help the students find places where the different composers were born.
- Politics – Discuss the social and political situations in each country and how that might have effected what or how composers wrote their music.

Science: Force, Motion, and Energy

- 4.2 The student will investigate and understand characteristics and interaction of moving objects. Key concepts include**
- b) forces cause changes in motion**
Closing keys on a wind instrument causes an air column to be diverted to a different tone hole, which in turn changes pitch.
 - c) friction is a force that opposes motion**
The horse hair on bows used for stringed instruments are covered in rosin to make them pull smoothly across the strings, therefore reducing friction.
- 4.3 The student will investigate and understand the characteristics of electricity. Key concepts include**
- a) conductors and insulators;**
Compare the role of an electrical conductor to the role of an orchestral conductor!

English: Oral Language

- 4.1 The student will use effective oral communication skills in a variety of settings**
Following the concert, have the students engage in small group discussions of the music and concert experience
- 4.2 The student will make and listen to oral presentations and reports.**
Following the group discussions, have each group report to the class as a whole.
- 4.3 The student will read fiction and nonfiction with fluency and accuracy.**
Read the program booklet.
- 4.5 The student will read and demonstrate comprehension of nonfiction.**
Read the program booklet and have students share what they have learned.
- 4.6 The student will demonstrate comprehension of information resources to research a topic.**

Use the concert experience as an impetus for formulating questions and continuing further research about the composer's lives and their music, or other topics related to the program, such as social issues.

English: Writing

- 4.7 The students will write effective narratives, poems, and explanations.**
Have each student write a paper or a poem about the music they hear at the concert.
- 4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.**
Partner the students and have them proofread each other's papers.

Grade Five

Music: Performance and Production

- 5.2 The student will notate and perform rhythmic patterns that include sixteenth notes, a dotted eighth followed by a sixteenth note, single eighth notes, eighth rests, paired eighth notes, quarter notes, quarter rests, half notes, half rests, dotted half notes, whole notes, and whole rests, using body percussion, voice, pitched instruments, or non-pitched instruments.**
Pick rhythmic motives from the different pieces of music to be used on the concert. Notate the motives and have your students perform them on different instruments.
- 5.3 The student will notate and perform melodies from the treble staff, using traditional notation.**
1. Use voice or instruments.
Write out the melody for some of the pieces and have the students sing the melodies or play them on instruments.
- 5.4 The student will respond to music with movement.**
1. Perform choreographed and non-choreographed movements.
Have the students move to the music as you listen to it, either before or after the concert. Also, create movements for them to learn to the music as you listen to it.
3. Use body percussion.
Improvise body percussion as you listen to the CD.
- 5.6 The student will create music through a variety of experiences.**
1. Improvise melodies and rhythms of increasing complexity.
Have the students improvise accompaniments to the music on the CD.
2. Create movement to illustrate meter and form.
Have the students move to the meter of each excerpt on the CD.
3. Compose short melodic or rhythmic phrases within specified guidelines.
Have the students improvise accompaniments to the music on the CD.

Music: Cultural Context and Music Theory

- 5.8 The student will use music terminology to describe music performances and compositions.**
Have the students use musical terminology to describe what they hear on the CD and at the concert – have them write about the concert after attending it.
- 5.9 The student will identify instruments from various music ensembles, including instruments from other cultures, using sight and sound.**
Most of the instruments that will be used in the concert are western classical instruments, but a few, particularly in the percussion section, are from other cultures originally.

5.10 The student will identify the functions of the top and bottom numbers of meter signatures in duple and triple meters.

Go through each piece with your students and discuss the meter used by the composers.

5.11 The student will place music examples into broad categories of style.

1. Use music terminology to compare and contrast a variety of music styles.

There are examples of overture, concerto, symphony, movie music, march, and wind serenade; also a variety of works from the Classical, Romantic and 20th Eras are included.

5. Recognize a composer and a music composition from each of four different periods of music history. Compare works that were written during the same historical period – how is their language different?

Music: Judgment and Criticism

5.12 The student will exhibit respect for the contributions of self and others in a music setting.
2. Contribute to a group effort of listening to music.

Listen to the CD and attend the concert

3. Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship.

Geography - Use a map to help the students find places where the different composers were born.

Politics – Discuss the social and political situations in each country and how that might have effected what or how composers wrote their music.

Music: Aesthetics

5.13 The student will compare the relationships between music and other disciplines.

Geography - Use a map to help the students find places where the different composers were born.

Politics – Discuss the social and political situations in each country and how that might have effected what or how composers wrote their music.

Science: Force, Motion, and Energy

5.2 The student will investigate and understand how sound is transmitted and is used as a means of communication. Key concepts include

a) frequency, waves, wavelength, vibration;

Make a simple stringed instrument using rubber bands for strings and a shoe box for the body. Pluck the ‘strings’ and make them tighter and looser as you pluck them. Notice how the pitch changes, and watch the rubber bands vibrate.

Also find materials that make a sound when you blow across them, such as a blade of grass. Take a partially empty bottle and blow across the top as you would with the mouthpiece on a flute.

Notice the difference in pitch as you add or take away liquid in the bottle and as you speed up the air stream you are blowing.

b) uses and applications (voice, sonar, animal sounds, and musical instruments).

Attend the orchestra concert – notice how music can convey many different concepts and emotions.

English: Oral Language

- 5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.**
Have the students engage in a group discussion about the performance and the material they learn about Beethoven. Include as part of the discussion a comparison of music and poetry. Also discuss what scientific developments lead to the creation of the metronome.
- 5.2 The student will use effective nonverbal communication skills.**
Have each student present orally to the class (5.3) what they learned about Beethoven and monitor these skills during the presentation.
- 5.3 The students will make planned oral presentations.**
As described in 5.2, have each student present orally to the class what they learned through preparing for and attending the concert.
- 5.4 The student will read fiction and nonfiction with fluency and accuracy.**
Read the program booklet.
- 5.6 The student will read and demonstrate comprehension of nonfiction.**
Read the program booklet.
- 5.7 The student will demonstrate comprehension of information from a variety of print** Use the concert experience as an impetus for formulating questions and continuing further research about the composer's lives and their music, or other topics related to the program, such as social issues.

English: Writing

- 5.8 The students will write for a variety of purposes: to describe, to inform, to entertain, and to explain.**
Have each student write about the concert and the music, and pick the type of writing you think most beneficial for your students to do.
- 5.9 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.**
Partner the students and have them proofread each other's papers.