

4TH GRADE LESSON

Date: October 7th, 2021

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OBJECTIVES:

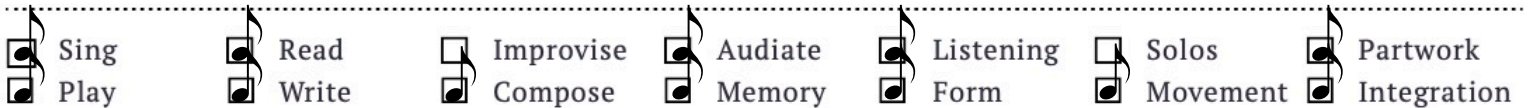
- Students will be continue practicing 16th notes rhythms to Peanut Butter Pie
- Students will practice ABA form
- Students will create their own dessert rhythms
- Students will move to September (Earth, Wind, Fire)

ASSESSMENT

- Compositions
- Informal Observation
- Performance

MATERIALS

- Dessert Rhythms and worksheet
- Mallet Instruments
- Percussion instruments



STANDARDS:

Creating	<p>4.1CR Improvise rhythms and melodies using a variety of sound sources with attention to cadences and tonal centers within a variety of song forms.</p> <p>4.2CR Compose short compositions using known rhythms and whole notes and sixteenth-note combinations or syncopated rhythms in 2/4, 3/4 and 4/4 meter, using phrase and large form, notation and a variety of sound sources.</p> <p>4.3CR Compose extended pentatonic melodies in treble clef in “do” or “la” pentatonic using a system (“do” and “la” tonal centers).</p>
Performing	<p>4.1PE Read, write and perform using known rhythms and whole notes and sixteenth note combinations or syncopated rhythm in 2/4, 3/4 and 4/4 meter.</p> <p>4.2PE Read, write and perform extended pentatonic melodies in treble clef in “do” or “la” pentatonic using a system (“do” and “la” tonal centers).</p> <p>4.3PE Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch, rhythm and expressive qualities.</p> <p>4.4PE Play a variety of classroom instruments, alone and with others, and demonstrate proper techniques.</p> <p>4.5PE Demonstrate partner songs and descants.</p> <p>4.6PE Maintain independent, simple, four- and eight-beat rhythmic ostinati against at least two separate parts using grade-level rhythms.</p>
Responding	<p>4.1RE Discuss the lives and times of composers from various historical periods and cultures.</p> <p>4.2RE Classify instruments by the four families of the orchestra.</p> <p>4.3RE Compare and contrast elements of music using developmentally appropriate vocabulary (form, octave, partner song).</p> <p>4.4RE Compare interpretations of the same piece of music as it occurs in movement, dance, drama or visual art.</p> <p>4.5RE Explain personal preferences for specific musical selections using music vocabulary.</p> <p>4.6RE Follow and respond to the cues of a conductor.</p> <p>4.7RE Explore music created by Ohio artists and determine how their works were influenced by their Ohio roots.</p> <p>4.8RE Identify and respond to simple music forms (verse/refrain, rondo).</p>
Connecting	<p>4.1CO Using elements of music, describe the connection between emotion and music in selected musical works.</p> <p>4.2CO Attend and reflect on live music performances demonstrating appropriate audience behavior for the context and style of music performed.</p> <p>4.3CO Explain how the elements and subject matter of music connects with disciplines outside the arts.</p>

4th Grade

TIME	SONG AND PURPOSE	PROCEDURE	NOTES
	Music Listening/ Discussion (Elements of Music, listening)	Students come into class, quietly sit on their spots, and listen to the music. Next, students describe what they hear using the elements of music. <i>tr.</i>	
	Peanut Butter Pie (Note Values, ABA Form, Integration, instruments)	Review notes values, taking extra time to review 16th notes. Review the poem Peanut Butter Pie and discuss the word alibi. Remind students that the child in the poem has a one-track mind and is fixated on peanut butter pie. Move students to the instruments. <ul style="list-style-type: none"> • Direct students to speak the poem and play only the words 'peanut butter pie' • Assign the drums the part of 'peanut butter pie'. All other instruments play the other words. • Students should audiate the words while the 2 groups play their parts. Perform ABA Peanut Butter Pie, using student desserts for B section <i>tr.</i>	Materials: Mallets and percussion instruments
	Dessert Rhythm Compositions (Composition)	<ul style="list-style-type: none"> • Hand each student a dessert rhythm packet and worksheet. • Have students pick a partner and then have each student create their own dessert rhythm composition and copy it to the worksheet provided. • Remind students about no 'lollypop' notes and 'legs and feet' <i>tr.</i>	Materials: Composition packets and worksheets
	September - Earth, Wind, and Fire (Movement)	Students will review movement to September by Earth, Wind, and Fire <i>tr.</i>	
	Fifty Nifty United States/Goodbye Song	Students will sing Fifty Nifty United States and sing the goodbye song. <i>tr.</i>	

NOTES