





Grade Four

Sub-Organizer: Rhythm

Learning Outcome: The student will understand that beats may be grouped in 4's

Duration: 35 – 45 minutes

Teacher/Student Activities:

- ♪ Have students share their understanding of what a beat is
 - ♪ Recall with the students what they learned in grade 3 about beats and their grouping
 - ♪ Begin new lesson by placing four chairs beside each other
 - ♪ Tap each chair in a steady beat and say “Beat, beat, beat, beat” (each chair is one beat)
 - ♪ Have four students sit on the chairs (one on each chair)
 - ♪ Count them as you would quarter notes
 - ♪ Remove a student or two, Ask how it would be counted? Point out that the chairs are still there even though they are empty of people and that they take up space. Show that the empty chairs are called quarter rests
 - ♪ Have six students try to figure out how to sit on the chairs. Soon they will double up and share seats. This will give the class a visualization of eighth notes (2 notes equally sharing 1 beat)
 - ♪ Write on the board the musical notation that represents how the students are seated
- | | | | | |
|----------|---|---|---|---|
| Chair | 1 | 2 | 3 | 4 |
| Notation |  |  |  |  |
- ♪ Have volunteers fill the chairs with other rhythms that you draw on the board
 - ♪ As a wrap-up, students may:
 - a – work on worksheets found in *Ready to – Use Music Activities* by Audrey J. Adair Unit 4 pages 4 & 7
 - b - enjoy a game of *Rhythm Bingo Level 1*, Cheryl Lavender, Hal Leonard Corp

Materials Needed: 4 Chairs

Resources: *Rhythm Bingo 1* by Cheryl Lavender
Ready to – Use Music Activities by Audrey J. Adair

Evaluation: Student participation in the activity

Grade Four

Sub-Organizer: Melody

Learning Outcome: The student will understand that melodies may be based on the “C” major scale

Lesson Duration: 45 minutes

Setting the Stage:

- 1 – Review with the students the meaning of a musical scale. (a series of eight sequential notes ascending or descending, e.g. C, D, E, F, G, A, B, C)
- 2 – Have students sing “Do, Re, Mi, Fa, Sol, La, Ti, Do “ to experience a scale (sing it ascending and descending)
- 3 – Guide students to realize that melodies may move up or down, but also that they may move by step (Do – Re – Mi) of by leap (Do – Mi – Sol)

Teacher/Student Activities:

- ♪ This lesson is called Phone Number Melodies
- ♪ Make a chart on the board of a C scale
* assign low “C” number “1”, “D” is number “2” and so on until high “C” is “8”.

C	D	E	F	G	A	B	C
1	2	3	4	5	6	7	8
9							0

- ♪ put your phone number on the board, explaining that it has some “nines” in it, so we will double up the LOW C with “9” and the HIGH C with “0”
- ♪ underneath your phone number, put the names of the notes that correspond
- ♪ using a xylophone or metalophone, demonstrate what your phone number melody sound like (after repeated playings, students may decide it would sound better if it ended differently, you may add one more note to end on either Low C or High C , cf Grade Three, Melody Outcome, pg31)
- ♪ have students sit in small groups armed with paper, pencil and xylophone
- ♪ have each student write out their phone numbers as you modeled and practice playing them until they are memorized
- ♪ have students take turns playing for the class and analyze the musicality of the melody (sometimes you may need to edit the melody to make it sound better)
- ♪ In further lessons, you could make phrases out of the most tuneful ones and hook a few together to teach FORM. Add some ostinati or percussion instruments to accompany and you will have some very interesting melodic compositions

Materials Needed: Paper, pencil, xylophone or metallophone (1 for each group of 3 – 4 students)

Resources: none

Evaluation: Check to see if students are able to write out their melodies on paper and perform them skillfully.

Grade Four

Sub-Organizer: Harmony

Learning Outcome: The student will understand that melodies having the same harmony structure may be combined (e.g. Partner Songs – two completely different songs that may be sung simultaneously to create harmony)

Lesson Duration: 2 – 3 lessons of 35 – 45 minutes depending on the students prior knowledge of the songs being taught

Setting the Stage: review previously learned 2 – part songs (e.g. “Seek Ye First” with the descant), having one half of the class begin the song and the other half begin when the first half starts the descant

Teacher/Student Activities:

- ♪ Using the book *Grab a Partner* by Sally K. Albrecht and Jay Althouse teach the students the song “Take Me Out to the Ballgame”
- ♪ As students become more and more familiar with this song, feel free to add the recommended actions to the song
- ♪ Once the students are well acquainted with the Baseball song, proceed with the teaching of the Football song
- ♪ As students become more and more familiar with this song, feel free to add the recommended actions to the song
- ♪ Once you feel confident that the students are able to sing both songs, split the class into a “Baseball” side and a “Football” side.
- ♪ Sing this partner song in the following order:
 - 1 – “Baseball” song only
 - 2 – “Football” song only
 - 3 – Both songs together

Materials Needed: cd player

Resources: *Grab a Partner* by Sally K. Albrecht and Jay Althouse

Evaluation: Active student participation (use a checklist to keep a record of participation); you could also have a discussion with the students about the suitability of these two songs to be partnered together

Special Note: This partner song could make a very good student presentation at an assembly. Have the students dress up in appropriate uniforms and equipment.

Grade Four

Sub-organizer: Form

Learning Outcome: The student will understand that first and second endings with repeat signs are found in music

Lesson Duration: 35 – 45 minutes

Setting the Stage: Brainstorm with the students what a *repeat sign* in music might do to the music

Teacher/Student Activities:

- ♪ talk about how composers are so busy that they do not have enough time to keep writing the same material over and over
- ♪ draw a repeat sign on the board ($\| : \|$) and explain that it is a time saving device used by those who write music (musicians like to use shortcuts when they write music, if a portion of a song is going to be used twice the composer will use repeat signs and multiple endings)

- ♪ Use the following poem to help explain repeat signs and multiple endings

Roses are red,
Violets are blue
Sugar is sweet
And so are you

Roses are red,
Violets are blue
I love to sing
How about you?

- ♪ Have students suggest ways in which you could write the exact poem, without having to write the first two lines over a second time
- ♪ Show them how this is possible using repeat signs and 1st and 2nd endings

$\| : \|$ Roses are red, violets are blues
1st
Sugar is sweet and so are you : $\|$ (this sign means to return to the start
2nd and skip to the second ending)
I love to sing, how about you $\|$

- ♪ Have students search through various books to find examples of repeat signs and see if they are able to follow the direction that they give

Materials Needed: none

Resources: various music books that contain examples of repeat signs (e.g. *Songs of Life*, CRC Publications, song #'s 23, 32, 57, 92 ...)

Evaluation: Have students make up their own poems similar to the one done in class. Check to see if they used the repeat sign and 1st and 2nd endings correctly.

Grade Four

Sub-Organizer: Expression

Learning Outcome: The student will understand that musical instruments have distinctive tonal qualities and may be grouped according to families

Lesson Duration: 45 minutes

Setting the Stage: Briefly brainstorm on what students understand about an orchestra and its instruments

Teacher/Student Activities:

♪ Use the book, cassette tape and video *The Orchestra* narrated by Peter Ustinov (available from Waterloo Music). This is an excellent resource for teaching this particular outcome.

Materials Needed: Cassette player, VCR and Monitor

Resources: *The Orchestra* narrated by Peter Ustinov (available from Waterloo Music)

Evaluation: Post discussion and participation

Grade Four

Sub-Organizer: Thoughts, Images, and Feelings

Learning Outcome: It is expected that students will identify thoughts, images, and feelings derived from a music experience

Lesson Duration: 45 minutes

Setting the Stage: Ask students to share thoughts or feelings that they may have when listening to different types of music

Teacher/Student Activities:

- ♪ Select 5 classical music excerpts from any cd's that you may have available. (try to include different types of music such as Vivaldi's " The Four Seasons" – light and quick; J.S. Bach's "Tocatta and Fugue in D Minor" - dark and spooky; Rimsky-Korsakov's "The Flight of the Bumblebee" – erratic; etc.)
- ♪ Give students paper and pencil, have them divide the paper into five sections
- ♪ Ask the students to use their imagination as they listen to the first excerpt.
- ♪ Have the students draw an insect that best represents the musical excerpt being played. (It may be a real or imagined bug)
- ♪ Have students give their bug a name (e.g. a *Toccatbug* from J.S. Bach)
- ♪ Repeat until all of the excerpts have been played
- ♪ Have students share their drawings with others in small groups and have them explain why they chose to draw it the way that they did.
- ♪ Have students redraw and colour their favourite bug and display on the bulletin board

Materials Needed: pencil, paper

Resources: a selection of classical music cd's

Evaluation: Play back the excerpts in a different order and have students find back the bug that they drew to match that excerpt.

Special Note: This works really well together with a science class dealing with insects.

Grade Four

Sub-Organizer: Self and Community

Learning Outcome: It is expected that students will demonstrate appropriate performance skills and audience etiquette

Lesson Duration: 45 minutes

Setting the Stage: Ask students to list the five most annoying things that they have seen audience members do at a concert

Teacher/Student Activities:

- ♪ Divide the class into small groups of 3 – 4 students
- ♪ Provide each group with chart paper and markers
- ♪ Have each group brainstorm a list of behaviours that they think a good audience has. As well, have them brainstorm a list of behaviours that they think a rude audience has (let them have about 10 minutes to complete)
- ♪ Have all students post their chart paper on the board and have a representative from each group explain what their group decided
- ♪ Compile, with student input, a list of behaviours that they think are appropriate.
- ♪ Post this list in a school newsletter and share with other grades (it may make a few audience members take notice).

Materials Needed: chart paper and markers

Resources: none

Evaluation: group participation

Special Note: As an extra, students could create posters comparing behaviours and have them posted in the assembly hall.

Grade Four

Sub-Organizer: Historical and Cultural

Learning Outcome: It is expected that students will describe music from a variety of historical contexts

Lesson Duration: 4 – 5 classes

Setting the Stage: Inform the students that they are to act as TV reporters who have to interview their favourite composer

Teacher/Student Activities:

- ♪ have groups of students choose a composer to study
- ♪ provide biographies for the students to study and pieces of music for the students to listen to
- ♪ have the students gather pertinent information about important pieces their composer wrote, when they were born, where they lived, etc.
- ♪ view examples of tv interviews to give students ideas as to what questions a good reporter asks
- ♪ give students time to prepare and edit their scripts
- ♪ allow for rehearsal time, prop preparation and costume selection
- ♪ make sure that the students incorporate a section of the music from their composer and have the reporter and composer discuss the selection
- ♪ Optional – if available, you could videotape the interview and watch it afterwards

Materials Needed: biographies and music of several composers, video camera (optional), art supplies to help create props and costumes

Resources: * actual taped interviews

Evaluation: assessment could be based upon the quality of the production, active student participation, written self-evaluations

Grade Five

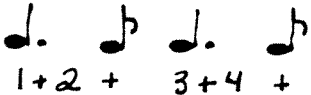
Sub-Organizer: Rhythm

Learning Outcome: Students will understand that duration concepts are extended to include dotted notes.

Lesson Duration: Two 30-minute lessons

Setting the Stage: Review the value of quarter, half, whole, and eighth notes.
Pose the question “If a quarter note is 1 beat, a half note is 2 beats and a whole note is 4 beats, which note represents 3 beats?”

Student and Teacher Activities:

- ♪ Teach students the song “The Gospel Train”
- ♪ Hand out unit IV lesson 9 from *Ready-To-Use Music Activities Kit*
- ♪ Teacher draws a dotted quarter note on the black board.
- ♪ Ask students to tell you what the note is called.
- ♪ Ask students what the duration of the note is (1 ½ beats).
- ♪ Ask students how many of these notes they are able to find in the song.
- ♪ Ask students what they think the effect of the dot has on the note.
Answer: The dot adds ½ the value of the note, e.g. Quarter note = 1 beat,
 $1 \div 2 = \frac{1}{2}$, $1 + \frac{1}{2} = 1\frac{1}{2}$.
- ♪ Ask students which note usually is next to the dotted quarter note and why. (Answer: *The eighth note because the eighth note finishes off the half beat from the dotted quarter note.*)
- ♪ Apply this rule to the half note. 1 half note = 2 beats. 1 dotted half note = 3 beats.
- ♪ Ask students how many dotted half notes they are able to find in “The Gospel Train.”
- ♪ Clap and count out rhythms 1, 2, 3, 4 from the worksheet together with the students using 1+2+3+4+. Get students to write the counting underneath the rhythms. e. g. 
- ♪ Sing “The Gospel Train” to finish off the lesson.

Materials needed: Photocopied pages of “The Gospel Train”
Photocopied pages of Unit IV lesson 9 from *Ready-To-Use Music Activities Kit*
Black/white board
Chalk/dry erase markers

Resources:

Ready to Sing... Spirituals J. Althouse, Alfred Publishing
pages 2-5, 44 and 45, *Ready-to-Use Music Activities Kit*

Evaluation:

Evaluate how well students are able to clap along with the rhythms provided in the worksheet. Have students draw a note that represents 1 ½ beats (♪•) or 3 beats (♫•) and hold it up to show the teacher.