HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT HILLSBOROUGH TOWNSHIP ELEMENTARY SCHOOLS MUSIC CURRICULUM GRADE 4 GENERAL MUSIC AUGUST 2019

Grade 4 General Music Course Overview

Fourth Grade General Music is a year-long course for all fourth-grade students. The class meets for 40 minutes, once every six days for a total of 30 classes per year.

The fourth-grade general music curriculum provides our students with entry level music experience and content knowledge. This includes a strong focus in the areas of steady beat and rhythm, melody and vocal production, expression, and instruments. All fourth-grade students are provided the opportunity to perform in a district sponsored performance once a year.

The curriculum is aligned with the National Core Arts Standards and New Jersey Core Curriculum Standards as follows:

National Core Arts Standards

Creating

MU:Cr1.1.4a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural). MU:Cr1.1.4b Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and maters.

MU:Cr2.1.4a Demonstrate selected and organized musical ideas for improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.

MU:Cr2.1.4b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.

MU:Cr3.1.4a Evaluate, refine, and document revisions to personal music, applying teacher- provided and collaboratively- developed criteria and feedback to show improvement over time.

MU:Cr3.2.4a Present the final version of personal created music to others and explain connection to expressive intent.

Performing

MU:Pr4.1.4a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill. MU:Pr4.2.4a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for

MU:Pr4.2.4b when analyzing selected music, read and perform using iconic and/or standard notation music, using iconic and/or standard notation.

MU:Pr4.2.4c Explain how context (such as social and cultural) informs a performance.

MU:Pr4.3.4a Demonstrate & explain how intent is conveyed through interpretive decisions & expressive qualities such as dynamics, tempo, & timbre.

MU:Pr5.1.4a Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.

MU:Pr5.1.4b Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.

MU:Pr6.1.4a Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.

MU:Pr6.1.4b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.

Responding

MU:Re7.1.4a Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. MU:Re7.2.4a Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).

MU:Re8.1.4a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.

MU:Re9.1.4a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.

Connecting

MU:Cn10.0.4a Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.

MU:Cr2.1.4a Demonstrate selected and organized musical ideas for improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.

MU:Cr3.2.4a Present the final version of created music for others and explain connection to expressive intent.

MU:Pr4.1.4a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.

MU:Pr4.3.4a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).

MU:Re7.1.4a Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

New Jersey Core Curriculum Standards

- 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- 1.2 History of the Arts and Culture: All students will understand the role, development, & influence of the arts throughout history and across cultures.

 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art
- 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music,

Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Rhythm		MU:Cr1.1.4a,	How do musicians	Musicians' creative	Identify and	Teacher will	Literacy -	9.1.4.A.1 Recognize
and		MU:Cr1.1.4b	make creative	choices are influenced	perform rhythm	assess students'	Describe how	a problem and
Meter		MU:Cr2.1.4a,	decisions?	by their expertise,	patterns using	understandings	culture is	brainstorm ways to
		MU:Cr2.1.4a,		context, and expressive	quarter notes,	through	expressed	solve the problem
		MU:Cr3.1.4a,	How do musicians	intent.	paired eighth	performance	through and	individually or
		MU:Cr3.2.4a,	improve the		notes, quarter	assessments	influenced by the	collaboratively.
		MU:Pr4.2.4a,	quality of their	Musicians evaluate, and	rests, half notes,	utilizing verbal	behavior of	
		MU:Pr4.2.4b,	creative work	refine their work	whole notes,	and kinesthetic	people	9.1.4.A.2 Evaluate
		MU:Pr5.1.4b,	and/or their	through openness to new	sixteenth notes,	responses.		available resources
		MU:Pr5.1.4b,	performance?	ideas, persistence, and	dotted quarter		Health -	that can assist in
		MU:Pr6.1.4b,		the application of	with eighth note,		Demonstrate	solving problems.
		MU:Re7.2.4a	How do	appropriate criteria.	and dotted half		verbal and	
		MU:Cr2.1.4a,	performers		notes in songs		nonverbal	9.1.4.A.5 Apply
		MU:Cr3.2.4a	interpret musical	Musicians' presentation	and rhythmic		interpersonal	critical thinking and
			works?	of creative work is the	patterns.		communication	problem-solving
				culmination of a process			in various	skills in classroom
			How does	of creation and	Perform rhythms		settings that	and family settings.
			understanding the	communication.	and rhythm		impact the health	
			structure and		patterns in a		of oneself and	9.1.4.B.1 Participate
			context of music	Performers make	variety of		others.	in brainstorming
			inform a	interpretive decisions	contexts.			sessions to seek
			response?	based on their			Science -	information, ideas,
				understanding of context	Aurally and		Actively	and strategies that
			How do we judge	and expressive intent.	kinesthetically		participate in	foster creative
			the quality of		respond to		discussions about	thinking.
			musical work(s)	Musicians judge	rhythmic .		student data,	
			and	performance based on	concepts in		questions, and	9.1.4.C.1 Practice
			performance(s)?	criteria that vary across	various styles,		understandings.	collaborative skills
			** 1	time, place, and cultures.	cultures and		g . 1 g . 1	in groups and
			How does	The context and how a	genres.		Social Studies -	explain how these
			developing our	work is presented			Describe how the	skills assist in
			sense of beat and	influence the audience	Compose and		world is divided	completing tasks in
			rhythmic skills	response.	improvise		into many nations	different settings (at
			make us stronger	Danie da	rhythmic patterns		that have their	home, in school, and
			musicians?	Response to music is	using quarter		own	during play).
				informed by analyzing	notes, paired		governments,	

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	How do musicians	context (social, cultural,	eighth notes,		languages,	9.1.4.D.1 Use
	use rhythm to	and historical) and how	quarter rests, half		customs and	effective oral and
	express their	creators and performers	notes, whole		laws.	written
	ideas?	manipulate the elements	notes, and			communication in
		of music.	sixteenth notes,		Technology	face-to-face and
			dotted quarter		Integration -	online interactions
		Musicians connect their	with eighth note,		Determine the	and when presenting
		personal interests,	and dotted half		benefits of a wide	to an audience.
		experiences, ideas, and	notes.		range of digital	
		knowledge to creating,			tools by using	9.1.4.D.3
		performing, and	Identify, describe		them to solve	Demonstrate an
		responding.	and perform		problems	awareness of one's
			songs in triple			own culture and
		Rhythm is one of the	and duple meters.			other cultures during
		building blocks for the				interactions within
		creation of music.				and outside of the
						classroom.
		The manipulation of				
		elements allows the				9.1.4.F.2 Establish
		musician to create				and follow
		meaningful music.				performance goals
						to guide progress in
		Music has rhythm which				assigned areas of
		can be felt, perceived,				responsibility and
		performed and notated.				accountability
						during classroom
		Music has its own				projects and extra-
		accepted vocabulary that				curricular activities.
		provides a means to				
		discuss, analyze, and				CRP1. Act as a
		evaluate it.				responsible and
						contributing citizen
						and employee.
						CRP4.
						Communicate
						clearly and
						effectively and with
						reason.

				CRP6. Demonstrate
				creativity and
				innovation.
				CRP8. Utilize
				critical thinking to
				make sense of
				problems and
				persevere in solving
				them.

Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Melody,		MU:Cr1.1.4a,	How do musicians	Musicians' creative	Sing, alone and	Teacher will	Literacy -	9.1.4.A.1
Harmony,			make creative	choices are	with others,	assess students'	Describe how	Recognize a
and Vocal		MU:Cr1.1.4b	decisions?	influenced by their	melodies using	understandings	culture is	problem and
Production				expertise, context,	rhythmic and	through	expressed	brainstorm ways to
		MU:Cr2.1.4a,	How do musicians	and expressive	melodic	performance	through and	solve the problem
			improve the quality	intent.	accuracy from a	assessments	influenced by the	individually or
		MU:Cr3.1.4a,	of their creative		variety of	utilizing verbal	behavior of	collaboratively.
			work and/or their	Musicians evaluate,	cultures and	and kinesthetic	people.	
		MU:Cr3.2.4a,	performance?	and refine their work	historical	responses.		9.1.4.A.2 Evaluate
				through openness to	periods.		Health -	available resources
		MU:Pr4.2.4a,	How do performers	new ideas,			Demonstrate	that can assist in
			interpret musical	persistence, and the	Develop		verbal and	solving problems.
		MU:Pr4.2.4b,	works?	application of	audiation skills		nonverbal	
				appropriate criteria.	through		interpersonal	9.1.4.A.5 Apply
		MU:Pr5.1.4b,	How does		kinesthetic and		communication	critical thinking
			understanding the	Musicians'	aural processes.		in various	and problem-
		MU:Pr5.1.4b,	structure and	presentation of	_		settings that	solving skills in
			context of music	creative work is the	Demonstrate		impact the health	classroom and
		MU:Pr6.1.4b,	inform a response?	culmination of a	progress in pitch		of oneself and	family settings.
)	** 1 . 1	process of creation	matching.		others.	0.1.470.1
		MU:Re7.2.4a	How do we judge	and communication.	D 1 .		g •	9.1.4.B.1
) MY G 2 1 4	the quality of	D 6 1	Develop music		Science -	Participate in
		MU:Cr2.1.4a,	musical work(s)	Performers make	literacy on a		Actively	brainstorming
		MUCAAA	and	interpretive	treble clef staff.		participate in	sessions to seek
		MU:Cr3.2.4a	performance(s)?	decisions based on	11		discussions about	information, ideas,
			Wiley do manula	their understanding of context and	Use appropriate		student data,	and strategies that foster creative
			Why do people		terminology when describing		questions, and	
			sing?	expressive intent.	melody,		understandings	thinking.
			How can I use my	Musicians judge	harmony.		Social Studies -	9.1.4.C.1 Practice
			voice to make	performance based	maimony.		Describe how the	collaborative skills
			sounds and music?	on criteria that vary	Develop		world is divided	in groups and
			sounds and music!	across time, place,	appropriate		into many nations	explain how these
			How can i change	and cultures. The	vocal		that have their	skills assist in
			the sound of my	context and how a	techniques.		own	completing tasks in
			voice to match the	work is presented	teeninques.		governments,	different settings

sounds I hear in music?	influence the audience response. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. Melody is one of the building blocks for the creation of music. The manipulation of melody allows the musician to create meaningful music. Music has melodies which can be felt, perceived.	Develop singing skills in harmony through simple ostinato, partner songs and rounds.	languages, customs Technology Integration - Determine the benefits of a wide range of digital tools by using them to solve problems	(at home, in school, and during play). 9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. 9.1.4.D.3 Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom. 9.1.4.F.2 Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extracurricular activities. CRP1. Act as a responsible and
				activities.
	Music can evoke an emotional response.			CRP4. Communicate clearly and

	Music has its own	effectively and
	accepted vocabulary	with reason.
	that provides a	
	means to discuss,	CRP6.
	analyze, and	Demonstrate
	evaluate music.	creativity and
		innovation.
		CRP8. Utilize
		critical thinking to
		make sense of
		problems and
		persevere in
		solving them.

Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Expression		MU:Pr4.1.4a,	How do musicians	Musicians' creative	Demonstrate	Teacher will	Literacy -	9.1.4.A.1
			make creative	choices are influenced by	proficiency of	assess students'	Describe how	Recognize a
		MU:Pr4.2.4a,	decisions?	their expertise, context,	internalizing	understandings	culture is	problem and
				and expressive intent.	steady beat in	through	expressed	brainstorm
		MU:Pr4.2.4c,	How do musicians		singing and	performance	through and	ways to solve
			improve the quality	Musicians evaluate, and	playing	assessments	influenced by the	the problem
		MU:Pr4.3.4a,	of their creative	refine their work through	activities.	utilizing verbal	behavior of	individually or
			work and/or their	openness to new ideas,		and kinesthetic	people	collaboratively.
		MU:Pr5.1.4a,	performance?	persistence, and the	Use appropriate	responses.		
				application of appropriate	terminology		Health -	9.1.4.A.2
		MU:Pr5.1.4b,	How do performers	criteria.	when		Demonstrate	Evaluate
			interpret musical		describing		verbal and	available
		MU:Pr5.1.4b,	works?	Musicians' presentation	expressive		nonverbal	resources that
		MI D 61 41	** 1	of creative work is the	elements.		interpersonal	can assist in
		MU:Pr6.1.4b,	How does	culmination of a process	T1 4'C '		communication	solving
		MILD 0 1 4	understanding the	of creation and	Identify, sing		in various	problems.
		MU:Re8.1.4a,	structure and	communication.	and play a		settings that	0.1.4.4.5.41
		MII.D. 4.2.4.	context of music	Df 1	variety of songs		impact the health	9.1.4.A.5 Apply
		MU:Pr4.3.4a	inform a response?	Performers make interpretive decisions	accurately		of oneself and others.	critical thinking
			How do we judge	based on their	using		otners.	and problem- solving skills in
			the quality of	understanding of context	expressive elements.		Science -	classroom and
			musical work(s)	and expressive intent.	elements.		Actively	family settings.
			and	and expressive intent.	Analyze and		participate in	raining settings.
			performance(s)?	Musicians judge	describe moods		discussions about	9.1.4.B.1
			performance(s):	performance based on	and styles of		student data,	Participate in
			How can we use	criteria that vary across	musical		questions, and	brainstorming
			tempo, dynamics	time, place, and cultures.	performances		understandings	sessions to seek
			and timbre to evoke	The context and how a	using		understandings	information,
			expression?	work is presented	appropriate		Social Studies -	ideas, and
			empression.	influence the audience	terminology.		Describe how the	strategies that
			How does	response.			world is divided	foster creative
			developing an				into many nations	thinking.
			understanding for	Response to music is			that have their	<i>6</i> .
			tempo and	informed by analyzing			own	9.1.4.C.1
			dynamics make us	context (social, cultural,			governments,	Practice

			1	11 - 1
	a stronger	and historical) and how	languages,	collaborative
	musician?	creators and performers	customs and	skills in groups
		manipulate the elements	laws.	and explain
	How do we	of music.		how these skills
	interpret music an		Technology	assist in
	why are multiple	Musicians connect their	Integration -	completing
	interpretations	personal interests,	Determine the	tasks in
	acceptable?	experiences, ideas, and	benefits of a wide	different
		knowledge to creating,	range of digital	settings (at
		performing, and	tools by using	home, in
		responding.	them to solve	school, and
			problems	during play).
		Expression manipulates		
		the building blocks for the		9.1.4.D.1 Use
		creation of music.		effective oral
				and written
		The manipulation of these		communication
		elements allows the		in face-to-face
		musician to create		and online
		meaningful music.		interactions and
				when
		Music has expressive		presenting to an
		elements which can be		audience.
		felt, perceived, performed		
		and notated.		9.1.4.D.3
		1		Demonstrate an
		Music can evoke an		awareness of
		emotional response.		one's own
		omotional response.		culture and
		Music has its own		other cultures
		accepted vocabulary that		during
		provides a means to		interactions
		discuss, analyze, and		within and
		evaluate music.		outside of the
		evaluate music.		classroom.
				Ciassiooiii.
				9.1.4.F.2
				Establish and
				follow
				performance
				goals to guide
				goals to guide

				progress in assigned areas of responsibility and accountability during classroom projects and
				extra-curricular activities. CRP1. Act as a responsible and contributing citizen and employee.
				CRP4. Communicate clearly and effectively and with reason.
				CRP6. Demonstrate creativity and innovation.
				CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Instruments		MU:Cr1.1.4a,	How do	Musicians'	Demonstrate proper	Teacher will	Literacy -	9.1.4.A.1 Recognize
			musicians make	creative choices	playing technique on	assess students'	Describe how	a problem and
		MU:Cr1.1.4b,	creative	are influenced by	a variety of	understandings	culture is	brainstorm ways to
			decisions?	their expertise,	classroom	through	expressed	solve the problem
		MU:Cr2.1.4a,		context, and	instruments.	performance	through and	individually or
			How do	expressive intent.		assessments	influenced by the	collaboratively.
		MU:Cr2.1.4b,	musicians		Develop proper	utilizing verbal	behavior of	
			improve the	Musicians	playing technique on	and kinesthetic	people	9.1.4.A.2 Evaluate
		MU:Cr3.1.4a,	quality of their	evaluate, and	recorder.	responses.		available resources
			creative work	refine their work			Health -	that can assist in
		MU:Cr3.2.4a,	and/or their	through openness	Develop ensemble		Demonstrate	solving problems.
			performance?	to new ideas,	skills through		verbal and	
		MU:Cr3.2.4a,		persistence, and	playing classroom		nonverbal	9.1.4.A.5 Apply
			How do	the application of	instruments and		interpersonal	critical thinking and
		MU:Pr4.2.4b,	performers	appropriate	recorders in small		communication	problem-solving
		10175514	interpret musical	criteria.	and large group		in various	skills in classroom
		MU:Pr5.1.4b	works?	3.6	settings.		settings that	and family settings.
		MID 5 1 41	YY 1	Musicians'	D		impact the health	014010
		MU:Pr5.1.4b,	How does	presentation of	Demonstrate proper		of oneself and	9.1.4.B.1 Participate
		MII.D. (1 41	understanding the	creative work is	care and use of		others.	in brainstorming
		MU:Pr6.1.4b,	structure and	the culmination of	classroom		G	sessions to seek
		MII.D - 0 1 4-	context of music	a process of	instruments and		Science -	information, ideas,
		MU:Re8.1.4a,	inform a	creation and	recorders.		Actively	and strategies that
		MU:Re9.1.4a,	response?	communication	Dlari anaman natao		participate in discussions about	foster creative
		MU.Re9.1.4a,	How do we indee	Performers make	Play quarter notes, paired eighth notes,		student data,	thinking.
		MU:Cr3.2.4a,	How do we judge the quality of	interpretive	quarter rests, half		questions, and	9.1.4.C.1 Practice
		MO.C13.2.4a,	musical work(s)	decisions based on	notes, whole notes,		understandings.	collaborative skills
		MU:Pr4.3.4a	and	their	sixteenth notes,		understandings.	in groups and
		W10.114.5.4a	performance(s)?	understanding of	dotted quarter with		Social Studies -	explain how these
			periormanec(s):	context and	eighth note, and		Describe how the	skills assist in
			How does	expressive intent.	dotted half notes in		world is divided	completing tasks in
			developing our	onpressive ment.	songs and rhythmic		into many nations	different settings (at
			playing skills	Musicians judge	patterns on		that have their	home, in school, and
			make us stronger	performance based	recorders.		own	during play).
			musicians?	on criteria that	- /		governments,	FJ/-

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	vary across time,	Play simple	languages,	9.1.4.D.1 Use
How can we use	place, and	melodies, alone and	customs and	effective oral and
instruments to	cultures. The	with others, on	laws.	written
add new elements	context and how a	classroom		communication in
to other art	work is presented	instruments and	Technology	face-to-face and
forms?	influence the	recorders.	Integration -	online interactions
	audience response.		Determine the	and when presenting
What is proper		Create and	benefits of a wide	to an audience.
playing technique	Response to music	Improvise melodies	range of digital	
to create a good	is informed by	on classroom	tools by using	9.1.4.D.3
tone?	analyzing context	instruments and	them to solve	Demonstrate an
	(social, cultural,	recorders.	problems	awareness of one's
How do I classify	and historical) and			own culture and
instruments by	how creators and			other cultures during
technique?	performers			interactions within
_	manipulate the			and outside of the
	elements of music.			classroom.
	Musicians connect			9.1.4.F.2 Establish
	their personal			and follow
	interests,			performance goals
	experiences, ideas,			to guide progress in
	and knowledge to			assigned areas of
	creating,			responsibility and
	performing, and			accountability
	responding.			during classroom
				projects and extra-
	Instrumental			curricular activities.
	music has			
	expressive			CRP1. Act as a
	elements which			responsible and
	can be felt,			contributing citizen
	perceived,			and employee.
	performed and			
	notated.			CRP4.
	1101111011			Communicate
	Instrumental			clearly and
	music has its own			effectively and with
	accepted			reason.
	vocabulary that			1000011.
	provides a means			
	provides a means			

	to d	liscuss,		CRP6. Demonstrate
	anal	lyze, and		creativity and
	eval	luate music.		innovation.
				CRP8. Utilize
				critical thinking to
				make sense of
				problems and
				persevere in solving
				them.

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WEBLIOGRAPHY

www.classicsforkids.com

www.classicsforkids.com/games/ (Music Games)

www.creatingmusic.com

www.dsokids.com (Dallas Symphony Orchestra Kids)

www.onlinesequencer.net

www.sfskids.org (San Francisco Symphony Orchestra)

www.sphinxkids.org

www.oyunlar1.com/musicgames.asp (Music Games)

www.agame.com/games/music/music.html (Music Creation Game)

ASSOCIATED JOBS LIST BY UNIT

Topic I: Rhythm and Beat	Performer, Instrument Repair, Music Historian, Ethnomusicologist Music theorist, Composer, Music critic, Music Teacher,	
Topic II: Melody and Vocal Production	Performer, Instrument Repair, Music Historian, Ethnomusicologist Music theorist, Composer, Music critic, Music Teacher,	
Topic III: Expression	Performer, Instrument Repair, Music Historian, Ethnomusicologist Music theorist, Composer, Music critic, Music Teacher,	
Topic IV: Instruments	Performer, Instrument Repair, Music Historian, Ethnomusicologist Music theorist, Composer, Music critic, Music Teacher	

COMMON ASSESSMENT

Students will be assessed while performing "Ode to Joy," or repertoire with the <u>same</u> rhythmic, melodic, elements.

	4	3	2	1
Rhythm	Student performs rhythms accurately with a consistent steady beat throughout	Student performs most rhythms accurately with a mostly consistent steady beat throughout	Student performs some rhythms accurately without a consistent steady beat	Student performs rhythms inaccurately without a consistent steady beat
Melody	Student performs melodic elements accurately with correct pitches	Student performs most melodic elements accurately with mostly correct pitches	Student performs some melodic elements accurately with some correct pitches	Student performs melodic elements inaccurately with few correct pitches
Technique	Student performs technical elements accurately with correct hand position	Student performs most technical elements accurately with mostly correct hand position	Student performs some technical elements accurately with inconsistent hand position	Student performs technical elements inaccurately with inconsistent hand position

Rhythmic Elements	Melodic Elements	Technical Elements
Steady Beat Quarter Notes Dotted Quarter Notes Eighth Notes Half Notes 4/4 Time Signature	Pitches: G, A, B, C, D Treble Clef Staff Stepwise Movement Skipwise Movement Repeated Movement	Hand Position Fingerings Embouchure/Tonguing Breathe Support Posture Tone

