# MUSIC
Hobbs Municipal Schools
4th Grade

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<tr>
<th>Date</th>
<th>NM State Standards</th>
<th>Core Knowledge Connections</th>
<th>Silver Burdett Music</th>
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| I.   | Content Standard 1: Learn and develop the essential skills and technical demands unique to dance, music, theatre/drama, and visual art. | 1A: “I Love the Mountains” – singing in rounds | 1A: Unit 1 Lesson 6
“Making a Melody”
Unit 2 Lesson 6
“Melody Goes Round”
Unit 2 Lesson 7
“Scale the Mountain”
Unit 3 Lesson 10
“Partners in Song”
Unit 4 Lesson 1
“A Dynamic Song”
Unit 4 Lesson 7
“Moving a New Note”
Unit 5 Lesson 9
“Sound of a Round”
Unit 6 Lesson 9
“Round and Round”
1B: Unit 2 Lesson 9
“I Spy an Instrument”
Unit 3 Lesson 9
“Strings and Things”
Unit 4 Lesson 9
“Percussion on Parade”
1C: Unit 1 Lesson 2
“On the Road to Rhythm”
Unit 2 Lesson 3
“Rhythms of the Railroad”
Unit 3 Lesson 2
“Rhythm and Dance”
Unit 4 Lesson 3
“Discover a New Rhythm”
Unit 5 Lesson 4
“Tearing Through Rhythm” |
|     | K-4 BENCHMARK 1A: Sing and play instruments with appropriate techniques while maintaining a steady beat. | 1B: Benjamin Britton
“The Young Person’s Guide to the Orchestra” |     |
|     | 1. Sing, alone and with others, with correct pitch, rhythm, timbre, diction, posture and range. |     |     |
|     | 2. Play alone and with others on instruments (pitched and unpitched) with good rhythmic and ensemble skills. |     |     |
|     | 3. Sing and/or play two-part rounds, partner songs, simple descants, unison songs, and simple accompaniments. |     |     |
|     | 4. Develop sight reading skills using simple melodic and rhythmic patterns. |     |     |
|     | B. K-4 BENCHMARK 1B: Identify timbre (tone quality) of various families of instruments. |     |     |
|     | 1. Distinguish the sounds produced by woodwind, brass, percussion, string, and keyboard instruments. |     |     |
|     | C. K-4 BENCHMARK 1C: Acquire beat and rhythmic competency skills. |     |     |
|     | 1. Demonstrate rhythmic independence by combining beat and rhythm patterns in solo/ensemble situations / movement. |     |     |
|     | 2. Explore simple meter groupings (aurally, visually in notation and through conducting patterns). |     |     |
### D. K-4 BENCHMARK 1D: Identify basic musical notation and symbols.
1. Make music by reading notation and musical symbols.
2. Notate simple melodic and rhythmic patterns using standard musical notation.

### II. Content Standard 2: Use dance, music, theatre/drama, and visual arts to express ideas.
A. K-4 BENCHMARK 2A: Understand how music expresses ideas.
   1. Identify ways in which music can express, non-verbally, various emotions or events.
   2. Create and perform pieces using graphic/iconic notation and standard musical notation to express an idea or concept.
   3. Use correct musical terminology in discussing and responding to music.

### III. Content Standard 3: Integrate understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as all other content areas.
A. K-4 BENCHMARK 3A: Identify terms common to the various art forms.
   1. Communicate an understanding of the music elements as they relate to basic elements of other arts disciplines.

B. K-4 BENCHMARK 3B: Develop musical accompaniments related to other art forms or content areas.
   1. Read, write, and perform musical accompaniments.

| 1D: “Blow the Man Down” – steps and skips | 1D: Unit 1 Lesson 1  
“Expression in Your Music”  
Unit 2 Lesson 2  
“The Score is Tied”  
Unit 2 Lesson 8  
“Melody Rhymes in Time”  
Unit 5 Lesson 2  
“Doin’ Fine in Triple Time”  
Unit 6 Lesson 6  
“Find the Sequence” |
|------------------------------------------|-------------------------------------------------
| 2A: Wolfgang Amadeus Mozart “The Magic Flute” | 2A: Unit 1 Lesson 7  
“Pentatonic Patterns”  
Unit 3 Lesson 8  
“Follow that Melody”  
Unit 4 Lesson 10  
“Melody and Countermelody”  
Unit 4 Lesson 11  
“One Song, Different Textures”  
Unit 5 Lesson 6  
“Laugh and Sing”  
Unit 6 Lesson 10  
“Harmony Moves Me” |
| 3A: “Loch Lomond” | 3A: Unit 2 Lesson 11  
“Paddle Along, Singing a Song”  
Unit 3 Lesson 12  
“Music, Music Everywhere”  
Unit 6 Lesson 3  
“Ringing Rhythm”  
3B: Unit 1 Lesson 10  
“Layered Sounds…Cha, Cha, Cha”  
Unit 2 Lesson 12  
“Ostinatos Everywhere”  
Unit 5 Lesson 11 |

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### C. K-4 BENCHMARK 3C: Identify how music can support and enhance other disciplines.

1. Discuss and demonstrate relationships of music to other disciplines: (i.e. reading—the ongoing, horizontal flow of words akin to the movement of music; social studies – how music of a culture helps to define and understand that culture; mathematics—the rhythm of music is expressed numerically; science—the movement of sound as a physical phenomenon.)

### IV. Content Standard 4: Demonstrate an understanding of the dynamics of the creative process.

#### A. K-4 BENCHMARK 4A: Understand why music is created and how it is used.

1. Discuss different motivating factors which have inspired the creation of music including historical figures, nature, events, literature, drama, etc.

#### B. K-4 BENCHMARK 4B: Understand how music is created.

1. Apply learned musical elements (i.e. rhythm, melody, form, timbre, tempo, dynamics, etc.) to compose a simple melody.
2. Improvise rhythmic and melodic phrase endings, ostinato patterns, and variations on familiar themes.

### V. Content Standard 5: Observe, discuss, analyze, and make critical judgments about artistic works.

#### A. K-4 BENCHMARK 5A: Identify simple music forms when presented aurally.

1. Identify theme and variation and verse/refrain.

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<th>4A: George Frederick Handel – “Hallelujah Chorus” from “The Messiah”</th>
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<td>3C: “The Yellow Rose of Texas”</td>
<td>4A: Unit 1 Lesson 8 “Tonal Center”</td>
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<td>“Calling All Chords”</td>
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<td>“Shining with Meter” Unit 3 Lesson 6 “A Multiplication Melody” Unit 4 Lesson 4</td>
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B. K-4 BENCHMARK 5B: Identify the sounds of more familiar instruments as well as treble and bass voices.
   1. Identify four orchestral families (strings, woodwinds, brass, percussion).
   2. Identify at least two individual instruments from each orchestral family by sight and sound.
   3. Identify vocal and instrumental ensembles (i.e. duet, choir, symphony orchestra, band, etc.)

C. K-4 BENCHMARK 5C: Use appropriate terminology to discuss responses and reactions to particular musical works.
   1. Using appropriate musical terminology, compare/contrast various styles and genre of music.

5B: Benjamin Britten – "The Young Person's Guide to the Orchestra"

5C: Core Knowledge Listening Library CDs

VI. Content Standard 6: Show increased awareness of diverse peoples and cultures through visual and performing arts.
A. K-4 BENCHMARK 6A: Identify and perform a varied repertoire from historical periods and diverse cultures with emphasis on the music and the cultures of NM.
   1. Study and perform music from various cultures with an emphasis on historical and cultural connections.
   2. Study and perform music representative of the cultures found in New Mexico.
   3. Identify specific musical characteristics unique to a country or cultural style of music.

6A: “Cockles and Mussels”
   “Comin’ Through the Rye”
   “Echo a Sentiment”
   Unit 4 Lesson 5
   “Finding the Form”
   Unit 5 Lesson 5
   “Know the Rondo”
   Unit 6 Lesson 5
   “Theme and Variations”

6A: Unit 1 Lesson 4
   “Dancing in Duple Meter”
   Unit 4 Lesson 2
   “Feeling Upbeat” -- Kenya
   Unit 4 Lesson 6
   “In Search of a New Note”
   Unit 5 Lesson 3
   “Sounds of Spain”
   Unit 6 Lesson 7
   “A Slovak Melody”
### VII. Content Standard 7: Demonstrate knowledge about how technology and invention have historically influenced artists and offered new possibilities for expression.

| A. K-4 BENCHMARK 7A: Understand how various instruments have evolved. |
|---|---|
| 1. Discuss and identify how instruments have developed from natural materials to man-made materials. |
| 2. Discuss similarities and differences among folk instruments across cultures. |
| 3. Discuss how the development of electronic instruments has influenced contemporary music. |

| B. K-4 BENCHMARK 7B: Use appropriate music technology. |
|---|---|
| 1. Understand how music technology is an extension of the traditional music curriculum. |

#### 7A: Recorders, Orff and Percussion Instruments
- "How’s the Texture"
- Unit 4 Lesson 8
- "United by Melody"
- Unit 5 Lesson 7
- "Where’s the New Note?"
- Unit 6 Lesson 8
- "Keyboard Classics"

#### 7B: Gregorian Chant
- "Tempo Time"
- Unit 4 Lesson 8
- "United by Melody"
- Unit 5 Lesson 10
- "Round and Around"

### VIII. Content Standard 8: Contribute to communities by sharing expertise in dance, music, theatre/drama, and visual arts and by participating in the activities of cultural institutions.

| A. K-4 BENCHMARK 8A: Model appropriate audience behavior at live concert performances. |
|---|---|
| 1. Understand and exhibit proper concert etiquette. |
| 2. Model respectful behavior, understanding the dynamics of what it takes to be a performer. |

| B. K-4 BENCHMARK 8B: Participate in appropriate school programs. |
|---|---|
| 1. Prepare and perform age-appropriate material at school and community-based programs. |

| C. K-4 BENCHMARK 8C: Share and develop cultural experiences. |
|---|---|
| 1. Celebrate customs, cultural traditions, and American holidays, using music at home and in other social situations. |

#### 8A: Opera Unlimited, Traveling Lantern Theater, Southwest Symphony
- "Accent on Freedom" Unit 12 Lesson 1-9
- "Holidays and Celebrations"

#### 8B: American Education Week Performances
- Units 7-11 Theme-Based Lessons

#### 8C: Songs of the U.S. Armed Forces:
- Air Force Hymn; Anchors Aweigh; The Marine Hymn; The Caissons Go Rolling Along (Army)