



It's Music Time!

GRADE FOUR MUSIC PLAY

Materials List

SONG #	SONG	MATERIALS
Staff		Painters tape for floor or carpet, small paper plates (notes)
5	Good Morning	Beat hearts
9	Jolly Jolly Rhythm	Number cards
11	Old Joe Clark	Wooden spoons
12	Black Snake	Rubber snake
22	Ma Ku Ay	Lummi sticks
26	Pass The Pumpkin	Plastic pumpkin container, photocopy & cut up rhythm cards Pg. 45
35	My Bonnie	Flashcards (Bonnie, ocean, sea, bring back, me)
43	Music is the Language	Rhythm Review (4 hoola hoops) Musical Genres (island, salsa, country)
48	Digeridoo	Digeridoo, disinfectant wipes
54	Yankee Doodle Stick Game	Bean bags
58	Let's Catch a Rooster	Rubber chicken
65	Feller From Fortune	Map of Newfoundland
66	Tue Tue	Map of Africa
79	Mi Conejito	5 Large construction paper eggs

SONG #	SONG	MATERIALS
81	J'entends le Moulin	Blindfold
83	Whacky Music	Music notation set (8 sets per student), conducting batons or chopsticks
88	There's a Hole in my Bucket	Dramatize (props: bucket, straw, knife, stone, water)
91	Biddy Biddy	A ring
92	Steel Drum	Steel drum music

Long Range Plans

TERM/ MONTH	EXPECTATION/ **CONCEPT	ACTIVITIES	MATERIALS	RESOURCES	ASSESSMENT/ EVALUATION
TERM 1 SEPT	-recognizes that the treble clef defines the names of the lines (e, g, b, d, f) and the spaces (f, a, c, e) on the staff	*Music Play Teacher's Guide (TG) Pg. 3 The Staff and naming of G *Introduce Hand Staff Review in October & November	*Worksheet *worksheets	*Music Play 4 *Gr.4 Student Bk	*Worksheet *Quiz/Test
SEPT	-recognizes that specific pitches may be represented by notes placed on the staff	*Music Play (TG) Pg. 4 Pitch *Staff Games *Mad Minutes - Notes	*worksheets *Floor Staff *Worksheets	*Music Play 4 *Gr. 4 Student Bk *Painter's Tape *Floor Staff	*Note Test
SEPT OCT	-distinguishes between movement by a step and movement by a skip	*Music Play (TG) Pg. 12 Skips *Music Play (TG) Pg. 15 Steps *Music Play (TG) Pg. 37 Step & skips reviewed (TG) Pg. 43 *Solfa activities with various songs Review often to retain skill	*Wall Piano *Solfa ladder *Melody Flashcards	*Music Play 4 *Gr. 4 Student Bk	*Aural assessment randomly *Checklist Y/N

TERM/ MONTH	EXPECTATION/ **CONCEPT	ACTIVITIES	MATERIALS	RESOURCES	ASSESSMENT/ EVALUATION
SEPT	-identifies whole notes, half notes, quarter notes, and eighth notes, and the corresponding rests in 4/4 time	*Music Play (TG) Pg. 10 Beat & Rhythm reviewed Quarter and eighth notes **Complete Note Values Chart	*worksheets *Websites TG Pg. xvi	*Music Play 4 *Gr. 4 Student Bk	*Worksheets *Quiz
OCT	Music Theory	*Music Play (TG) Pg. 20 Half and whole notes and measures **Sing half notes in Song #10 *Music Play (TG) Pg. 29 Ties *Music Play (TG) Pg. 38 Time Signature, Accented beats	*Flashcards *Floor staff *Wall staff	*Rhythm flashcards *Staff Games Bk	*Observation *Checklist
NOV		*Music Play (TG) Pg. 54 Major & Minor keys *Music Play (TG) Pg. 59 Half rest *Music Play (TG) Pg. 68 Fermata *Music Play (TG) Pg. 80 Staccato, legato, accent (Articulation) *Music Play (TG) Pg. 102 Phrases *Music Play (TG) Pg. 152 & 153 Dotted half note *Flashcard games *Staff Games	*Worksheet *Flashcards		*Observation *Checklist

TERM/ MONTH	EXPECTATION/ **CONCEPT	ACTIVITIES	MATERIALS	RESOURCES	ASSESSMENT/ EVALUATION
SEPT	-identifies the form verse-chorus in familiar songs	*Music Play (TG) Pg. 16 Verse-Chorus defined	*Songs from Music Play	*Music Play 4 *Gr. 4 Student Bk	*Listening Quiz
OCT		*Music Play (TG) Pg. 29 Verse-Chorus example			
NOV		*Music Play (TG) Pg. 47 Verse-Chorus reviewed	*Form Shapes *Form Letters		
JAN		*Music Play (TG) Pg. 76 Chorus is labeled			
FEB		*Music Play (TG) Pg. 81 Chorus is labeled *Music Play (TG) Pg. 98 Chorus labeled			

TERM/ MONTH	EXPECTATION/ **CONCEPT	ACTIVITIES	MATERIALS	RESOURCES	ASSESSMENT/ EVALUATION
SEPT OCT	-expresses his/her response to music from a variety of cultures and historical periods	(Samples) #04 Frere Jaques (French) TG:p8 #22 Ma Ku Ay (Maori) TG:p38 LCD#4 Concerto in Bb (Baroque) P.26 #24 Sakitohwin (Native) TG:p42 LCD#5 Prelude (Baroque) P.26	*World Map or Globe	*Music Play 4 *Gr. 4 Student Bk *Listening Kit 4	*Observations *Checklist *Listening Log *Question/Answer
NOV		#31 Crane (Japanese) TG:p55 LCD#7 Menuetto (Classical) P.31	Handel DVD	*DVD Worksheet	*Assignment
DEC		#38 Yesh Li Yadiyim (Hebrew) p65 #39 Sarasponda (Dutch) TG:p66			
JAN		#41 Hallelujah Chorus (Baroque) p69 #47 Kookaburra (Australian) p82 LCD#17 Se non Fusse (Renaissance) P.48			
MAR		#49 CuCu (Spanish) TG:p85 #62 Scotland's Burning (Scottish) p108 #65 Feller From Fortune (Can) p111			
MAY		#66 Tue Tue (African) TG: p112 #91 Biddy Biddy (Jamaican) TG:p150 LCD#20 Hungarian Rhapsody P. 52 LCD#21 Allegro Animato(Romantic)P.52	Liszt DVD	*DVD Worksheet	*Assignment

TERM/ MONTH	EXPECTATION/ **CONCEPT	ACTIVITIES	MATERIALS	RESOURCES	ASSESSMENT/ EVALUATION
TERM 1	-creates an accompaniment for a story, poem, or drama presentation, using his/her knowledge of beat, rhythm, and tone colour	<ul style="list-style-type: none"> *September (Poem) (TG) P. 17 *The Snake (Poem) (TG) P. 25 *Thanksgiving Wishes (Poem)(TG) P. 42 *Sound of the Wind (Poem) (TG) P. 54 *The First Snowfall (Poem) (TG) P.64 *Jack Frost (Poem) (TG) P.74 *Valentine Poems (TG) P.104 	<ul style="list-style-type: none"> *Rhythm Instruments *Body Percussion *Poem Charts 	*Music Play 4	*Project Rubric
All Terms	-reads and performs simple rhythmic patterns in 4/4 time	<ul style="list-style-type: none"> *Daily introduction and review of rhythm flashcards *Daily reading of simple songs 	*Rhythm Flashcards	<ul style="list-style-type: none"> *Rhythm Flashcards *Music Play 4 *Gr. 4 Student Bk 	<ul style="list-style-type: none"> *Observation *Checklist *Performance Rubric
All Terms	-Demonstrates an understanding of correct breathing technique and posture when playing and/or singing	<ul style="list-style-type: none"> *Sit up tall *Big breath in *Slow breath out 			<ul style="list-style-type: none"> *Observation *Checklist
All Terms	-Demonstrates knowledge of techniques to produce a clear open head tone while singing	<ul style="list-style-type: none"> *Pitch Matching (Daily) *High, Medium, & Low register exercises *Vocalize through different registers 			<ul style="list-style-type: none"> *Observation *Checklist
All Terms	-reads music, using his/her knowledge of contour mapping and notation	<ul style="list-style-type: none"> *Review Melodic Contour *depict Melodic Contour for 4-5 songs per term *How does Melodic Contour helps us read Music? 		*Music Play 4	<ul style="list-style-type: none"> *Observation *Checklist

TERM/ MONTH	EXPECTATION/ **CONCEPT	ACTIVITIES	MATERIALS	RESOURCES	ASSESSMENT/ EVALUATION
All Terms	-sings or plays expressively, giving particular attention to using suitable dynamics and tempi	*Review Dynamic terms and definitions *Review Tempo terms and definitions *When singing music, point out dynamic and tempo markings and have students sing accordingly			*Checklist *Observations *Performance Rubric
TERM 2 JAN	-recognizes that a unison consists of two notes on the same line or in the same space that are played or sung simultaneously	*Review Unison *Sing daily in Unison #51 We're on the Upward Trail (2 Parts) (Pick out unison notes)		*Music Play 4	*Observation *Checklist
TERM 2 SEPT NOV APR JUN	-identifies the instruments of the woodwind, brass, string, and percussion families	LCD#2 Galliard Battaglia (Brass) LCD#3 Fig Leaf Rag (Brass) LCD#7 Menuetto (Woodwind) LCD#8 Agite (Woodwind) LCD#4 Concerto in Bb (String) LCD#12 Gigue & Variations (String) LCD#13 Gigue & Variations (String) LCD#14 Gigue & Variations (String) LCD#23 Contradanse (Percussion) LCD#24 Gilozia (Percussion) STOMP African Drumming	*Worksheets *Instrument DVD *Listening maps *Stomp stuff *African Drums	*Music Play 4 *Listening Resource Kit 4 *Instrumental Classmates DVD *Stomp video *World Drumming Kit	*Written test *Sorting game *Poster check

TERM/ MONTH	EXPECTATION/ **CONCEPT	ACTIVITIES	MATERIALS	RESOURCES	ASSESSMENT/ EVALUATION
TERM 2	-recognizes tone colours (the specific sounds of individual instruments or voices) in familiar music	*Listen to musical pieces and name the instruments playing or voices singing.	*Listening Log	*Listening Kit 4	*Listening Quiz
TERM 2	-sings or plays in tune, songs from a variety of times and places	*Daily tone matching *Melodic Flashcards *Singing and playing the Recorder			*Observation *Checklist *Solo Singing *Playing Test
TERM 2	-explains, using appropriate musical terminology, his/her preference for specific music	*Music Play #41 "Huron Carol" compare *Music Play #55 & 56 compare	*Venn Diagram *Venn Diagram	*Music Play 4	*Venn Diagram *Venn Diagram
TERM 3	-demonstrates his/her understanding of beat through conducting a piece in 4/4 time using the standard conducting pattern	*Music Play (TG) Pg. 127 *Music Play (TG) Pg. 138 *Music Play (TG) Pg. 149 *Listening resource Kit – any selection *Introduce Conductor of the Day *Introduce standard Conducting Patterns	*batons *Chart of Patterns	*Music Play 4 *Gr. 4 Student Bk *Listening Resource Kit	*Observation *Demonstration

TERM/ MONTH	EXPECTATION/ **CONCEPT	ACTIVITIES	MATERIALS	RESOURCES	ASSESSMENT/ EVALUATION
TERM 3	-writes new words to familiar melodies, using his/her knowledge of rhythm to ensure that the new text fits with the melody	#4 Frere Jaques P. 8 #35 My Bonnie P. 61 #52 Make New Friends P. 90 #53 My Gal's A Corker P. 91 & 92 #60 Grandpa's Wiskers P. 103 #68 Old Dan Tucker P. 114 #95 Camping Song P. 155		*Music Play 4	*Project Rubric *Self Assessment Rubric Pg. 89
TERM 3 SEPT MAY MAY & JUN JUN	-creates musical compositions that show appropriate use of some of the elements of music (tempo, dynamics, pitch, beat, rhythm, tone colour) and perform them	#5 #83 Whacky Music *STOMP GROUPS *DRUMMING CIRCLE	*Note squares *Beat Chart *Household items *Drums and rhythm instruments	*Music Play 4	* Assignment *Group Performance Rubric *Group Performance Rubric
TERM 3 OCT NOV JAN	-creates an accompaniment for a song, using a melodic ostinato (short melodic pattern repeated throughout the song)	#23 Syncopation #15 Canoe Song 30 Land of the Silver Birch #51 We're on the Upward Trail		*Music Play 4	*Observation *Checklist *Performance Rubric
TERM 3	-communicates his/her thoughts and feelings about the music she/he hears, using language and a variety of art forms and media	#71 Mist (TG) P. 117 #86 Old Blue (TG) P. 143 #88 There's A Hole (TG) P. 145	*Art Paper *Dramatize *Costumes *Props		*Finished Project

TERM/ MONTH	EXPECTATION/ **CONCEPT	ACTIVITIES	MATERIALS	RESOURCES	ASSESSMENT/ EVALUATION
TERM 3	-describes how a composer can manipulate the elements of music to create a specific mood	*Music Play (TG) P. 54 Major & Minor			
TERM 3	-explains the effects of different musical choices	LCD#6 Witches #8 Grandfather's Clock		*Listening Kit 4	