** Music 4**

**2019 – 2020**

**Teacher:** Mr. M Patterson

**Course Grade:** Grade 4

**Rationale:** The music curriculum is intended to help students develop understanding and appreciation of music, as well as practical skills, so that they will be able to find in music a lifelong source of enjoyment and personal satisfaction. It is well documented that the intellectual and emotional development of children is enhanced through the study of music. An interesting and challenging program in music not only develops practical skills, but also enables students to sharpen their ability to reason and to think critically, and to explore their emotional responses to the music. It is therefore essential that a balanced music program be offered – one that includes both listening and music making and that may appeal to a wide variety of students. Children learn to love music when they have opportunities to experience it in the context of a rich and varied curriculum.

**Aim:** Students in the junior division focus on developing the ability to read music notation and on applying their knowledge of the elements of music through performing, creating, and listening. In Grade 4, students begin to read standard notation in the treble clef and sing or play music in two parts. They continue to create simple rhythms and melodies as accompaniments and to discover how music is organized.

**Skills:**

* *Knowledge and Understanding* – Knowledge of the content taught and the comprehension of its meaning and significance;
* *Thinking* – The use of critical and creative thinking skills and/or processes as follows:
  + *Planning Skills* – focusing, research, gathering information, organizing an inquiry;
  + *Processing Skills* – analyzing, evaluating, synthesizing;
  + *Critical/Creative Thinking Processes* – inquiry, problem solving, decision making, research.
* *Communication* – The conveying of meaning through various forms as follows:
  + *Oral* – story, role play, debate;
  + *Written* – reports, essays, letters;
  + *Visual* – model, map, chart, movement, video.
* *Application* – The use of knowledge and skills to make connections within and between various contexts.

**Course Overview:**

* Demonstrate an understanding of the basic elements of music specified for this grade through listening to, performing, and creating music;
* Create and perform music, using a variety of sound sources;
* Use correctly the musical terminology associated with the specific expectations for this grade;
* Begin to read standard musical notation;
* Identify and perform music from various cultures and historical periods;
* Communicate their response to music in ways appropriate for this grade.

**Major Themes:**

1. Performance
2. Theory
3. Composition
4. History

**Evaluations:**

|  |  |  |  |
| --- | --- | --- | --- |
| **#** | **Assessment\*** | **Quantity\*** | **Grade** |
| 1 | Performance Tests | 3 playing tests | 25% |
| 2 | Theory Assignments | 4 assignments | 20% |
| 3 | Compositions | 1 composition of different style | 20% |
| 4 | History | 3 short history work sheets | 15% |
| 5 | Participation | Based on overall class participation | 10% |
| 6 | Mad Minute Quizzes | 3 quizzes throughout year/highest grade marked | 10% |

**Schedule:** A long-range plan has been posted on the wall in the classroom with a complete breakdown of every lesson throughout the school year. Located below is a breakdown of each theme throughout the months of the academic year.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Months** | **Performance** | **Theory** | **Composition** | **History** |
| *Sept – Nov* | Concert Band | Notation/ Scales II |  | Pop  Music I |
| *Nov – Feb* | Concert Band | Intervals/  Time I |  | Renaissance Music I |
| *Feb – June* | Concert Band |  | Orff  Solo Piece | East Asian Music II |

**Student Attendance:**

Student attendance is vital to the success of this course. Should a student miss a class due to any circumstance, all possible efforts will be made to ensure the material covered will be available to that student.

**Class Rules and Regulations**

Every member of this class is expected to come prepared and on time. Students must bring all materials that have been specified, and any homework to each and every class.

Classroom participation is mandatory and will be evaluated through a variety of methods including: activities, classroom discussion, and homework. Students who struggle with classroom participation may substitute work to compensate for their lack of participation. Furthermore, every opinion and discussion will be received respectfully in class, although some opinions may be challenged.

The following routine will be enforced on a daily basis to ensure a high academic and social standard is achieved:

* Students will walk down the hall without noise and in a straight line (this shows respect to the other classes already in progress, avoids any distractions, and teaches students to share space such as a sidewalk for other pedestrians);
* Students will enter the classroom in a similar manner and prepare any materials needed to begin class on a positive note;
* During performance classes, students will warm-up by working on the correct pieces;
* Students will be expected to refrain from wandering around the room, to stay in their seat, and to maximize their lesson time by behaving in a manner that ensures time is not wasted (this shows they are a self-starter, highly motivated, and a willingness to learn);
* Students will be expected to simply try their best during class so that the teacher may take their abilities to the next level (this shows teamwork, hard work, and self-discipline).

Note: none of the skills discussed above mention the student becoming a virtuoso performer, rather, they teach the important social and academic skills required for a successful career later in their life!

I have read the syllabus for ***Grade 4 Music*** and am in agreement with the working methods, general philosophy, and topics that it proposes.

Student name Date

Student signature Parent signature