# Bloom’s Taxonomy

Remembering Analyzing

Understanding Evaluating

Applying Creating

(4.1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to: (A) categorize and explain a variety of musical sounding including Children’s SA voices; (B) categorize and explain a variety of musical sounds (Woodwind, Brass, String Percussion, Keyboard, Electronic, various cultures (C) use known music symbols and terminology in referring to rhythm; melody; timbre; form; tempo, dynamics, including crescendo and decrescendo; articulation(staccato/legato) to explain musical sounds presented aurally; and (D) identify and label small and large musical forms such as a variety of music forms such as AB, ABA, Rondo.

(4.2) Foundations: music literacy. The student reads, writes and reproduces music notation using a system. Technology and other tools may be used to read, write and reproduce musical examples. The student is expected to: (A) read, write, & reproduce rhythmic patterns using standard notation, including separated eighth notes, eighth & sixteenth note combos, dotted half note, & previously learned note values in 2/4, ¾, or 4/4 meters; (B) read, write and reproduce extended pentatonic patterns using standard staff notation; and (C) identify new and previously learned music symbols and terms referring to tempo, dynamics, articulation

(4.3) Creative Expression. The student performs a varied repertoire of developmentally appropriate music in informal and formal settings. The student is expected to: (A) sing and play classroom instruments independently or in groups with accurate intonation and rhythm; (B) sing or play a varied repertoire of music such as American & Texas folk songs, patriotic music, and folk songs representative of local and world cultures independently or in groups; (C) move alone and with others to a varied repertoire of music using gross motor, fine motor, locomotor and non-locomotor skills and integrated movement; (D) perform various folk dances and play parties; (E) perform simple 2 part music, including rhythmic and melodic ostinato derived from known repertoire; (F) interpret through performance new and previously learned music symbols and terms referring to tempo, dynamics, articulation, and meter .

(4.4) Creative Expression. The student creates and explores new musical ideas within specified guidelines. The student is expected to: (A) create rhythmic through improvisation and composition; (B) create melodic phrases through improvisation and composition; and (C) create simple accompaniments through improvisation and composition.

(4.5) Historical Cultural Relevance. The student examines music in relation to history, and cultures. The student is expected to: (A) perform a varied repertoire of songs, movement and musical games representative of diverse cultures; (B) perform music representative of Texas and America; (C) identify and describe music from diverse genres, styles, periods and cultures; and (D) examine relationships between music and interdisciplinary concepts.

(4.6) Critical Evaluation & Response. The student listens to, responds to and evaluates music and musical performances. The student is expected to: (A) exhibit audience etiquette during live and recorded performances; (B) recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary; and (C) describe specific musical events; (D) respond verbally and through movement to short musical examples; (E) describe a variety of compositions and formal or informal musical performances using specific criteria; and (F) justify personal preferences for specific music works and styles using music vocabulary.

Objectives:

Introduction/Focus:

Procedures:

Review and Closure:

Assessment:

# Grade: 4 Week # \_\_\_\_ Date\_\_/\_\_/\_\_

Materials Needed:

SW Experience, Explore, Imitate through:

Singing Playing Instruments Moving Technology

SW Perform, Read, Write, Analyze, Listen

As a class Individually In Small Groups