

GRADE 4 LESSON PLAN
MUSICAL ARTS / RECORDING STUDIO

<p>Musical Arts Lesson Plan Information</p> <p>Grade: 4 Subject: Arts (Music), Language (Oral communication and Writing) Topic: Singer Songwriter Duration: 2.5 hours</p> <p>Table of Contents</p> <p>Curriculum Expectations Fundamental Concepts for Grade 4 Lesson Plan Overview and Objectives School Visit Recording Studio Visit at QEPCCC Post-Visit Activity Curriculum Connections</p>	
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<p>Curriculum Expectations</p> <p>The Arts – Music</p> <p>C1.1 sing and/or play, in tune, from musical notation, unison and two-part music with simple accompaniments from a wide variety of cultures, styles, and historical periods</p> <p>C1.2 apply the elements of music when singing and/or playing, composing, and arranging music to create a specific effect</p> <p>C1.4 use the tools and techniques of musicianship in musical performances</p> <p>C2.1 express detailed personal responses to musical performances in a variety of ways</p> <p>C2.2 identify the elements used in the music they perform, listen to, and create, and describe how they are used</p> <p>C3.2 demonstrate an awareness, through listening, of the characteristics of musical forms and traditions of diverse times, places, and communities</p> <p>Language – Oral Communication</p> <p>1.1 identify purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks</p> <p>1.2 demonstrate an understanding of appropriate listening behavior by adapting active listening strategies to suit a variety of situations, including work in groups</p> <p>1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts</p> <p>1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them</p> <p>2.4 use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience</p> <p>2.5 identify vocal effects including tone, pace, pitch, volume, and a range of sound effects, and use them with sensitivity towards cultural differences to help communicate their meaning</p> <p>Language – Writing</p> <p>1.2 generate ideas about a potential topic using a variety of strategies and resources</p>	
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2.2 establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood such as amusement

2.3 use specific words and phrases to create an intended impression

Fundamental Concepts for Grade 4

Elements of Music

duration: syncopation using an eighth note followed by a quarter note and an eighth note (oral prompts: “ti-ta-ti” or “syn-co-pa”); sustaining a note or rest for longer than its value (pause or fermata)

pitch: melody maps, five-line staff, absolute pitch names in treble clef (A, B, C, D, E, F, G), major and minor tonality, major scale (written with notes or numbers), intervals (unison, step, skip, leap), key signatures in the music they perform (e.g., no sharps or flats, one sharp, one flat), accidentals (sharp, flat, natural)

dynamics and other expressive controls: changes in volume encountered in music listened to, sung, and played (e.g., *sforzando* [*sfz*]); articulation (e.g., phrase markings)

timbre: homogeneous sound of ensemble instruments (e.g., individual instruments of the orchestra or other performing ensemble)

texture/harmony: canon, simple two-part piece (simple polyphony)

form: verse and chorus; piece with an introduction and/or a coda; simple repeats

Lesson Plan Overview and Objectives

Students will learn about musical literacy through composing, listening, singing, play performing, and recording. They will work in groups to write a song and record their track. Through their writing and recording, they will demonstrate an understanding of elements of music.

All of the recordings (music with and without lyrics) will be sent to the teacher after the second visit. Please allow 1-2 weeks for the recordings.

SCHOOL VISIT – MUSIC EDUCATOR

WRITING/COMPOSING	
Materials	Pencil, eraser, paper, clipboard, beat/sound makers, iPod, portable speaker
Introduction Inspiration	<p>Ice Breakers</p> <p>ABC Game - Use this game to establishing rhythm and syncopation waving hands in the air like the wave.</p> <p>Rhyming game</p> <p>Musical chairs</p> <p>Freeze Dance - Movement with rhythm from fast to slow</p> <p>Vocal Class</p> <p>Inspiration – Exploring and Listening</p> <p>Listen to various types of music (different styles, genres, beats, purpose – audience types, soundtrack, and meditation) and discuss using elements of music.</p> <p>Introduction to Lyrics</p> <ul style="list-style-type: none"> - Explore what makes good lyrics - Explore basic song structure and musical elements

	<ul style="list-style-type: none"> - Find the subject matter that the groups want to explore through song. Teacher are encouraged to workshop themes in advance. - Identify the songwriters and vocalists in the group. Teachers may want to divide the class into groups prior to the arrival of the musician since they will know the strengths and interests of the group. This will leave more time for the program.
Activity	<p><i>Creating and Collaborating</i></p> <p>The lyrists from the group craft the lyrics. The beat/sound makers identify the basic groove. The lyrists and the beat/sound makers come together to integrate their work. Lyrics add melody to fit the song structure.</p>

RECORDING STUDIO VISIT - QEPCCC

RECORDING/PERFORMING	
Materials	Pencil, eraser, paper, portable speaker, laptop or Mac computers, headphones, lyrics, beat/sound makers, piano, keyboard, guitar
Activity	<p>The music educator will provide a guided tour of the recording studio and how the recording session works. Each group will have a one-on-one recording session with the music educator, while other groups practice in a different studio.</p> <p><i>Recording</i> Practice, develop tracks, and record sessions</p>

POST-VISIT ACTIVITIES

Cross Curricular and Integrated Learning	Arts (Drama), Language (Oral Communication)
<p><i>Reflection</i></p> <p>Is there a message that you are trying to convey through the song? What is the purpose of your song? What was the inspiration for writing and recording your music? How did you collaborate as lyricist/beat maker? What was the easiest/most difficult part of creating and recording your song? Which elements did you focus on when writing the song and why? Tell us about the mood that you created.</p> <p><i>Performance</i></p> <p>Perform a mini concert at school to share your music.</p>	

CURRICULUM CONNECTIONS

Cross Curricular and Integrated Learning	Language/Arts
<p><i>Language – Media Literacy</i></p> <p><i>Arts – Visual Arts</i></p> <p><i>Design a poster/album cover to promote your music</i></p> <p>Students create an album cover/poster to advertise their music. Can you come up with a name for your group (e.g. band name)? Create a name for your band and design a poster or album that may be used for promotion. What age, gender, and cultural group is it aimed at?</p>	