

Music: Grades 4-6 Yearly Plans

NOTES

- The following Grades 4-6 yearly plans are based on these four stages of learning:
 1. **Preliminary Play (Prelim Play):** aural introduction and engagement in spontaneous exploration of the skill/concept (experience by singing, moving, listening, playing instruments)
 2. **Label:** name the skill/concept (literacy)
 3. **Explore:** reinforce and practice skill/concept (sing, move, listen, play, read)
 4. **Create and Improve (Create/Imp.):** create and transfer learning to new applications
- Skills/concepts from the previous year will continue to be reviewed and built upon throughout subsequent years
- As skills/concepts are introduced, they will be reinforced and continued to be built upon throughout the year. Refer to specific grade level for indicators.
- As lesson plans are developed, ensure day-to-day *musicking* experiences include singing, moving, listening, playing, creating, and reading. Christopher Small defines *musicking* in this way: “To music is to take part, in any capacity, in a musical performance, whether by performing, by listening, by rehearsing or practicing, by providing material (what is called composition), or by dancing.”¹
- Outcome 5 is embedded in the music program throughout the year.
- Every skill/concept that is developed will reinforce that *musicking* communicates feelings, ideas, and understandings.
- This is one version of a yearly plan. It is a sample for you to consider as you develop your own yearly plan.
- **Concert preparation should be a continuation of ongoing learning of music skills and concepts in the classroom, not an interruption of the learning process.**

1. Christopher Small, *Musicking: The Meanings of Performing and Listening* (Middletown: Wesleyan University Press, 1998), 9.

Table Legend: Preliminary Play = Prelim Play; Create and Improve = Create/Imp

Grade Four

	Outcome 1 (rhythm, meter, tempo)	Outcome 2 (melody, harmony)	Outcome 3 (texture, form)	Outcome 4 (synthesize elements)	Outcome 5 (cultures, com.)
September	<p>Explore, Create & Imp Grade 3 skills & concept</p> <p>Move in simple and compound meter, varying tempi</p> <p>Prelim Play 2/4, 3/4, 4/4</p>	<p>Explore, Create & Imp Grade 3 skills & concepts</p> <p>Sing rounds, 2-part, and partner songs ranging from B^b₁ to F¹ focusing on diatonic tone sets</p> <p>Prelim Play <i>fa</i></p>	<p>Explore, Create & Imp Grade 3 skills & concepts</p> <p>Create & Imp with increasingly complex textures (rhythmic & melodic)</p>	<p>Explore, Create & Imp Grade 3 skills & concepts</p> <p>Identify reasons for creating music</p>	<p>Explore, Create & Imp Grade 3 skills & concepts</p> <p>Embedded throughout the year: perform, describe, share, and value music of various cultures and genres</p>
October	<p>Prelim Play ti-tika, tika-ti</p> <p>Label/Explore 2/4, 3/4, 4/4</p>	<p>Label, Explore songs in major keys (C, F, G) along with relative minors</p>		<p>Extend skill development of dynamics and timbre with increasing complexity</p>	
November	<p>Label/Explore ti-tika, tika-ti</p> <p>Name all rhythmic values by standard notational names as they appear</p>	<p>Prelim Play I-V chords</p> <p>Label/Explore <i>fa</i></p> <p>Prelim Play flat, sharp</p>	<p>Prelim Play increasingly complex AB and rondo form</p>	<p>Explore and create expressive elements through a variety of ways and media</p>	
December					
January	<p>Prelim Play dotted quarter eighth, eighth dotted quarter</p>	<p>Create/Imp melody in major and rel. minor keys</p>			
February	<p>Create/Imp ti-tika, tika-ti</p>	<p>Label/Exp. I-V</p> <p>Label/Exp. flat, sharp</p>	<p>Label/Exp increasingly complex AB and rondo form</p>		
March	<p>Label/Exp. dotted quarter eighth, eighth dotted quarter</p>	<p>Create/Imp <i>fa</i></p>			
April	<p>Create/Imp 2/4, 3/4, 4/4</p>	<p>Create/Imp I-V</p>	<p>Create/Imp increasingly complex AB and rondo form</p>		
May	<p>Create/Imp dotted quarter eighth, eighth dotted quarter</p>	<p>reate/Imp flat, sharp</p>			
June	<p>↓</p>	<p>↓</p>	<p>↓</p>	<p>↓</p>	<p>↓</p>

Grade Five

	Outcome 1 (rhythm, meter, tempo)	Outcome 2 (melody, harmony)	Outcome 3 (texture, form)	Outcome 4 (synthesize elements)	Outcome 5 (cultures, com.)
September	<p>Explore, Create & Imp Grade 4 skills & concept</p> <p>Move in simple and compound meter, varying tempi</p> <p>Prelim Play 2/4, 3/4, 4/4, 6,4</p>	<p>Explore, Create & Imp Grade 4 skills & concepts</p> <p>Sing songs with emphasis on diatonic tone set, ranging B^b₁ to F¹</p> <p>Prelim Play <i>ti</i></p>	<p>Explore, Create & Imp Grade 4 skills & concepts</p> <p>Create & Imp with increasingly complex textures (rhythmic & melodic)</p>	<p>Explore, Create & Imp Grade 4 skills & concepts</p> <p>Identify reasons for creating music</p>	<p>Explore, Create & Imp Grade 4 skills & concepts</p> <p>Embedded throughout the year: perform, describe, share, and value music of various cultures and genres</p>
October	<p>Name all rhythmic values by standard notational names as they appear</p> <p>Prelim Play dotted eighth sixteenth, dotted sixteenth eighth</p>	<p>Create/Imp <i>d l t l s f m r d l s l</i> songs on staff in F, G, and C major and relative minors using solfege and absolute note names</p>	<p>Prelim Play <i>D.S. al Coda</i>, 1st and 2nd endings</p>	<p>Extend skill development of dynamics and timbre with increasing complexity</p>	
November	<p>Label/Explore dotted eighth sixteenth, dotted sixteenth eighth</p> <p>Label/Explore 2/4, 3/4, 4/4, 6,4</p>	<p>Prelim Play I—IV-V</p> <p>Label/Explore <i>ti</i></p>	<p>Create/Imp increasingly complex AB and rondo form</p>	<p>Explore and create expressive elements through a variety of ways and media</p>	
December					
January	<p>Prelim Play eighth quarter eighth</p>		<p>Label/Exp <i>D.S. al Coda</i>, 1st and 2nd endings</p>		
February	<p>Create/Imp dotted eighth sixteenth, dotted sixteenth eighth</p>	<p>Label/Exp. I-IV-V</p>	<p>Perform increasingly difficult arrangements</p>		
March	<p>Label/Exp. eighth quarter eighth</p>	<p>Create/Imp <i>ti</i></p>	<p>Create/Imp <i>D.S. al Coda</i>, 1st and 2nd endings</p>		
April	<p>Create/Imp 2/4, 3/4, 4/4, 6,4</p>	<p>Create/Imp I-IV-V</p>			
May	<p>Create/Imp eighth quarter eighth</p>				
June					

Grade Six

	Outcome 1 (rhythm, meter, tempo)	Outcome 2 (melody, harmony)	Outcome 3 (texture, form)	Outcome 4 (synthesize elements)	Outcome 5 (cultures, com.)
September	<p>Explore, Create & Imp Grade 5 skills & concept</p> <p>Move in simple and compound meter, varying tempi</p>	<p>Explore, Create & Imp Grade 5 skills & concepts</p> <p>Sing songs with emphasis on diatonic tone set, ranging B^b₁ to F¹</p>	<p>Explore, Create & Imp Grade 5 skills & concepts</p> <p>Create & Imp with increasingly complex textures (rhythmic & melodic)</p>	<p>Explore, Create & Imp Grade 5 skills & concepts</p> <p>Identify reasons for creating music</p>	<p>Explore, Create & Imp Grade 5 skills & concepts</p> <p>Embedded throughout the year: perform, describe, share, and value music of various cultures and genres</p>
October	<p>Name all rhythmic values by standard notational names as they appear, including compound time rhythmic values</p>	<p>Create/Imp <i>d t s f m r d l s l</i> songs on staff in F, G, and C major and relative minors using solfege and absolute note names</p>	<p>Prelim Play theme and variations</p>	<p>Extend skill development of dynamics and timbre with increasing complexity</p>	
November	<p>Prelim Play 2/4, 3/4, 4/4, 6/4, 6/8</p>	<p>Prelim Play chromatic and natural minor scales</p>	<p>Create/Imp increasingly complex AB and rondo form</p>	<p>Explore and create expressive elements through a variety of ways and media</p>	
December					
January	<p>Label/Explore 2/4, 3/4, 4/4, 6/4, 6/8</p>	<p>Prelim Play various clef signs</p>	<p>Label/Exp theme and variations</p>		
February		<p>Label/Explore various clef signs</p>	<p>Perform increasingly difficult arrangements</p>		
March		<p>Label/Explore chromatic and natural minor scales</p>	<p>Create/Imp theme and variations</p>		
April	<p>Create/Imp 2/4, 3/4, 4/4, 6/4, 6/8</p>	<p>Create/Imp various clef signs</p>			
May		<p>Create/Imp chromatic and natural minor scales</p>			
June					