

# **SYLLABUS**

Teacher	Markarian, Dzovig
E-mail	dzovigm@sbcglobal.net
Phone	818-279-3078
Conference Hours	By appointment

Course Name	MUSIC
Course Number	
Grade Level	Fourth Grade
Textbooks	none
Resources	none
Required Materials	2 two-pocket folders, 1 pack 4x6 index cards (blank and color), 1 medium size composition book

**Course Description:**

The goal of this course is to champion the artist within each and every fourth grade student. The fourth grader realizes that music is not just lines, spaces, and notes on a page, and that these elements combined create meaning. By using their knowledge of structure, style and technical skills, the students discover their own abilities to communicate as they create works of art.

From practicing rhythms on classroom instruments, to learning multicultural songs in foreign languages and dance steps, from aurally and visually identifying orchestral instruments through tone color, to learning basic conducting patterns, fourth graders learn to appreciate the rich cultural heritage that makes the canvas of the State of California. While learning about important musicians and composers, and understanding the uses of various classical and world instruments, students will be encouraged to create their own instruments from found objects to imitate percussion, wind and water instruments.

Fourth grade music program combines the Visual and Performing Arts Standards set by the California Department of Education, which includes recognizing, basic reading and writing of music using common note values including dotted notes and syncopation, responding to as well as performing beats and melodies on simple classroom band instruments by using major keys and diatonic scales, to a sensitive group vocal training and choral performance of bilingual repertoire, from patriotic songs to Christmas songs and favorite musical numbers. As their special project, fourth grade students will form a recorder ensemble and apply their knowledge of solfège, beats, rhythms and form to individual as well as group performance.

## **ESLRs Addressed**

1a 1b 1c	2a 2b 2c	3a 3b 3c	4a 4b 4c	5a 5b 5c
<b>Re-enter in the following boxes the designated ESLRs numbers, which are addressed by this course</b>				
1b	2b	3b	4a, 4b	5a, 5b, 5c

# Content Standards

The following is the California Department of Education Content Standards of this Course.

## Grade Four

*Visual and Performing Arts: Music Content Standards.*

### 1.0 ARTISTIC PERCEPTION

*Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music*

*Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.*

#### Read and Notate Music

- *1.1 Read, write, and perform melodic notation for simple songs in major keys, using solfege.*
- *1.2 Read, write, and perform diatonic scales.*
- *1.3 Read, write, and perform rhythmic notation, including sixteenth notes, dotted notes, and syncopation (e.g., eighth/quarter/eighth note and eighth-rest/quarter/eighth note).*

#### Listen to, Analyze, and Describe Music

- *1.4 Describe music according to its elements, using the terminology of music.*
- *1.5 Classify how a variety of instruments from diverse cultures produce sound (e.g., idiophone, aerophone, chordophone, membranophone).*
- *1.6 Recognize and describe aural examples of musical forms, including rondo.*

### 2.0 CREATIVE EXPRESSION

*Creating, Performing, and Participating in Music*

*Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.*

#### Apply Vocal and Instrumental Skills

- *2.1 Sing a varied repertoire of music from diverse cultures, including rounds, descants, and songs with ostinatos, alone and with others.*
- *2.2 Use classroom instruments to play melodies and accompaniments from a varied repertoire of*

*music from diverse cultures, including rounds, descants, and ostinatos, by oneself and with others.*

## **Compose, Arrange, and Improvise**

- *2.3 Compose and improvise simple rhythmic and melodic patterns on classroom instruments.*

## **3.0 HISTORICAL AND CULTURAL CONTEXT**

*Understanding the Historical Contributions and Cultural Dimensions of Music*

*Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.*

### **Role of Music**

- *3.1 Explain the relationship between music and events in history.*

### **Diversity of Music**

- *3.2 Identify music from diverse cultures and time periods.*
- *3.3 Sing and play music from diverse cultures and time periods.*
- *3.4 Compare musical styles from two or more cultures.*
- *3.5 Recognize the influence of various cultures on music in California.*

## **4.0 AESTHETIC VALUING**

*Responding to, Analyzing, and Making Judgments About Works of Music*

*Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.*

### **Analyze and Critically Assess**

- *4.1 Use specific criteria when judging the relative quality of musical performances.*

### **Derive Meaning**

- *4.2 Describe the characteristics that make a performance a work of art.*

## **5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS**

*Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers*

*Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.*

## **Connections and Applications**

- *5.1 Identify and interpret expressive characteristics in works of art and music.*
- *5.2 Integrate several art disciplines (dance, music, theatre, or the visual arts) into a well-organized presentation or performance.*
- *5.3 Relate dance movements to express musical elements or represent musical intent in specific music.*

## **Careers and Career-Related Skills**

- *5.4 Evaluate improvement in personal musical performances after practice or rehearsal.*

**Questions: State Board of Education | 916-319-0827**

*Last Reviewed: Friday, April 6, 2018*

**If need be please use additional pages**

## **Common Core Standards (If available)**

<b>The following is the Common Core Standards</b>

**If need be please use additional pages**

## Subject Matter Covered

Semi-quarter syllabus includes the textbook chapters, additional resources and other relevant information to be used

<b>Semi-Quarter 1</b>	
Week 1	Music Ed: Meet and greet, classroom rules “America” song, 354/4, 3/4, 4. ♪ ♪ Choir: Երբ Աշխատութեան, Armenian Back To School Theme Song
Week 2	Music Ed: Echo-clap, phrasing, conducting in 4 Choir: “America My Homeland” song, 358/4, 4/4, 4. ♪ ♪ ♪
Week 3	Music Ed: Beat versus Pitch, 4/4 and 2/4, hand signs for So-Mi Melody goes up and down, Orff Instruments 38-39/2 Choir: “I’m gonna sing” song, 9/2 African-American Spiritual
Week 4	Music Ed: Where is La, hand sign, 3/4, strong beat versus weak beat, Orchestral Instrument Families, Brass, 78-79/2 Hand signs, rhythm tree
Week 5	Music Ed: Where is Do, Identify So-Mi-Do, half note, quarter note, eighth notes, 118/2 Choir: “I See Trees of Green” song, 84/2, dynamics, tone color, beat rhythms of 4/4 with classroom instruments

<b>Semi-Quarter 2</b>	
Week 1	Music Ed: Folk Song, high Do, low Do, 2/4 Choir: “Marken er Mejet” song, 364/4, Danish Folk Song Review Orff Instruments, quarter note, eighth note, half note, dotted half note, whole note, sixteenth note, and corresponding rests
Week 2	Music Ed: 3/4, dotted half note, find Ré, hand sign, beat rhythms in excerpts with classroom instruments, orchestral instruments: woodwinds, 158/2 Review steady beat, 2/4 meter, how to clap rhythm versus beat
Week 3	Music Ed: Do-Ré-Mi-So-La, identify pattern. 2/4., identify rhythm with classroom instruments Choir: “Away For Rio” song, 170/2, Pentatonic Scale, call and response, verse and refrain, dotted quarter note
Week 4	Music Ed: identify and play Pentatonic Scale, beat 2/4. rhythm pattern Choir: “We Will Play In The Forest” song, 188/2, question/answer “Boo” song, Studio 18, 6/8 meter, review dynamics
Week 5	Music Ed: Recorder Ensemble: Intro Choir: “Boogie Woogie Ghost” song, 368/4, dotted eighth and sixteenth notes, verse, refrain

<b>Semi-Quarter 3</b>	
Week 1	Music Ed: Playalong Rhythms 29/3 Review: music staff, treble clef, music alphabet Choir: “Chan Mali Chan” song, 10/3, clap and snap with melody
Week 2	Music Ed: Orchestral Instrument Families, 31/3 Choir: “Hey, Motswala” song, South African folk song, 34/3, 3/8, eighth note, quarter note, half note, dotted half note, quarter rest
Week 3	Music Ed: Review beat 38/3 Choir: “Over The River” song, 370/4, 2/8 ., 8., ♩ ♩ ♩, ♪ ♪ <b>Գեճսած դաշտերուն իջեր է աշուն</b> , Armenian Fall theme song
Week 4	Music Ed: Hand signs Do-Ré-Mi-So-La, 55/3, Form, Verse and Refrain, sounds that last two beats Choir: “Ucha Tirvarch” song, Indian Lullaby, 53/3
Week 5	Music Ed: Listening to Music: G.Rossini, “William Tell Overture”, 65/3, dynamics Choir: “Kum Bachur” song, 75/3, tie, repetition versus contrast <b>Նոր Տարին</b> , Armenian Christmas theme song

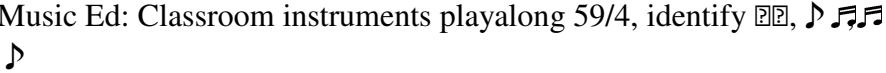
<b>Semi-Quarter 4</b>	
Week 1	Music Ed: “Throw it Out The Window” song, 94/3, 2/8. Choir: “December Nights” song, 372/4, tonal center “Once upon a Christmastime” song, 380/4
Week 2	Music Ed: “En Roulant Ma Boule” song, 100/3, 2/8. Choir: “Jolly Old St. Nicholas” song, and “Joy To The Wolrd”, 382-383/4, Christmas theme songs
Week 3	Music Ed: “Little Sally Walker” song, 105/3, sing and dance Choir: Review Christmas songs
Week 4	Music Ed: “There’s A Little Wheel” song, 129/3, phrases that are identical, similar, and different Choir: <b>Իմ Հայրենեաց Հողի Վարդան, Հիմի էլ լուկաք</b> Vartanantz theme songs
Week 5	Music Ed: Recorder Ensemble: explore the instrument, parts, sound production, cleaning Choir: “Wheels of rhythm”, 136/3, “Rise Up”, 138/3, high Do and low Do, 139/3

<b>Semi-Quarter 5</b>	
Week 1	Music Ed: Listening to Music: J.S.Bach, "Gigue", 178/3, Cello Conducting Patterns, 179/3 Choir: "Overcome" song, 387/4, Martin Luther King Jr. theme song
Week 2	Music Ed: "Night Song", 186/3, Treble Clef, half note, dotted half note, classroom instrument playalong beats Practice note values on writing boards
Week 3	Music Ed: "Little Boy of the Sheep" song, 188/3, dotted eight, sixteenth, eighth note group in 2/8. Choir: "I Will Be Your Friend" song, 388/4, verse and refrain
Week 4	Music Ed: Keeping track of rhythm, 194/3 Recorder Ensemble: practice pitches B-A-G
Week 5	Music Ed: Recorder Ensemble: practice a small tune Choir: "The Little Birds" song, Reggae, 204/3, steps Recorder Ensemble: review pitches B-A-G, practice exercise "Take a rest", review bar line, double bar line, repeat sign

<b>Semi-Quarter 6</b>	
Week 1	Music Ed: "Ballad and Bedbugs" song, 206/3, tonal center, playalong ostinato Choir: "J'entends Le Moulin" song, 135/3, French Canadian Folk Song, ♩, ♪, ♫
Week 2	Music Ed: "El Nido" song, S. American Folk Song, 214/3, dotted quarter note, dotted quarter rest, three eighth notes group Choir: "Broccoli and Peas" song, singalong rhythms, 215/3, ♪ ♪ ♪ and ♩.
Week 3	Music Ed: "One More River" song, 216/3, 2/8., clap, snap, pat rhythms and ostinatos Listening to music: W. Tell, "Overture", 65/3, rhythm worksheet with percussion classroom instruments Recorder Ensemble: practice quarter rest, breath mark
Week 4	Music Ed: "Limbo Rock" song, 232/3, sing and dance the limbo Choir: Գարուն, Armenian Spring Theme Song "J'entends le Moulin" song, separate class into four, each group plays one rhythm with a different percussion instrument
Week 5	Music Ed: Recorder Ensemble: practice simple tunes Review Meters: 2/4, 3/4, 4/4 Choir: "Hush Little Baby" song, 8-9/4, pat, cross, clap, thumbs up. Meter, duet, lullaby



<b>Semi-Quarter 7</b>	
Week 1	Music Ed: “Somos el Barco” song, 10/4, pitch, melody, melodic contour Choir: Թող հսկէ շեփոր, Հայաստանն ապրիր յաւիտեան, Armenian Genocide Commemoration Theme Songs
Week 2	Choir: “We Are Here” song, Earth Month theme song, 394/4, mixed meter “Three little birds” 204/4, Reggae, Bob Marley, rhythms, refrains
Week 3	Music Ed: Listening to Music: J.Rodrigo, “Concierto de Aranjuez”, 13/4, English Horn Playalong with classroom instruments, 14-15/4, “A Journey” song, quarter note, half note, eight notes, quarter rest
Week 4	Music Ed: Body Percussion, 17/4, Rhythms Choir: “Peace Round” song, 16/4, students sing in two groups Հայաստան, Մեր անունն է Հայկական բանակ, Armenian Independence theme song
Week 5	Music Ed: Recorder Ensemble: practice simple tunes Choir: “Morning Has Broken” song, Gaelic melody, 22/4

<b>Semi-Quarter 8</b>	
Week 1	Music Ed: Tonal center and dance movements, 51/4 Choir: “Cedar Swamp” song, 50/4, four sounds to a beat Մայիս, Armenian Theme Song
Week 2	Music Ed: Classroom instruments playalong 59/4, identify 
Week 3	Music Ed: Review: refrain, verse, coda, contrasting sections, repeat signs, 66-67/4 Choir: “How Good It Is For All Of Us To Join Together In Song” song, 66/4
Week 4	Music Ed: Found instruments: jugs, spoons, and other household items 76/4
Week 5	Music Ed: Recorder Ensemble: practice simple tunes

# Classroom Rules

**This section includes rules set by the teacher and the consequences of violating these rules. The classroom rules are in addition to the school Rules and Regulations.**

All school-wide rules apply to Music class.

In addition:

Respect Music Class

Respect Teachers and Classmates

Respect and Care for the Musical Instruments

# Assessment Method

## **This section includes rules set by the school administration**

### Test/Quiz Policy

Students take at least TWO tests and two quizzes per class or course per semi-quarter. Two to four quizzes may be counted as one test. It is up to the individual teacher to adopt a policy to drop the lowest test grade of a student in calculating the quarter grade. No more than two tests are scheduled on the same day. The test scheduled last will be automatically dropped.

### Test/Quiz Make-Up

Students with **excused** absences shall have the opportunity to complete missed class work and make up all tests receiving full credit. The student is responsible to arrange for the make-up.

Students who miss a test/quiz because of an **unexcused** absence will receive a failing grade on that test/quiz, except when the teacher decides to offer the chance for make-up.

If a student misses a test/quiz while on suspension, he/she will not have the opportunity to make up the test/quiz and will receive an "F".

### Cheating

Acts of cheating or plagiarism will result in suspension and the student will receive an "F" (20/100) on the test or the assigned work.

## **This section includes grade percent distribution and additional rules set by the teacher**

Assessment in music class is primarily informal, and it consists of reviewing, questioning, repeating and re-teaching the material in efforts to encourage all learners regardless of their backgrounds, abilities and artistic inclinations.

Music class typically doesn't carry homework, test and exam requirements. However, students are required to collaborate in the group effort ahead of school assemblies or class projects, by memorizing lyrics, or researching and bringing various items to class.

Grading will be based on the student's participation and cooperation, which are essential in the learning process that music class offers.

# Department Rubrics

This section includes rules set by the school administration