



Prince George's County Public Schools
4th Grade Vocal General Music
Course Syllabus

Prerequisites: 3rd Grade Vocal General Music

Course Description: The Vocal General Music program of instruction provides all students with resources and experiences to develop appropriate music skills. Through the implementation of sequential musical concepts, students develop an understanding of the intrinsic value of music and its relationship to diverse cultures, traditions, values, and beliefs. The program is also designed to foster enjoyment and appreciation of music beyond the classroom.

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Grading

4th Grade Vocal General music

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress towards the mastery of the Maryland College and Career-Ready Standards.

Factors	Brief Description	Grade Percentage Per Quarter
Classwork	Individual and group activities: In-class solo and ensemble performances, dictation, composition, critique, proper technique and interpretation of style, daily work habits, proper care of supplies and equipment, time on task, group interaction, and preparation for class (materials)	50%
Homework	Individual and group assignments, projects, Journal entries, listening logs, incomplete complete class work, written critiques (self and group) and reports.	20%
Assessment	Individual and group evaluation, journal entries, homework, notebooks, Research projects, written/oral critiques, Oral presentations, vocabulary, attendance at scheduled performances and programs, portfolios, quizzes, elements of discipline literacy, ensemble etiquette and exams.	30%

Course of Study

<u>Topics</u>	<u>Standards</u>
<u>Performing</u> * CPA Schools	Notate melodies using traditional and non-traditional notation Perform authentic songs and dances Perform ostinati in duple and triple meter. Perform and discuss world music for holidays Sing descants, partner songs *Read, sing, and play with chord symbols (I and V) *Sing IV function melodic patterns (Do-Fa-La in Major/La-Re-Fa in Minor)
<u>Composition/Improvisation</u>	Improvise music with traditional tonal -and/or- nontraditional sounds Use environmental sounds to enhance music Improvise ostinati in duple and triple meter. Create ostinati for given melodies Compose and notate to preserve descants Create and notate major and minor melodies on treble staff Create melodies that show contrast
<u>Develop awareness of sounds</u> * CPA Schools	Classify classroom instruments by instrument family. Distinguish between voice types (soprano, alto, tenor, bass) Use and simulate environmental sounds *Distinguish between music in major, minor, dorian and mixolydian modes.
<u>Recognize the role of music</u>	Perform a variety of songs and dances from history and cultures Describe how music is used in communities Connect musical content to other subject areas Sing, listen to, and describe music of various holidays and cultures Characterize music using other arts Describe how music reflects daily Maryland life Discuss how music reflects history Correspond music to specific historical events
<u>Rhythm/Meter</u>	Describe rhythm in world cultures Demonstrate meter through chanting and playing instruments Respond to meter with movements Describe environmental sounds using rhythm
<u>Melody</u>	Listen to and perform music in major, minor, dorian and mixolydian modes. Relate melodic contour to standard notation.
<u>Audience Behavior</u>	Demonstrate appropriate audience behavior
<u>Movement</u>	Perform traditional dances Use body to describe musical examples Respond to meter with movements
<u>Music Evaluation</u>	Express musical preferences Evaluate classroom performances