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| http://www.quavermusic.com/LPDynamicImages/TopLeft/1.png?gl=4th+Grade&p=1st&m=Rhythm | http://www.quavermusic.com/LPDynamicImages/TopRight/1.png?lpt=Lesson+1+-+Welcome+to+Music%21 |

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| http://www.quavermusic.com/images/LP_purpose_header.pngThe purpose of this lesson is to explore beat versus rhythm, orient students to the music classroom, and prepare them for a successful year ahead. | http://www.quavermusic.com/images/LP_objectives_header.png   * Recall the Quaver Five. * Recognize the reason for rules. * Describe how to hold, take care of, and play two classroom instruments. * Explain the difference between beat and rhythm. |

http://www.quavermusic.com/images/LP_summary_table_header_2.png

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| **Normal**  30-45 min | NCCAS: Cr1.1a,b/ Cn11.0a   NAfME: 1, 2, 3, 4, 5, 6, 8 | * Classroom rhythm instruments | * **Attendance Song** |
| **Extended**  30-41 min |

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| http://www.quavermusic.com/LPDynamicImages/TopLeft/1.png?gl=4th+Grade&p=1st&m=Rhythm | http://www.quavermusic.com/LPDynamicImages/TopRight/1.png?lpt=Lesson+2+-+Terrific+Triplets |

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| http://www.quavermusic.com/images/LP_purpose_header.pngThe purpose of this lesson is to introduce students to triplet rhythms and combinations using triplets. | http://www.quavermusic.com/images/LP_objectives_header.png   * Define Triplets. * Describe the purpose of a steady beat. * Explain the purpose of a meter sign. * Recognize and perform rhythm patterns that include triplets. |

http://www.quavermusic.com/images/LP_summary_table_header_2.png

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| **Normal**  30-45 min | NCCAS: Cr1.1b/ Cn11.0a   NAfME: 1, 2, 3, 4, 5, 6, 8 | * Non-pitched classroom rhythm instruments | * **The Triplet Song** |
| **Extended**  30-40 min |

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| http://www.quavermusic.com/LPDynamicImages/TopLeft/1.png?gl=4th+Grade&p=1st&m=Rhythm | http://www.quavermusic.com/LPDynamicImages/TopRight/1.png?lpt=Lesson+3+-+Super+Sixteenth+Notes |

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| http://www.quavermusic.com/images/LP_purpose_header.pngThe purpose of this lesson is to provide an opportunity for students to sing, play, create, and move to sixteenth note rhythms. | http://www.quavermusic.com/images/LP_objectives_header.png   * Define Sixteenth Notes. * Perform rhythmic patterns in a song based on sixteenth notes. * Improvise a rhythm pattern independently on a classroom instrument while others play a steady beat. |

http://www.quavermusic.com/images/LP_summary_table_header_2.png

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| **Normal**  30-45 min | NCCAS: Cr1.1a,b/ Pr4.1a,b/ Pr4.2a,b/ Cn11.0a   NAfME: 1, 2, 3, 4, 5, 6, 8 | * Rhythm instruments * Dry erase board | * **Sixteenth Note Samba** |
| **Extended**  30-38 min |

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| http://www.quavermusic.com/LPDynamicImages/TopLeft/1.png?gl=4th+Grade&p=1st&m=Singing | http://www.quavermusic.com/LPDynamicImages/TopRight/1.png?lpt=Lesson+4+-+Octaves%2c+Descants%2c+_.___._+Patriotic+Music |

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| http://www.quavermusic.com/images/LP_purpose_header.pngThe purpose of this lesson is to recognize and sing low and high voices (including descants), and use them in patriotic music. | http://www.quavermusic.com/images/LP_objectives_header.png   * Define Patriotic Music, and review some examples. * Define and sing a Descant. * Define Octave. |

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| **Normal**  30-45 min | NCCAS: Cr4.1a/ Pr4.2a/ Cn11.0a   NAfME: 1, 2, 5, 6, 8, 9 | * Quaver "Hit the Pitch" worksheets * Pencils * Orff barred instruments. | * **America (My Country, 'Tis of Thee)** * **Last Second Goal** * **Canon Vocalise** * **Stars and Stripes Forever** - Sousa |
| **Extended**  30-38 min |

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| http://www.quavermusic.com/LPDynamicImages/TopLeft/1.png?gl=4th+Grade&p=1st&m=Singing | http://www.quavermusic.com/LPDynamicImages/TopRight/1.png?lpt=Lesson+5+-+Singing+Triads |

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| http://www.quavermusic.com/images/LP_purpose_header.pngThe purpose of this lesson is to sing Major and Minor tonic, dominant triads, and home tones. | http://www.quavermusic.com/images/LP_objectives_header.png   * Recognize and sing the home tone in a minor song. * Recognize and sing minor tonic patterns. * Recognize the Dominant V7 Chord and sing within a song. |

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| **Normal**  30-45 min | NCCAS: Pr4.1a/ Pr4.2a/ Cn11.0a   NAfME: 1, 2, 3, 5, 6, 8, 9 | * None | * **Agent V7** * **Canon Vocalise** * **Hawaii 6-0** * **Don't Stop Moving** |
| **Extended**  30-37 min |

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| http://www.quavermusic.com/LPDynamicImages/TopLeft/1.png?gl=4th+Grade&p=1st&m=Singing | http://www.quavermusic.com/LPDynamicImages/TopRight/1.png?lpt=Lesson+6+-+Part+Singing |

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| http://www.quavermusic.com/images/LP_purpose_header.pngThe purpose of this lesson is to refine part singing skills using part songs and canons. | http://www.quavermusic.com/images/LP_objectives_header.png   * Sing in canon and sing a part song. * Recall and describe canons, rounds and part songs. * Recognize different vocal timbres. |

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| **Normal**  30-45 min | NCCAS: Pr4.2a,b/ Pr5.1b/ Re6.1a   NAfME: 1, 2, 3, 4, 5, 6 | * None | * **Last Second Goal** * **Canon Vocalise** * **Hey, Mr. Beat Boy!** * **Rocky Mountain** |
| **Extended**  30-38 min |

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| http://www.quavermusic.com/LPDynamicImages/TopLeft/1.png?gl=4th+Grade&p=1st&m=Melody | http://www.quavermusic.com/LPDynamicImages/TopRight/1.png?lpt=Lesson+7+-+Ascending+and+Descending+Scales |

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| http://www.quavermusic.com/images/LP_purpose_header.pngThe purpose of this lesson is to develop students' ability to recognize and perform melodies based on ascending and descending scales. | http://www.quavermusic.com/images/LP_objectives_header.png   * Aurally identify melodies based on ascending and descending scales. * Define Scale. * Perform a simple song containing an ascending and descending melody. |

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| **Normal**  30 - 45 min | NAfME: 1, 2, 5, 6, 8, 9 | * Classroom melodic and rhythm instruments * Dry erase board | * **Yankee Doodle** * **Buffalo Gals** * **Ode to Joy** - Beethoven * **Blast Off** |
| **Extended**  30-44 min |

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| http://www.quavermusic.com/LPDynamicImages/TopLeft/1.png?gl=4th+Grade&p=1st&m=Melody | http://www.quavermusic.com/LPDynamicImages/TopRight/1.png?lpt=Lesson+8+-+Major+and+Minor+Melodies |

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| http://www.quavermusic.com/images/LP_purpose_header.pngThe purpose of this lesson is to develop students' ability to aurally identify and perform music that contains major melodies, minor melodies, or a combination of the two. | http://www.quavermusic.com/images/LP_objectives_header.png   * Aurally identify a melody in a major or minor key. * Describe a minor melody as sad, serious, or reflective and a major melody as happy, upbeat, or triumphant. * Perform a song containing both major and minor melodies. |

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| **Normal**  30-45 min | NCCAS: Cr1.1b/ Re7.2a/ Cn11.0a   NAfME: 1, 2, 4, 5, 6, 7, 8, 9 | | * Classroom instruments | * **Great Day** * **Buffalo Gals** * **The Washington Post** - Sousa * **A Minor Improv Song** | |
| **Extended** 30-45 min |
| http://www.quavermusic.com/LPDynamicImages/TopLeft/1.png?gl=4th+Grade&p=1st&m=Melody | | | http://www.quavermusic.com/LPDynamicImages/TopRight/1.png?lpt=Lesson+9+-+Melodic+Ostinatos | | |

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| http://www.quavermusic.com/images/LP_purpose_header.pngThe purpose of this lesson is to expand students' ability to understand and perform a melodic ostinato. | http://www.quavermusic.com/images/LP_objectives_header.png   * Define Melodic Ostinato. * Play a melodic ostinato on a classroom instrument while others sing/play an alternate melody or accompaniment. |

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| **Normal**  30-45 min | NCCAS: Cr2.1b/ Pr4.2b,c/ Re7.2a   NAfME: 1, 2, 3, 4, 5, 6, 8, 9 | * Classroom instruments * Dry erase board | * **Bandar Mama** * **Sounds of India** |
| **Extended**  30-45 min |