Music Instructional Unit Title: Play Me a Song 4th Grade The teacher may demonstrate a common song (e.g., Row, Row, The teacher may use student The teacher may use common Row Your Boat) using at least 3 The teacher may use previous listening maps (see previous songs depicting basic musical different un-pitched musical listening maps so that students Learning Experience) so that phrase forms (e.g., AB, ABA, instruments to focus rhythmic can begin to understand how AABA) so students can analyze students can begin exploring pitches are represented in elements so that students can ways to convert visualized music the form used in musical explore ways to express music musical notation. into standard rhythmic notation. compositions. visually based upon what they are hearing. The teacher may demonstrate The teacher may reintroduce Teacher may model call and The teacher may guide and improvisation using pitched common songs (e.g., Row, Row, response improvisation on model improvised vocal instruments using familiar songs Row Your Boat) so that students melodies (Arioso, Scat, etc.) so pitched instruments and voice so that students can begin to can determine ways to add so that students can explore that students can explore understand how improvisation variations through instrument various improvisational versions of vocal can inform musical decisionand/or vocal improvisation. structure in music. improvisations. making. **PERFORMANCE ASSESSMENT:** You are an up and coming (Post-Performance Assessment) composer. A famous TV show has contacted you and has asked The teacher may provide an for an original song to be used in the opening credits of the show. example of how to evaluate a You will write an original composition for the TV show that will be performance so that students performed for the "producers" of the show. The composition can begin to understand the should be appropriate for a short TV show opening and include importance of reflection in the specific music theory elements such as standard notation, basic creative process. performance skills, tempo, and musical form.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.

Colorado's District Sample Curriculum Project