

Overview – *O Canada, and Lands Beyond* – Grade 4

Context:

Grade Four Music is an exciting year as students enter the realm of standard notation.

In the Primary grades, students begin to develop an understanding of rhythmic notation and melodic contour, the building blocks of standard notation.

In Grade 4, students begin to transfer their reading skills to the music staff. Students will sing unison and 2-part songs, from devised and standard notation, while developing the techniques to produce a good singing voice. Students will explore the idea of an anthem and other 'important' music of Canada and other countries.

Throughout the unit, there will be assessment checkpoints. A variety of assessment strategies will be used, including rubrics, checklists, peer and self-assessments. An important component of this unit is having students reflect on and write about their ideas.

The lessons that focus on music notation would be ideal for use early in Grade 4 since many of the Grade 4 Fundamental Concepts are introduced. The cultural focus of some of the lessons make strong connections to Black History Month but are appropriate at any time.

Summary:

O Canada, and Lands Beyond combines a study of national anthems and other 'important' songs, while acquiring good singing techniques in one- and two-part songs.

Lessons will develop students' skills of reading from devised and standard notation, creating melodic contours and transferring contours to the five-line staff.

Throughout the unit, students will use critical thinking skills through the [Critical Analysis Process](#) and will have opportunities to assess their own learning.

Expectations

C1. Creating and Performing: apply [The Creative Process](#) (see pages 19-22) to create and perform music for a variety of purposes, using the elements and techniques of music.

C2. Reflecting, Responding, and Analysing: apply the [Critical Analysis Process](#) (see pages 23-28) to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences.

C3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and historical contexts.

Unit Guiding Questions

How does song have the power to inspire change and unite a society?

Lesson Guiding Questions

Lesson/Activity 1

What are the ingredients of a good singing voice and how can I apply them?

Lesson/Activity 2

How do we show the rise and fall of pitch so that it can be reproduced accurately as notation?

Lesson/Activity 3

How can we use a piece of devised notation to help us write music in standard notation?

Lesson/Activity 4

What qualities in a song communicate mood?

Lesson/Activity 5

How do songs inspire us?

Assessment and Evaluation: How will students demonstrate their learning?	
Assessment of Learning:	<p>Culminating Performance Activity</p> <p>Students will read from notation and perform “<i>Siyahamba</i>” in groups of six, in two-part harmony, while accompanied with non-pitched percussion and movement.</p> <p>Assessment will be done in small groups with a rubric: Teacher Resource 1 Rubric Singing Techniques</p>
Assessment for Learning	<p>Four Checkpoints and a Rubric</p> <p>Check Point #1/Lesson 1: The ingredients of good singing Students will learn to sing in a clear, open, head-tone, supporting their singing with breathing from the diaphragm and good posture.</p> <p>Check-list-student performance of “<i>O Canada</i>”. Self-Peer assessment with BLM 2 Peer Assessment Teacher assessment using Teacher Resource 1 Rubric Singing Techniques</p> <p>Check Point # 2/Lesson 2 Checklist to assess accuracy of melodic contour (graphic representation) of a piece of music. Teacher Resource 8 Co-Constructed Checklists Checklist to assess students’ use of accurate music vocabulary. Teacher Resource 8 Co-Constructed Checklists Rubric to assess students’ melodic composition. Teacher Resource 7 Devised Notation Melody Rubric</p> <p>Check Point #4: What qualities in a song communicate mood? Students will listen to songs that have become important to a country, community or cultural group. Teacher Resource 7 Devised Notation Melody Rubric/Journal Response Rubric to assess accurate use of musical music vocabulary. Teacher Resource 5 Comparing Versions to assess student-created response to a personal life event which uses the song, “We Shall Overcome” as the musical underpinning for their work.</p> <p>Check Point #5: What other important songs are there? Students will learn about the important place that “<i>Siyahamba</i>” holds in South Africa. They will sing the song in two parts and accompany the song with movement and percussion. Teacher Resource 6 Assessment for Part Singing</p>
C1 C1.4	
C1 C1.5	
C1 C1.3 C1.5	
C2 C2.1 C3 C3.2	
C1 C1.1	
C2 C2.1	

Unit Lessons: How will assessment and instruction be organized for learning?		Approx. Duration 1 class = 45 minutes
Lesson 1	What are the elements of good singing? .	1 class
Lesson 2	How do we show the rise and fall of pitch?	2 classes
Lesson 3	How can devised notation help us to write in standard notation?	1-2 classes
Lesson 4	How do music elements communicate mood? .	3 classes
Lesson 5	Why do songs inspire us?	3 classes