



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

**Teacher: Jamin Kuhn**

**Email: [jamin.kuhn@pgcps.org](mailto:jamin.kuhn@pgcps.org)**

**Phone: 202-649-0257**

**Prerequisites:** 3rd Grade 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.

**CONTACT:**

**E-MAIL:**

**SCHOOL PHONE NUMBER:**

**COURSE NUMBER:**

**TEXT:** Spotlight on Music, QuaverMusic

**Grading**  
**4th Grade 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.

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
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)	60%
Independent Assignments	Individual and group assignments, projects, Journal entries, listening logs, incomplete complete class work, written critiques (self and group) and reports.	10%
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>	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>	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
--	---------------------------------

Professional judgment and analysis of students' skills and needs will be used to determine the order for instruction of standards. The pacing guide is organized with the assumption of twenty minute class periods, on an A/B week schedule with 120 minutes of music instruction in a two week period.