



Grade LEVEL 4 - (Music)

Topic Outline

SY 2021 - 2022

Teacher: Ginalyn Del Corro

I. RHYTHM

a. Musical Symbols and Concepts:

- i. Notes and rests
- ii. Meters
- iii. Rhythmic Patterns
- iv. Simple Time Signatures

Activities:

- Identifying different notes and rests
- Identifying accented and unaccented pulses.
- Placing the accent (>) on the notes of recorded music.
- Using the bar line to indicate groupings of beats in different time signatures
- Demonstrating rhythmic patterns by clapping.
- Stating the essence of the time signatures
- Organizing notes and rests according to simple meters.
- Creating rhythmic patterns in simple time signatures.
- Creating a simple one-measure ostinato pattern.
- Responding to metric pulses of music heard with appropriate conducting patterns.

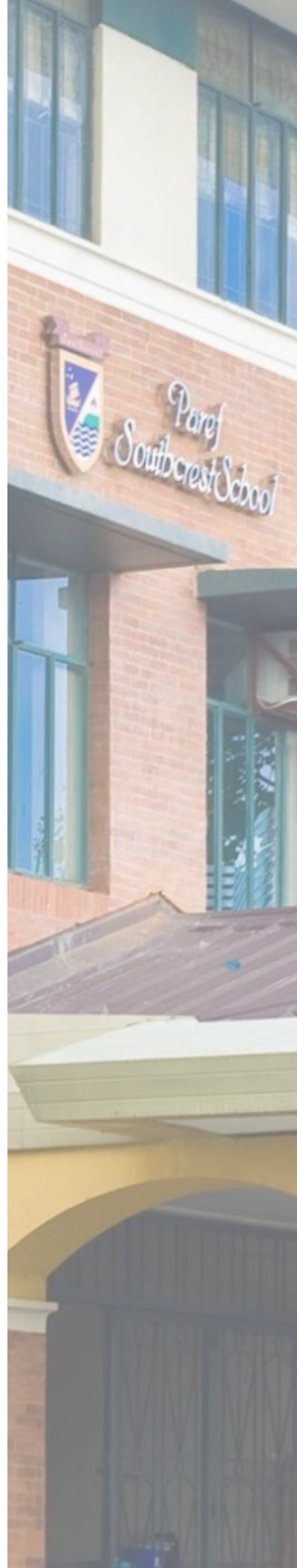
II. MELODY

a. Musical Symbols and Concepts:

- b. Intervals
- c. Scales
- d. Melodic Contours
- e. Patterns of successive pitches of a C Major scale

Activities:

- Identifying the pitch name of each line and space of the G-clef staff.
- Identifying successive sounding of two pitches.
- Aurally and visually recognizing examples of melodic intervals.
- Identifying the pitch names of lines and spaces in the treble staff.
- Identifying the pitch names of notes on the ledger lines and spaces below the G-clef staff (middle C and D).
- Identifying the stepwise / skipwise movements of notes.
- Identifying the melodic movement as





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- no movement
- upward stepwise
- downward stepwise
- upward skipwise
- downward skipwise.

- performing melodic intervals in the correct pitch.
- identifying the highest and lowest notes in a given piece and determining the range.
- performing his/her own created melody.

III. FORM

a. Musical Phrases

- identifying, performing, and analyzing similar and contrasting musical phrases

IV. TIMBRE

a. Sound density in vocal and instrumental sounds

Activities:

- Distinguishing vocal and instrumental sounds.
- actively participates in a group performance to demonstrate different vocal and instrumental sounds.
- Identifying a vocal or instrumental recording as:
 - Solo
 - Duet
 - Trio
 - Ensemble
- Aurally and visually identifying different instruments.
- Participating actively in group singing and ensemble playing

V. DYNAMICS

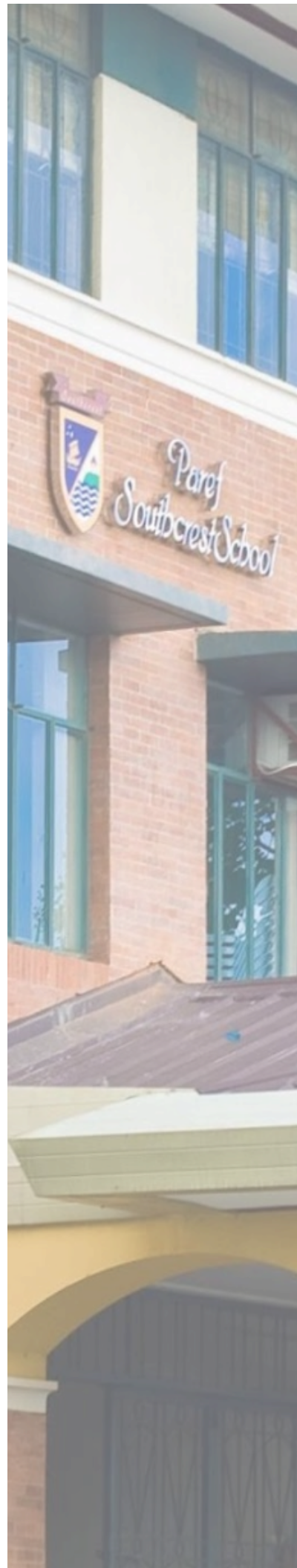
a. Volume of musical sound

- identifying and applying forte and piano to designate loudness and softness in a musical example

VI. TEMPO

a. Speed of musical sound

- Identifying and applying largo (slow) and presto (fast) to designate speed in a musical example.





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VII. TEXTURE

a. Densities of musical sound

- aurally Identifying the texture of a music example.
- performing two-part rounds and partner songs with others.
- aurally and visually identifying an ostinato or descant in a musical example.
- aurally and visually recognizing examples of horizontal 2-part vocal or instrumental texture

VIII. HARMONY

a. Simultaneous sounding of two tones/pitches

- aurally and visually recognizing examples of harmonic intervals
- identifying and applying harmonic intervals (2 pitches) in a musical example.

