

**Los Angeles Unified School District – Arts Education Branch  
Elementary Music Instruction Guide**

Module 1: Making Music with Singing and Playing

Module 2: Learning the Written Language of Music

**Module 3: Learning About Music in Our Community and World**

Module 4: Expressing Ideas and Feelings Through Music”

<b>Grade 4 Theme</b>	Music tells us about history.	
<b>Enduring Understanding</b>	<p><b>Music, history and culture are influenced by one another.</b></p> <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> <li>• What are ways that music, history and culture affect each other?</li> <li>• What part do historical events play in the creation of songs?</li> <li>• Why is it valuable for us to learn about music in history?</li> </ul>	
<b>California Standards Addressed</b>	<b>3.1</b>	<b>Explain the relationship between music and events in history.</b>
	3.3	Sing and play music from diverse cultures and time periods.
	<b>3.5</b>	<b>Recognize the influence of various cultures on music in California</b>
<b>Sample Performance Task</b>	<p>With your class, perform a group of songs that were written, sung, or used during one of the time periods being studied in Social Studies. Write a narrative describing how the music was connected to the historical period. Present for another class, group of parents, etc.</p> <p><u>Guiding Ideas for Assessment:</u> (Use to create rubrics, checklists, etc.)</p> <ul style="list-style-type: none"> <li>• Students sing in head tone with clear diction, accurate pitch and rhythm.</li> <li>• Students, when playing instruments, play accurate notes with good technique and accurate rhythm.</li> <li>• Songs are representative of the period.</li> <li>• The narrative shows that the student understands how the music was connected to the period.</li> </ul>	

## DEVELOPING CONCEPTS

1. MUSIC IN CALIFORNIA HISTORY: <i>We can learn about our state by performing folk songs from California history.</i>			
<i>Knowledge</i>	<i>Skills</i>		
Ballad Folk song Sea shanty Work song Spanish Missions Mexican Ranchos California Gold Rush Elements of Music	<ul style="list-style-type: none"> <li>• Sing and play songs and games represented within California history.</li> <li>• Identify types of songs and their role associated with California history.</li> <li>• Analyze the relationship between the music and the history of California.</li> </ul>		
SUGGESTED STEPS			
Sources: (4 <sup>th</sup> Grade Books, unless otherwise stated) MM= <u>Making Music</u> : 2008 California Edition STM=Share the Music, MC=Music Connection TCS=They Came Singing by Calicanto Associates			
FOCUS	SOURCE	SONGS/ACTIVITIES	
<p><b>Songs from California History</b></p> <p>Teach at least one song from each category. Include appropriate movement and/or instrumental accompaniment.</p> <p>Discuss the significance of the song/dance within California history.</p> <p>Make a graphic organizer showing how the song was connected to California history.</p> <p>Perform movement authentic to the song.</p> <p>Discuss how the elements of music are used (rhythmic patterns, pentatone, texture, instrumentation, etc.)</p> <p>Guide a discussion: Talk about ways that music, history and culture affect each other. Ask students to share important things they learned about the state of California through performing songs from California history.</p>		<b>Native American Songs</b>	
	TCS	<i>Acorn Song</i>	
	TCS	<i>Ceremonial Dance Song</i>	
	TCS	<i>Cloud Song</i>	
	TCS	<i>Sierra Miwok - Hand game song</i>	
	MM		<b>Shanties/Work Songs</b>
	MM3/TCS	<i>Haul Away Joe</i>	
	TCS	<i>John Kanaka</i>	
	MM	<i>Sacramento</i>	
		<i>California Here I Come</i>	
			<b>Spanish Mission Songs</b>
	TCS	<i>Santa Barbara Folk Song</i>	
	TCS	<i>El Cántico del Alba</i>	
TCS	<i>El Quelelé</i>		
		<b>Mexican Rancho Songs</b>	
MM	<i>Cielito Lindo</i>		
TCS	<i>La Primavera</i>		
TCS	<i>Al Citrón</i>		
TCS	<i>El Florón</i>		

<p>Ask each student to write a narrative describing how the music was connected to the period.</p> <p>Perform various songs from California history, and include the student narratives in the performance.</p>	<p>MM TCS TCS MM</p>	<p style="text-align: center;"><b>California Gold Rush Songs</b></p> <p><i>Sweet Betsy from Pike</i> <i>On the Road to Californy</i> <i>Oh California</i> <i>Clementine</i></p>
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**2. MUSIC IN U.S. HISTORY: *We can learn about our country by performing folk songs from the history of the United States.***

<i>Knowledge</i>		<i>Skills</i>
Play parties Spirituals Patriotic songs Stephen Foster Cowboy songs Railroad songs	Colonial period Revolution Civil War Native Americans Underground Railroad Elements of Music	<ul style="list-style-type: none"> <li>• Sing and play songs and games from a period within the history of the USA.</li> <li>• Identify types of songs associated with the history of the USA.</li> <li>• Analyze the relationship between the music and the history of the USA.</li> </ul>

**SUGGESTED STEPS**

Source: MM=Making Music: Fourth Grade 2008 California Edition

<b>FOCUS</b>	<b>SOURCE</b>	<b>SONGS/ACTIVITIES</b>
<p><b>Songs from United States History</b></p> <p>Teach at least two songs representing US History. Include appropriate movement and/or instrumental accompaniment.</p> <p>Make a graphic organizer showing how the songs were connected to the history.</p> <p>Discuss how the elements of music are used (rhythmic patterns, pentatone, texture, instrumentation, etc.)</p> <p>Guide a discussion: What part did history play in the creation of the song(s)? Ask students to share important things they learned about the United States through performing songs from United States history.</p> <p>Ask each student to write a narrative describing how the music was connected to the period.</p>	<p>MM</p>	<p><i>Soldier, Soldier</i>, England and United States <i>Over My Head</i>, Spiritual <i>Deep in the Heart of Texas</i>, Unofficial State Song <i>Sourwood Mountain</i>, Appalachian Mountains <i>Canoe Song</i>, Native American <i>Son Macaron</i>, Traditional Game Song <i>America, the Beautiful</i>, Patriotic song <i>Amazing Grace</i>, American song <i>Oh Susanna</i>, Stephen Foster <i>Follow the Drinkin' Gourd</i>, Underground Railroad <i>Streets of Laredo</i>, Cowboy song <i>I Walk in Beauty</i>, Navajo song <i>Cindy</i>, American Folk song <i>Rock Island Line</i>, Railroad song</p>

Perform various songs from US history, and include the student narratives in the performance.		
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**3. MUSIC IN OUR WORLD: *We can learn about our world by performing songs from different countries.***

<i>Knowledge</i>	<i>Skills</i>
Culture Community Koto Mariachi Sitar Steel Drum Elements of Music	<ul style="list-style-type: none"> <li>• Sing and play songs and games from various countries.</li> <li>• Identify types of songs associated with different countries.</li> <li>• Identify differences between vocal timbres as expressed in different cultures.</li> </ul>

**SUGGESTED STEPS**

Source: MM=Making Music: Fouth Grade 2008 California Edition

<b>FOCUS</b>	<b>SOURCE</b>	<b>SONGS/ACTIVITIES</b>
<p><b>Songs from Different Countries</b></p> <p>Teach at least two songs from different countries. Include appropriate movement and/or instrumental accompaniment.</p> <p>Discuss how the elements of music are used (rhythmic patterns, pentatone, texture, instrumentation, etc.)</p> <p>Make a graphic organizer showing how the songs were connected to the period.</p> <p>Guide a discussion: Why is it important for us to understand the value music holds in our world? Ask students to share important things they learned about the world through performing songs from different countries.</p> <p>Ask each student to write a narrative describing how the music was connected to the period.</p> <p>Perform various songs from around the world, and include the student narratives in the performance.</p>	MM	<p><i>Tsuki</i> Japan</p> <p><i>Kookaburra</i> Australia</p> <p><i>The Bard of Armagh</i> Ireland</p> <p><i>Tina Singu</i> Africa</p> <p><i>Ala Dálona</i> Arabic</p> <p><i>Santa Clara</i> Philippines</p> <p><i>Doraji (Bluebells)</i> Korea</p> <p><i>La Tarara-</i> Spain</p> <p><i>Missy-La, Massa-La</i> Caribbean</p> <p><i>Ah, Poor Bird</i> England</p> <p><i>La Raspa</i> Mexico</p> <p><i>Oh How Lovely is the Evening</i> Germany</p> <p><i>Minka</i> Ukraine</p> <p><i>Seagull, Seagull, Sit on the Shore</i> United States</p> <p><i>The Birch Tree</i> Russia</p> <p><i>Shri Ram, jai Ram</i> India</p> <p><i>Xiao (Bamboo Flute)</i> China</p> <p><i>Yibane amenu</i> Israel</p>