

Grade 4

Music

The Heart Beat of Ontario

The Task

Students were told that an international festival of young musicians was to be held in Ottawa. Young people from many countries were to perform their traditional music for their Canadian audience, and Ontario students were to perform traditional music from Canada for their international guests.

Part 1

Working in pairs, students were to create an original two-measure rhythm pattern, or ostinato, to accompany one verse of the song called “Land of the Silver Birch”. In an individual written response, each student was also to describe how he or she would manipulate the musical elements of tone colour, dynamics, and tempo when performing the rhythm pattern.

Part 2

Each student duo was to perform its rhythm pattern as accompaniment while the class sang the verse of the song. In a second individual written response, each student was to reflect upon the success of his or her own performance, and was to describe how a peer group used tone colour, tempo, and dynamics to help create a particular mood.

Part 3

Each student in the duo was to read and perform a rhythm pattern created by his or her partner.

Expectations

This task gave students the opportunity to demonstrate achievement of all or part of each of the following expectations selected from the Music strand for Grade 4 in *The Ontario Curriculum, Grades 1–8: The Arts, 1998*. Note that the codes that follow the expectations relate to the Ministry of Education’s *Curriculum Unit Planner* (CD-ROM).

Students will:

1. demonstrate an understanding of the basic elements of music specified for this grade through listening to, performing, and creating music (4a1);
2. use correctly the musical terminology associated with the specific expectations for this grade (4a3);
3. read and perform simple rhythmic patterns in 4/4 time (4a21);
4. create musical compositions that show appropriate use of some of the elements of music, and perform them (4a23);
5. explain the effects of different musical choices (4a30).

Prior Knowledge and Skills

To complete this task, students were expected to have some experience with, or some knowledge or skills related to, the following:

- identifying, reading, and performing whole notes, half notes, quarter notes, and eighth notes and their corresponding rests in 4/4 time



- creating, reading, and performing simple rhythmic patterns in 4/4 time
- explaining the effects of different musical choices and how mood is created by manipulating tone colour, tempo, and dynamics
- reflecting upon their own work and that of others
- understanding that music creates a variety of moods

In the teacher's notes accompanying the student samples that follow, the examples cited are either from the student worksheets (indicated by a "P", for "print") or from the videotape (indicated by a "V").

For information on the process used to prepare students for the task and on the materials and equipment required, see the Teacher Package, reproduced on pages 81–95 of this document.

Task Rubric – Music, Grade 4: The Heart Beat of Ontario

Expectations*	Level 1	Level 2	Level 3	Level 4
Understanding of Concepts				
The student:				
1	– demonstrates limited understanding of the basic elements of music (tempo, dynamics, tone colour)	– demonstrates some understanding of the basic elements of music (tempo, dynamics, tone colour)	– demonstrates considerable understanding of the basic elements of music (tempo, dynamics, tone colour)	– demonstrates thorough understanding of the basic elements of music (tempo, dynamics, tone colour)
Critical Analysis and Appreciation				
The student:				
5	<ul style="list-style-type: none"> – analyses his or her own performance and the performance of others with limited effectiveness – explains the effects of different musical choices with limited effectiveness 	<ul style="list-style-type: none"> – analyses his or her own performance and the performance of others with some effectiveness – explains the effects of different musical choices with some effectiveness 	<ul style="list-style-type: none"> – analyses his or her own performance and the performance of others with considerable effectiveness – explains the effects of different musical choices with considerable effectiveness 	<ul style="list-style-type: none"> – analyses his or her own performance and the performance of others with a high degree of effectiveness – explains the effects of different musical choices with a high degree of effectiveness
Performance and Creative Work				
The student:				
3, 4	<ul style="list-style-type: none"> – applies the basic elements of music with limited effectiveness – reads and performs a rhythm pattern with limited accuracy 	<ul style="list-style-type: none"> – applies the basic elements of music with some effectiveness – reads and performs a rhythm pattern with some accuracy 	<ul style="list-style-type: none"> – applies the basic elements of music with considerable effectiveness – reads and performs a rhythm pattern with considerable accuracy 	<ul style="list-style-type: none"> – applies the basic elements of music with a high degree of effectiveness – reads and performs a rhythm pattern with a high degree of accuracy
Communication				
The student:				
2	<ul style="list-style-type: none"> – uses musical terminology with limited accuracy – writes a reflection with limited clarity 	<ul style="list-style-type: none"> – uses musical terminology with some accuracy – writes a reflection with some clarity 	<ul style="list-style-type: none"> – uses musical terminology with considerable accuracy – writes a reflection with considerable clarity 	<ul style="list-style-type: none"> – uses musical terminology with a high degree of accuracy – writes a reflection with a high degree of clarity

*The expectations that correspond to the numbers given in this chart are listed on page 46.

Note: This rubric does not include criteria for assessing student performance that falls below level 1.