

3 PRE-MADE COVER OPTIONS



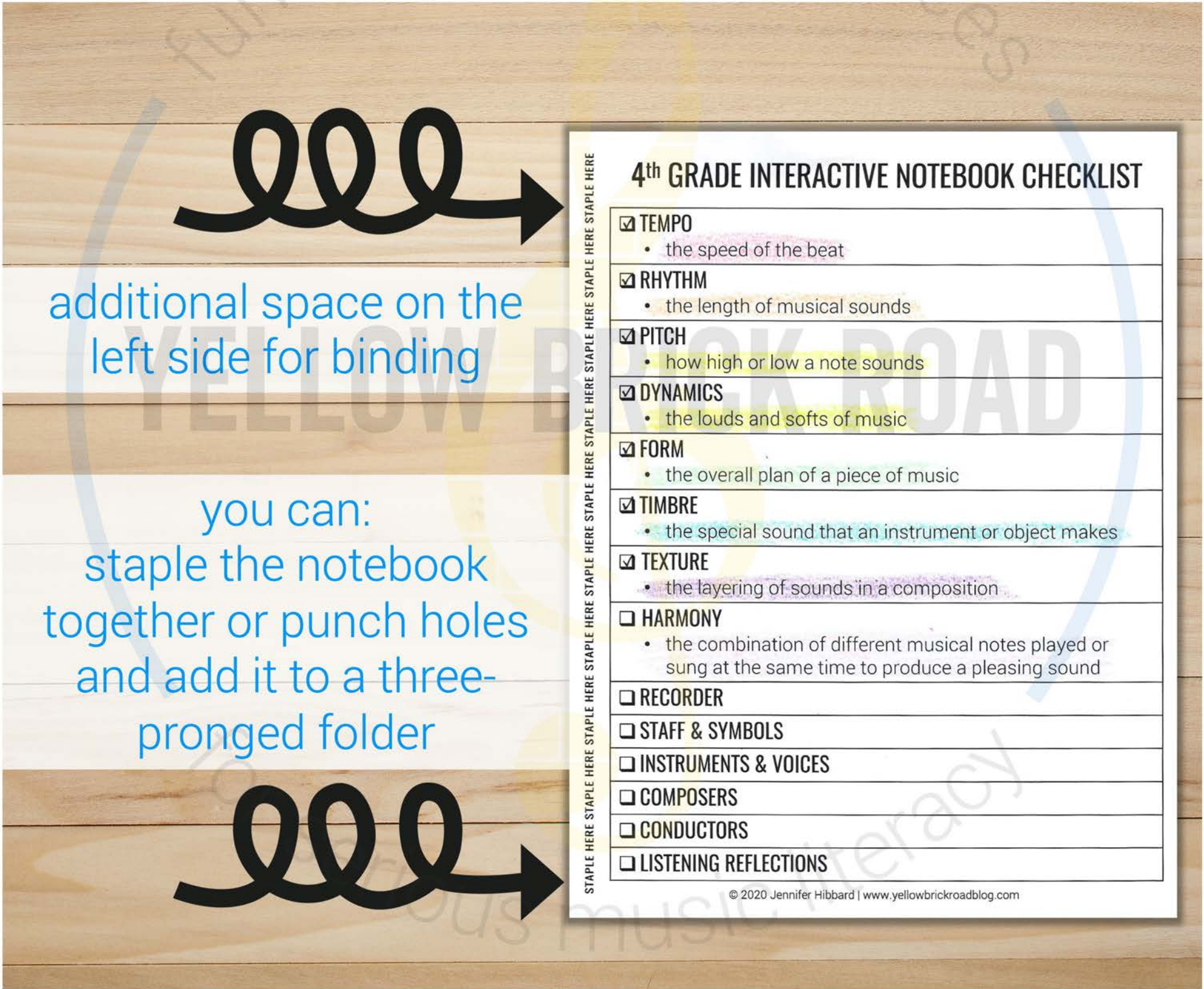
plus one blank cover that students can customize

CHECKLIST FOR CONCEPTS

STAPLE HERE STAPLE HERE STAPLE HERE STAPLE HERE STAPLE HERE STAPLE HERE STAPLE HERE STAPLE HERE STAPLE HERE STAPLE HERE STAPLE HERE STAPLE HERE STAPLE HERE	4 th GRADE INTERACTIVE NOTEBOOK CHECKLIST	
	☒	TEMPO the speed of the beat
	☒	RHYTHM the length of musical sounds
	☒	PITCH how high or low a note sounds
	☒	DYNAMICS the louds and softs of music
	☒	FORM the overall plan of a piece of music
	☒	TIMBRE the special sound that an instrument or object makes
	☒	TEXTURE the layering of sounds in a composition
	☐	HARMONY the combination of different musical notes played or sung at the same time to produce a pleasing sound
	☐	RECORDER
	☐	STAFF & SYMBOLS
	☐	INSTRUMENTS & VOICES
	☐	COMPOSERS
☐	CONDUCTORS	
☐	LISTENING REFLECTIONS	
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Students keep track of what they've covered throughout the year

EASY BINDING



additional space on the left side for binding

you can:
staple the notebook
together or punch holes
and add it to a three-
pronged folder

4th GRADE INTERACTIVE NOTEBOOK CHECKLIST

☒ TEMPO
the speed of the beat
☒ RHYTHM
the length of musical sounds
☒ PITCH
how high or low a note sounds
☒ DYNAMICS
the louds and softs of music
☒ FORM
the overall plan of a piece of music
☒ TIMBRE
the special sound that an instrument or object makes
☒ TEXTURE
the layering of sounds in a composition
☐ HARMONY
the combination of different musical notes played or sung at the same time to produce a pleasing sound
☐ RECORDER
☐ STAFF & SYMBOLS
☐ INSTRUMENTS & VOICES
☐ COMPOSERS
☐ CONDUCTORS
☐ LISTENING REFLECTIONS

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The image shows a wooden-textured background. A large, thick black arrow curves from the top left towards the center, pointing right. Below it, blue text reads "additional space on the left side for binding". Another similar black arrow curves from the bottom left towards the center, also pointing right. In the middle, blue text says "you can: staple the notebook together or punch holes and add it to a three-pronged folder". To the right of this text is a vertical strip with the words "STAPLE HERE" repeated multiple times. Further right is a white rectangular box containing a checklist titled "4th GRADE INTERACTIVE NOTEBOOK CHECKLIST". The checklist has ten rows, each with a checkbox and a label. The first five rows have their checkboxes checked, while the last five are unchecked. Each row also contains a bulleted description of the term. At the very bottom of the white box is a copyright notice.

additional space on the
left side for binding

you can:
staple the notebook
together or punch holes
and add it to a three-
pronged folder

4th GRADE INTERACTIVE NOTEBOOK CHECKLIST

☒ TEMPO

- the speed of the beat

☒ RHYTHM

- the length of musical sounds

☒ PITCH

- how high or low a note sounds

☒ DYNAMICS

- the louds and softs of music

☒ FORM

- the overall plan of a piece of music

☒ TIMBRE

- the special sound that an instrument or object makes

☒ TEXTURE

- the layering of sounds in a composition

☐ HARMONY

- the combination of different musical notes played or sung at the same time to produce a pleasing sound

☐ RECORDER

☐ STAFF & SYMBOLS

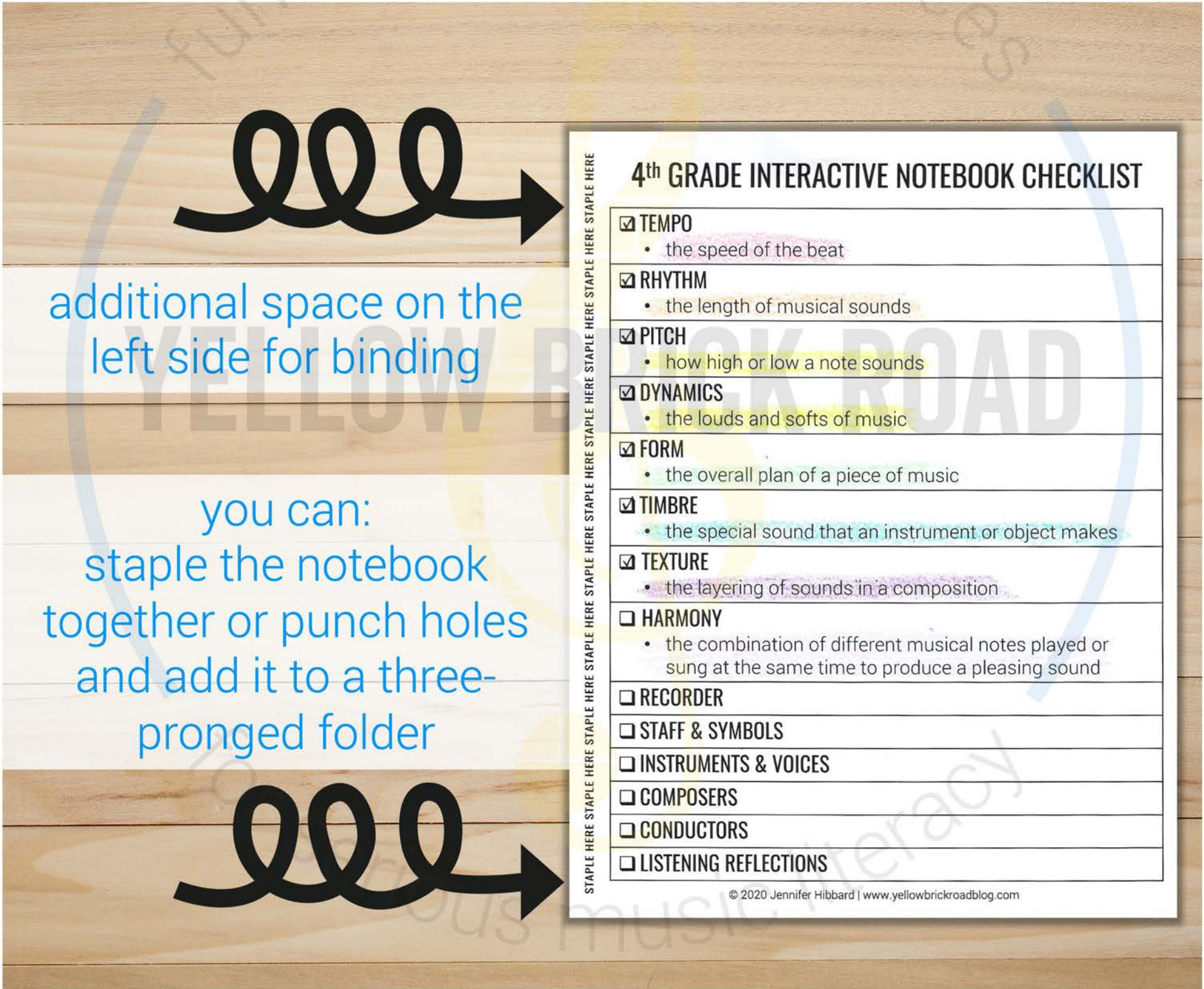
☐ INSTRUMENTS & VOICES

☐ COMPOSERS

☐ CONDUCTORS

☐ LISTENING REFLECTIONS

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4th GRADE INTERACTIVE NOTEBOOK CHECKLIST	
☒	TEMPO • the speed of the beat
☒	RHYTHM • the length of musical sounds
☒	PITCH • how high or low a note sounds
☒	DYNAMICS • the louds and softs of music
☒	FORM • the overall plan of a piece of music
☒	TIMBRE • the special sound that an instrument or object makes
☒	TEXTURE • the layering of sounds in a composition
☐	HARMONY • the combination of different musical notes played or sung at the same time to produce a pleasing sound
☐	RECORDER
☐	STAFF & SYMBOLS
☐	INSTRUMENTS & VOICES
☐	COMPOSERS
☐	CONDUCTORS
☐	LISTENING REFLECTIONS

- | 4th GRADE INTERACTIVE NOTEBOOK CHECKLIST | |
|--|--|
| ☒ | TEMPO
• the speed of the beat |
| ☒ | RHYTHM
• the length of musical sounds |
| ☒ | PITCH
• how high or low a note sounds |
| ☒ | DYNAMICS
• the louds and softs of music |
| ☒ | FORM
• the overall plan of a piece of music |
| ☒ | TIMBRE
• the special sound that an instrument or object makes |
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• the layering of sounds in a composition |
| ☐ | HARMONY
• the combination of different musical notes played or sung at the same time to produce a pleasing sound |
| ☐ | RECORDER |
| ☐ | STAFF & SYMBOLS |
| ☐ | INSTRUMENTS & VOICES |
| ☐ | COMPOSERS |
| ☐ | CONDUCTORS |
| ☐ | LISTENING REFLECTIONS |

INPUT PAGES

STAPLE HERE STAPLE HERE STAPLE HERE STAPLE HERE STAPLE HERE STAPLE HERE

TEMPO		
Tempo is the...	speed of the beat.	Write or draw a description of this tempo. Example: "Slowly like a sloth"
Lento	slowly	slowly like a sloth
Largo	broadly	like a snail
Adagio	slow & stately	like an elephant walking
Andante	at a walking pace	like a marching band
Allegro	fast, quick & bright	like a butterfly
Vivace	lively & fast	like a rabbit
Presto	very fast	like a cheetah

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STAPLE HERE STAPLE HERE STAPLE HERE STAPLE HERE STAPLE HERE STAPLE HERE

TEMPO	
Tempo is the...	
Lento	
Largo	
Adagio	
Andante	
Allegro	
Vivace	
Presto	

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input pages consist of the information students are given, such as musical terms and concepts

OUTPUT PAGES

[illegible]

TEMPO REFLECTIONS

Label each metronome with the meaning and/or description of the tempo.


=

slowly


=

fast, quick
and bright


=

at a
walking
pace


=

very fast

1. Think about other things (machines, objects, tools, etc.) that can show tempo.
2. Choose three to draw in the space below.

Adagio

Allegro





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output pages are where students record how they've analyzed & evaluated the information to create or compose something entirely new and unique

INPUT PAGE

STAPLE HERE STAPLE HERE STAPLE HERE STAPLE HERE STAPLE HERE STAPLE HERE STAPLE HERE

RHYTHM		
Rhythm is the...	length of musical sounds.	Write or draw a description of each rhythm. Example: "one sound that lasts one beat."
Syncopation is a...	Stress on a beat that's usually unstressed	syncopa
Whole Note		one note = 4 beats
Whole Rest		1 silence = 4 beats
Half Note		1 sound = 2 beats
Half Rest		1 silence = 2 beats
Quarter Note		1 sound = 1 beat
Quarter Rest		1 silence = 1 beat
Eighth Note		1 sound = 1/2 beat
Eighth Rest		1 silence = 1/2 beat
eighth + barred sixteenth		tā - tiKa
barred sixteenth + eighth		tiKa - ti

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STAPLE HERE STAPLE HERE STAPLE HERE STAPLE HERE STAPLE HERE STAPLE HERE STAPLE HERE

RHYTHM		
Rhythm is the...		
Syncopation is a...		
Whole Note		
Whole Rest		
Half Note		
Half Rest		
Quarter Note		
Quarter Rest		
Eighth Note		
Eighth Rest		
eighth + barred sixteenth		
barred sixteenth + eighth		

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RHYTHM



Students write down important info, then fold the flap over to test their memory of each term

OUTPUT PAGE

RHYTHM REFLECTIONS

Fill in the rhythms that correspond with each word.



Lime Apple Pomegranate Olive Grape



Star Apple Watermelon Avocado Boysenberry Passion Fruit

1. Use the rhythms you wrote above to compose new rhythm patterns.
2. Compose four separate rhythm patterns and write them in the boxes below.
3. Draw an icon to represent the rhythm instruments and body percussion.
4. Fold the flap and choose different body percussion movements for each pattern.

RHYTHM PATTERNS				INSTRUMENT OR BODY PERCUSSION

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RHYTHM PATTERNS				INSTRUMENT OR BODY PERCUSSION

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students apply,
analyze, and create

students compose and then
perform with body percussion

INPUT PAGE

STAPLE HERE STAPLE HERE STAPLE HERE STAPLE HERE STAPLE HERE STAPLE HERE

PITCH		
Pitch is...	how low or high a note sounds.	Write a letter name that can accompany each sign. Example: "F G A Bb C D E F"
do'		C
ti		A
la		G
so		F
fa		E
mi		D
re		C
do		

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STAPLE HERE STAPLE HERE STAPLE HERE STAPLE HERE STAPLE HERE STAPLE HERE

PITCH	
Pitch is...	
do'	
ti	
la	
so	
fa	
mi	
re	
do	

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PITCH

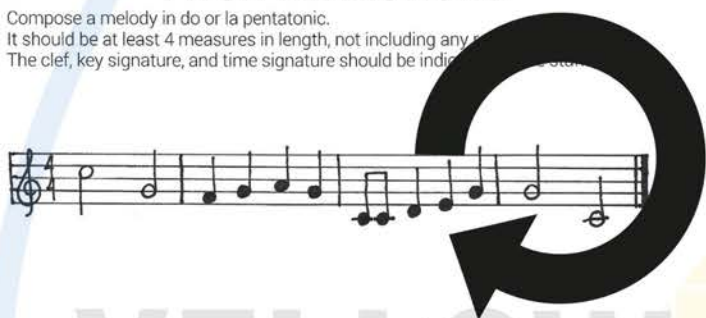


Students write down important info, then fold the flap over to test their memory of each concept

OUTPUT PAGE

PITCH REFLECTIONS

1. Compose a melody in do or la pentatonic.
2. It should be at least 4 measures in length, not including any repeats.
3. The clef, key signature, and time signature should be indicated on the staff.



Cut along the line, then fold the flap.
Label the outer flap with the Solfège Syllables and letter names for the la pentatonic scale.

DO PENTATONIC				
DO	RE	MI	SO	LA
C	D	E	G	A

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PITCH REFLECTIONS

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Cut along the line, then fold the flap.
Label the outer flap with the Solfège Syllables and letter names for the la pentatonic scale.

la pentatonic				
la	do	re	mi	so
A	C	D	E	G



students analyze and compose using what
they've learned from the input page

INPUT PAGES

DYNAMICS

Dynamics are the...

louds & softs of music	Write the abbrev or symbol that with each dyn
Dynamic is the... very soft pp	
soft p	
moderately soft mp	
moderately loud mf	

HARMONY

Harmony is the...

combination of different musical notes played or sung at the same time to produce a pleasing sound.	Describe each Example: "two ha
Interval	distance betw each n
Step	two half s
Skip	3 or 4 half

RECORDER

Write in the letter name of each note in the boxes below.

C	G
D	A

FORM

Form is the...

overall plan of a piece of music.	Write the abbreviation or symbols that go with each form.
binary	ABA
ternary	ABA

TIMBRE

Timbre is the...

special sound that an instrument or object makes.	Describe the ex Example: "me
THUNDER	heavy
RAIN	gentle
GARBAGE TRUCK	noisy
LAWN MOWER	rough
SOPRANO	bright
BASS	dark
CLARINET	mellow
OBOE	pure
SAXOPHONE	needy
TRUMPET	brassy
TUBA	heavy
PIANO	pure
XYLOPHONE	resonant
CYMBALS	piercing
SNARE DRUM	harsh
VIOLA	warm
CELLO	mellow
THEREMIN	distinctive

TEXTURE

Texture is the...

layering of sounds in a comp	
thin	vocal solo
thin	bagpipe
thick	fugue
thick	most pop songs

TEXTURE

Describe or name a music pie matches the texture.

thin	Gregorian chant
thin	theremin solo
thick	Beethoven's 9th
thick	Pink Floyd's Money

STAFF & SYMBOLS

treble clef	indicates G a middle
bass clef	indicates F a middle
music staff	5 lines + 4
line notes	notes on a l
space notes	notes in a s
ledger line	lines added or below the
time signature	number of beats which note gets
2/4	2 beats / m
3/4	3 beats / m
4/4	4 beats / m
barline	shows bound
double barline	shows end of
repeat sign	repeat prev

INSTRUMENTS & VOICES

NAME	FAMILY	Describe the mechanism that creates the sound. Example: single reed
flute	wind	vibrating air column
clarinet	wind	single reed
oboe	wind	double reed
trumpet	brass	buzzing lips
trombone	brass	buzzing lips
tuba	brass	buzzing lips
snare drum	percussion	drumstick strike
piano	strings/keyboard/perc	hammer striking strings
marimba	keyboard/perc	mallet striking bars
violin	strings	strings
cello	strings	strings
guitar	strings	strings
soprano	very high	vocal folds
alto	high	vocal folds
tenor	low	vocal folds
bass	very low	vocal folds

There are input pages for each concept covered; including tempo, rhythm, pitch, dynamics, form, timbre, texture, harmony, recorder, staff & symbols, instruments & voices, composers, and conducting

OUTPUT PAGES

DYNAMICS REFLECTIONS

Write in the appropriate dynamic and dynamic symbol for each scene.

- A crowd of people playing at the pool forte
- Whispering in a library planissimo pp
- Multiple sirens nearby fortissimo ff
- A car driving away decrescendo
- Talking on the phone mezzo forte mf

1. Compose a melody on the staff below.
2. Label it with only one dynamic.
3. Fold the flap up and write in at least two dynamic changes on the outer flap.
4. Notice how the different versions sound. Which one do you like better?



STAFF & SYMBOLS REFLECTIONS

Fill in the missing symbols for each scene.



MUSIC SYMBOL CLOTHES

1. Light draw a large shape of your choice in the space below.
2. Fill in the shape with your favorite music symbols using colored markers.
3. Be sure to go to the edges of the shape, but not outside of it.
4. Erase the shape that you drew.

TIMBRE REFLECTIONS

1. Name the instrument(s) you would use for the movie scene described below.
2. Explain why you would choose those specific instruments and timbres.

Superhero discovers her powers for the first time and begins to use them.

I would use most of the instruments in the orchestra.

I would start with a cymbal crash that leads into a violin section using pizzicato. Then I would slowly introduce the rest of the wind and brass instruments, section by section.

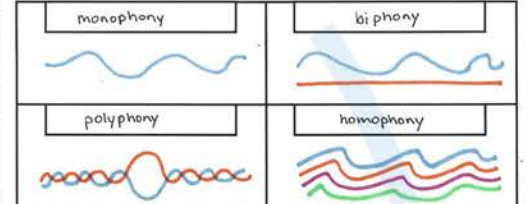
Eventually, they would begin to swell into a sweeping ballad-like motive.

1. For each timbre, name at least one instrument that matches that description.
2. On the outer flap, name another instrument that also matches that timbre.

TIMBRE	INSTRUMENTS
scratchy	viola

TEXTURE REFLECTIONS

Consider how you would draw a representation of four different musical textures. Then, draw and label them in the boxes below.

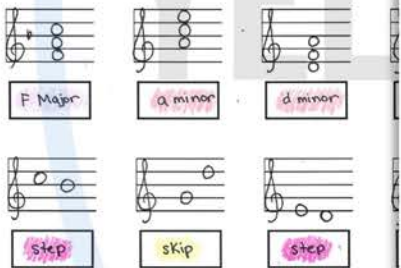


1. Compose a short, two measure melody on the staff.
2. Cut along the lines and compose more melodies or harmonies to accompany the original melody on the outer flaps.
3. Experiment folding the flaps in different orders to change the texture of the piece.



HARMONY REFLECTIONS

1. Draw and label major and minor chords in the first row of staves.
2. Draw and label intervals of a step, skip, and leap in the second row of staves.

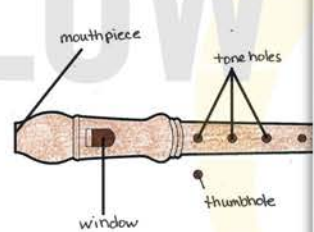


1. Compose a melody in C Major to fit with the I and V chords in the bass line.
2. Then, fold along the line and compose a different accompaniment for the bass line on the outer flap.



RECORDER REFLECTIONS

Label each part of the recorder.



RECORDER CHECKLIST

Create a checklist for the recorder. Include tips on breath, fingering, and posture.

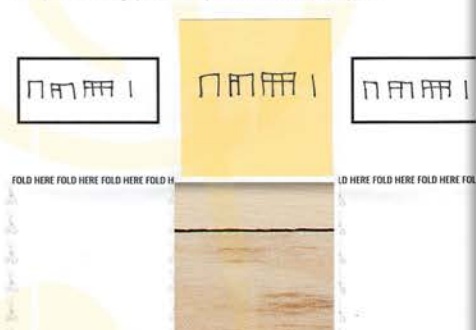
- ☒ Soft, warm breath
- ☒ Left hand on top
- ☒ Cover tone holes completely
- ☒ Slow air
- ☐
- ☐
- ☐

FORM REFLECTIONS

- How would you explain musical form to someone you just met?
- What pictures or diagrams would you create to help them better understand musical form?
- Create and label your own picture/diagram showing musical form in the space below.

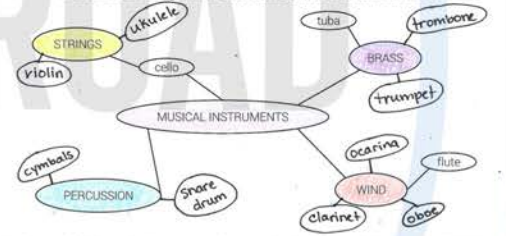


1. Compose three rhythm patterns and write them below.
2. Make sure they follow the form of ABA.
3. Fold each flap up and compose a new rhythm pattern or repeat one you've already written.
4. Experiment folding up different flaps to see what new forms appear.

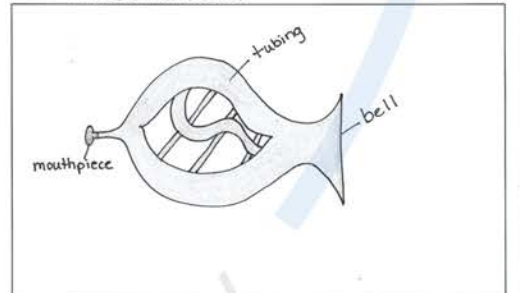


INSTRUMENT & VOICE REFLECTIONS

Fill out the bubble diagram with at least six additional musical instruments.



1. Draw and label a musical instrument of your creation in the space below. You should label the following:
 - Mechanism for creating sound (string, reed, mallet, etc.)
 - Mechanism for changing pitches (tubing, keys, different string lengths, etc.)
 - Pitch range (with appropriate clef)

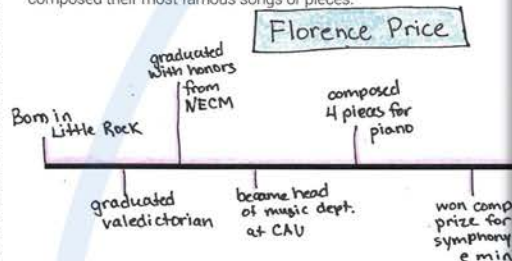


There are output pages for each concept covered; with creative ways students can show higher order thinking by analyzing, evaluating, and creating.

LISTENING REFLECTIONS & PROMPTS

COMPOSER REFLECTIONS

Create a timeline in the space below of your favorite composer. Include important events such as their birth, the years they became involved in music, influential moments, and when they composed their most famous songs or pieces.



Using the information above, discuss this composer's lasting effect on unique advancements or compositional techniques did they bring to the composer's music will still be heard hundreds of years from now? Why?

Florence Price was a prodigy who excelled at both music composition. She won numerous awards and with other gifted musicians and composers of her time was the first Black woman to have a composition a major American orchestra. Her strength, courage is a testament to Black girls and women today that in all musical spaces; including Western Art Music recent discovery of more of her works and her resurhalis shows that her music and her story will be

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LISTENING REFLECTIONS

COMPOSER	TITLE
Price	Ethiopia's Shadow in America

Label each box with a music element you'd like to discuss. Then, listen to the music and describe what you heard.

Dynamics	Timbre
Pitch	Rhythm

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LISTENING REFLECTION WRITING & DRAWING PROMPTS

- Complete the prompts below on a separate piece of paper.
- Place a checkmark next to each prompt you complete.

- ☐ **Music makes me feel...**
 - Describe the emotion evoked from a specific song or piece.
- ☐ **My favorite song/piece is...**
 - Explain why this piece is your favorite.
- ☐ **While listening to the music I noticed...**
 - Write about the music element of your choice.
- ☐ **My favorite composer is...**
 - Describe what makes this person/their music inspirational.
- ☐ **Music in movies affects me because...**
 - Analyze why music in movies is so effective.
- ☐ **When I hear a crescendo, I think...**
 - Analyze how this dynamic change affects the audience.
- ☐ **Draw your earliest musical memory.**
 - Include any people or places that are important to the memory.
- ☐ **Imagine a scene or story in your mind as you listen to music.**
 - Write or draw what you've imagined.
- ☐ **Draw a picture incorporating musical signs and symbols.**
 - For example, you could draw a shape made entirely of musical symbols.
- ☐ **Draw and color a picture using only the tone colors (timbre) represented by the music you hear.**
 - In art, we would call this monochromatic.

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students write about composers, reflect on performances, and choose writing and drawing prompts to complete