

Subject (Fourth Grade) Quarter 1

PART ONE - First 4.5 Weeks ***The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs***

Power Standards:
N/A

Student Performance Indicators (SPIs):

***It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery.*

*The standards listed below may be used to create common formative assessments for this academic quarter.***

Standard 1 Singing

- 1.1.1 Sing a melody with accurate pitch and rhythm.
- 1.1.2 Sing a melody with accurate rhythm, pitch, and dynamics.
- 1.1.3 Sing a melody with accurate rhythm, pitch, dynamics and tempo.

Standard 2 Playing Instruments

- 2.1.1 Perform basic rhythmic patterns (half notes, quarter notes, paired eighth notes, quarter rests) in duple meter on non-pitched instruments using proper technique.
- 2.1.2 Perform basic rhythmic patterns (half notes, quarter notes, paired eighth notes, quarter rests) in duple and triple meter on non-pitched instruments using proper technique.

Standard 7 Evaluating

- 7.2.1 Discuss and demonstrate appropriate audience member behavior in a classroom setting.
- 7.2.2 Demonstrate appropriate audience member behavior in a formal performance setting.
- 7.2.3 Evaluate one's own audience behavior.

Standard 8 Interdisciplinary Connections

- 8.2.2 Describe the literary characteristics of song lyrics.
- 8.2.3 Demonstrate the relationship of music to literature, mathematics, science, and/or social studies.

Content:

*** Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.***

- Rules and Procedures
- Expectations for student behavior.
- Expectations for student performance.
- Entering and exiting room.
- Expectations for instrument playing.
- Sing, alone, a simple melody with accurate rhythm and pitch (solfege and/or lyrics).
- Sing, with others, a simple melody with accurate rhythm and pitch (solfege and/or lyrics).
- Demonstrate terraced dynamic levels while singing a melody.
- Demonstrate ability to change dynamic levels (crescendo and decrescendo) while singing a melody.
- Demonstrate the ability to use proper breath support to sing a given four-measure phrase at a given tempo.
- Demonstrate the ability to use head and chest voice to sing a given four-measure phrase at a given tempo.
- Demonstrate, alone, teacher-selected, developmentally and/or grade-appropriate rhythms on non-pitched instruments using proper technique.
- Demonstrate, in a group, teacher selected, developmentally and/or grade-appropriate rhythms on non-pitched instruments using proper technique.
- Discuss and create, as a class, guidelines for audience etiquette.
- Create a rubric for evaluating audience etiquette.
- Explain the relationship between music and Language Arts,

PART TWO - Second 4.5 Weeks ***The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs***

Power Standards:
N/A

Student Performance Indicators (SPIs):

***It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery. The standards listed below may be used to create common formative assessments for this academic quarter. ***

Standard 1 Singing

- 1.2.1 Exhibit, within a large group setting, good posture, grade-appropriate diction, breath control, and tone in head and/or chest voice.
- 1.2.2 Exhibit, in a group setting, good posture, grade-appropriate diction, breath control, and tone in both head and chest voice.
- 1.2.3 Demonstrate, alone, proper posture, grade-appropriate diction, breath control, and tone in both head and chest voice.

Standard 2 Playing Instruments

- 2.1.3 Perform rhythmic patterns (half notes, dotted half notes, quarter notes, eighth notes, half rests, and quarter rests) in duple and triple meters on non-pitched instruments using proper technique.
- 2.2.1 Perform, alone, simple melodies on a pentatonic scale (four-measure minimum).
- 2.2.2 Perform, alone or in groups, melodies based on selected major scales including steps, skips, leaps, and repeated notes (four-measure minimum).

Standard 3 Improvising

- 3.1.1 Improvise a eight-beat melody using a pentatonic scale within teacher-given parameters.
- 3.1.2 Improvise an eight-beat melody using a pentatonic scale. teacher-
- 3.1.3 Improvise, on a variety of instrument, an eight-beat melody using a pentatonic scale.

Standard 5 Reading and Notating

- 5.1.1 Identify meters (duple and triple) notes names on a treble clef staff, and note values (half note, quarter note, paired eighth notes, quarter rest).

Standard 9 Historical and Cultural Connections

- 9.1.1 Describe music characteristics of selected cultures using teacher-given parameters.
- 9.1.2 Discuss characteristics of selected cultures within a musical and/or historical context.
- 9.1.3 Demonstrate an understanding of selected cultures and/or historical periods through music performance (vocal and/or instrumental) using teacher-given parameters.

Content:

**** Continue to review and reinforce content from the first 4.5 weeks of this first quarter.** *Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.***

- Demonstrate grade-appropriate vocal technique by singing a simple melody with a group.
- Demonstrate grade-appropriate vocal technique by singing a simple melody alone.
- Demonstrate a smooth transition between head and chest tones.
- Demonstrate beginning and ending consonants, jaw flexibility, the use of teeth, tongue, and open throat for good vocal production and enunciation.
- Demonstrate beginning and ending consonants for good enunciation.
- Demonstrate jaw flexibility for good vocal production and enunciation.
- Demonstrate the use of teeth and tongue for good vocal production and enunciation.
- Demonstrate open throat for good vocal.
- Demonstrate, alone, teacher-selected, developmentally and/or grade-appropriate rhythms on non-pitched instruments using proper technique.
- Demonstrate, in a group, teacher selected, developmentally and/or grade-appropriate rhythms on non-pitched instruments using proper technique.
- Play, alone, a teacher-selected example demonstrating developmentally and/or grade-appropriate technique and correct notes on a pitched instrument.
- Play, in a group, a teacher-selected example demonstrating developmentally and/or grade-appropriate technique and correct notes on a pitched instrument.
- Improvise a developmentally and/or grade-appropriate melody using a pentatonic scale on a pitched instrument.
- Demonstrate, through the use of manipulatives or movement,

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| | | <p>an understanding of notes on the lines and spaces of a treble clef staff.</p> <ul style="list-style-type: none">• Demonstrate, by notating, an understanding of notes on the lines and spaces of a treble clef staff.• Discuss and demonstrate traditional music of a selected culture (e.g., African, Native American, Asian, Latin American).• Discuss and demonstrate an understanding of a given historical period as related to music studied. |
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Subject (Fourth Grade) Quarter 2

PART ONE - First 4.5 Weeks

The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs

Power Standards:
N/A

Student Performance Indicators (SPIs):

It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery. The standards listed below may be used to create common formative assessments for this academic quarter.

Standard 1 Singing

1.3.1 Sing partner songs (two songs) in small and/or large groups.

Standard 2 Playing Instruments

2.2.2 Perform melodies based on major and/or minor scales.

2.2.3 Perform a basic accompaniment in duple meter on pitched (two-note chords, broken two-note and three-note chords) and on non-pitched (steady beat) instruments.

Standard 5 Reading and Notating

5.1.2 Compare meters (duple and triple); identify note names on treble clef staff, and note values (whole note, half note, quarter note, paired eighth notes, half rest and quarter rest).

5.1.3 Compare and contrast meters (duple and triple); identify note names on treble staff, and note values of whole notes (whole note, dotted half note, half note, quarter note, paired eighth notes, sixteenth note, half rest and quarter rest).

Standard 6 Listening, Analyzing, Describing

6.1.1 Demonstrate an understanding of different sections of complex forms (e.g., Rondo, Theme and Variations) using manipulatives.

6.1.2 Create a pictorial representation of different sections of complex forms of music (e.g., rondo, theme and variations).

6.1.3 Create movement patterns to demonstrate different sections of complex forms of music.

Standard 7 Evaluating

7.1.1 Discuss a music selection or student performance using grade-appropriate music

Content:

**** Continue to review and reinforce content from Quarter 1.** Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.**

- Sing, with others, the melodies of two partner songs, one at a time.
- Sing the melody of one partner song accompanied by a recording of the second song.
- Play, alone, a teacher-selected example demonstrating developmentally and/or grade-appropriate technique and correct notes on a pitched instrument.
- Play, in a group, a teacher-selected example demonstrating developmentally and/or grade-appropriate technique and correct notes on a pitched instrument.
- Demonstrate, through the use of manipulatives or movement, an understanding of notes on the lines and spaces of a treble clef staff.
- Demonstrate, by notating, an understanding of notes on the lines and spaces of a treble clef staff.
- Identify rondo form in listening examples.
- Demonstrate the similarities and differences between rondo form and AB and/or ABA forms.
- Demonstrate an understanding of rondo form using movement.
- Demonstrate an understanding of rondo form using

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| | <p>vocabulary and teacher-given criteria.</p> <p>7.1.2 Develop a criteria, with teacher guidance and using grade-appropriate music vocabulary, to evaluate a performance..</p> <p>7.1.3 Evaluate, in a group, a student or professional performance using student developed criteria.</p> | <p>manipulatives.</p> <ul style="list-style-type: none"> • Identify theme and variations in a given listening example. • Demonstrate an understanding of theme and variations using movement. • Demonstrate an understanding of theme and variations using manipulatives. • Describe a music selection using a teacher-given word bank. • Discuss the elements of a music selection within teacher-given parameters. |
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PART TWO - Second 4.5 Weeks ***The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs***

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| <p>Power Standards: N/A</p> | <p>Student Performance Indicators (SPIs): <i>**It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery. The standards listed below may be used to create common formative assessments for this academic quarter. **</i></p> <p><u>Standard 2 Instruments</u> 2.4.1 Demonstrate tempo changes and dynamics when playing a music example. 2.4.2 Demonstrate dynamics, phrasing and tempo changes when playing a music example. 2.4.3 Demonstrate expressive qualities in performance (e.g., dynamics, balance, tempo changes, phrase markings)</p> <p><u>Standard 3 Improvising</u> 3.2.1 Improvise an eight-beat rhythm pattern using half notes, quarter notes, paired eighth notes, and quarter rests while maintaining a steady tempo. 3.2.2 Improvise and eight-beat rhythm pattern using half notes, quarter notes, paired eighth notes, quarter rests, and half rests while maintaining a steady tempo.</p> <p><u>Standard 6 Listening, Analyzing, Describing</u> 6.2.1 Recognize selected orchestral, band, folk, and/or ethnic instruments and classify into families. 6.2.2 Identify, visually, teacher-selected orchestral instruments and group into families. 6.2.3 Identify, through listening examples, teacher-selected instruments, individually and as families. 6.3.1 Describe a listening example using teacher-given characteristics. 6.3.2 Classify the elements of music using teacher-given vocabulary.</p> <p><u>Standard 8 Interdisciplinary Connections</u> 8.1.1 Discuss similarities between music and dance and visual art. 8.1.2 Demonstrate similarities between music and dance (movement) and theatre (dramatizations).</p> | <p>Content: ** Continue to review and reinforce content from Quarter 1 and the first 4.5 weeks of this Quarter. <i>Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.**</i></p> <ul style="list-style-type: none"> • Identify tempo changes and dynamics using a listening map for a given recorded selection. • Play a simple melody with tempo and/or dynamic changes in a large group setting. • Play a simple melody with tempo and/or dynamic changes in a small group setting. • Demonstrate, with others, the ability to follow the tempo markings in a piece of music, as set by the conductor or with a recording. • Demonstrate developmentally and/or grade-appropriate use of expressive markings. • Improvise developmentally and/or grade-appropriate rhythms using body percussion, pitched, and/or non-pitched instruments. • Classify, visually or aurally, given instruments into their orchestral families. • Select appropriate vocabulary from a word bank to describe a music selection. • Compare and contrast given music selections using a graphic organizer. • Identify commonalities between music and dance. |
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| | 8.1.3 Perform, combining aspects of music, dance, and theatre. | <ul style="list-style-type: none">• Create short dramatizations to music selections and relate to theatre.• Identify common themes between music and visual art (e.g., Pastoral Symphony by Ludwig van Beethoven and Wooded Landscape by Jeanne Francois Millet) using examples from textbooks or websites. |
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Music (Fourth Grade) Quarter 3

PART ONE - First 4.5 Weeks ***The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs***

Power Standards:
N/A

Student Performance Indicators (SPIs):

***It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery.*

*The standards listed below may be used to create common formative assessments for this academic quarter.***

Standard 1 Singing

1.3.2 Sing partner songs (two or three songs) in small and/or large groups.

1.3.3 Sing partner songs and rounds and/or canons in small and/or large groups.

Standard 2 Instruments

2.3.2 Perform an accompaniment in duple and/or triple meter using basic rhythms on pitched instruments (two-note chords, broken two-note chords, three-note chords, and/or arpeggios), and an accompaniment in duple and/or triple meters using varying rhythm patterns (dotted half notes, half notes, quarter notes, paired eighth notes, quarter rests) on non-pitched instruments.

2.3.3 Perform an accompaniment on pitched and non-pitched instruments using a score that includes varying rhythms, pitches and parts.

Standard 5 Reading and Notating

5.3.1 Identify and demonstrate dynamic markings (e.g., fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo, crescendo, decrescendo) within a given music selection.

5.3.2 Identify and demonstrate dynamic markings (e.g., fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo, crescendo, decrescendo) and tempo markings (e.g., andante, largo, presto, ritardando) within a given music selection.

5.3.3 Identify and demonstrate dynamic markings (e.g., fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo, crescendo, decrescendo), tempo markings (e.g., andante, largo, presto, ritardando), and articulation markings (e.g., staccato, marcato, accents) within a given music selection.

Content:

**** Continue to review and reinforce content from Quarter 1.** Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.**

- Sing, in a group, the melody of one partner song while another group sings the melody of the other partner song.
- Sing a partner song with student leaders while teacher maintains tempo.
- Sing a partner song with student leaders while the teacher or a student conducts.
- Sing the melody of a round/canon in a group.
- Sing a round/canon in two and/or three parts in a group.
- Demonstrate, alone, a teacher-selected, developmentally and/or grade-appropriate rhythmic accompaniment.
- Demonstrate, alone, a teacher-selected, developmentally and/or grade-appropriate melodic accompaniment.
- Demonstrate, in a group, a teacher-selected, developmentally and/or grade-appropriate rhythmic accompaniment.
- Demonstrate, in a group, a teacher-selected, developmentally and/or grade-appropriate melodic accompaniment.

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| | | <ul style="list-style-type: none"> • Identify dynamic markings through a teacher-guided classroom activity. • Identify directional markings through a teacher-guided classroom activity. • Follow dynamic markings in a teacher-given listening example. • Follow directional markings in a teacher-given listening example. • Demonstrate, vocally, an understanding of dynamic markings. • Demonstrate, instrumentally, an understanding of dynamic markings. • Demonstrate, vocally, an understanding of directional markings. • Demonstrate, instrumentally, an understanding of directional markings. |
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PART TWO - Second 4.5 Weeks ***The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs***

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| <p>Power Standards: N/A</p> | <p>Student Performance Indicators (SPIs): <i>**It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery. The standards listed below may be used to create common formative assessments for this academic quarter.**</i></p> <p><u>Standard 5 Reading and Notating</u> 5.2.1 Demonstrate pitch understanding using teacher-given solfege symbols. 5.2.2 Demonstrate pitch understanding using solfege (or other teacher-provided) symbols.</p> <p><u>Standard 4 Composing</u> 4.1.1 Create and demonstrate a four-measure melodic question/answer composition. 4.1.2 Create and demonstrate a four-measure melodic composition in AB form. 4.1.3 Create and demonstrate a four-measure melodic composition in ABA form. 4.2.1 Create and demonstrate a four-measure melody based on a pentatonic scale. 4.2.2 Create and demonstrate a four-measure melody based on a given pentatonic or major scale. 4.2.3 Create and demonstrate a four-measure melody based on a given major or minor scale.</p> <p><u>Standard 7 Evaluating</u> 7.1.1 Discuss a music selection or student performance using grade-appropriate music vocabulary and teacher-given criteria. 7.1.2 Develop a criteria, with teacher guidance and using grade-appropriate music vocabulary, to evaluate a performance.. 7.1.3 Evaluate, in a group, a student or professional performance using student developed criteria.</p> | <p>Content: ** Continue to review and reinforce content from Quarter 1 and the first 4.5 weeks of this Quarter. Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.**</p> <ul style="list-style-type: none"> • Demonstrate, through movement, an understanding of time signature/meter (duple and triple). • Identify the placement of time signature/meter on the staff. • Determine the meter of a music example by identifying the number of beats in each measure. • Create a four-measure melodic composition. • Create a four-measure melodic composition in AB form. • Create a four-measure melodic composition in ABA form. • Create a four-measure melodic based on a pentatonic scale. • Create a four-measure melodic based on a major and minor scale. |
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| | | <ul style="list-style-type: none">• Describe a music selection using a teacher-given word bank.• Discuss the elements of a music selection within teacher-given parameters. |
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Music (Fourth Grade) Quarter 4

PART ONE - First 4.5 Weeks ***The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs***

Power Standards:
N/A

Student Performance Indicators (SPIs):

It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery. The standards listed below may be used to create common formative assessments for this academic quarter.

Standard 3 Improvising

- 3.4.1 Improvise a simple four-beat accompaniment on body percussion or non-pitched instruments within teacher-given parameters.
- 3.4.2 Improvise a simple eight-beat accompaniment on body percussion or non-pitched instruments within teacher-given parameters.
- 3.4.3 Improvise a simple eight-beat accompaniment on non-pitched or pitched instruments within teacher-given parameters.
 - 3.3.1 Improvise an answer to a teacher-given eight-beat question using body percussion or nonpitched instruments.
 - 3.3.2 Improvise, with a partner, a four- or eight-beat question and answer using body percussion or non-pitched instruments.
 - 3.3.3 Improvise, with a partner, a four- or eight-beat question and answer on pitched instruments (may include recorder).

Standard 4 Composing

- 4.3.1 Create and demonstrate a short introduction and coda for a given melody.
- 4.3.2 Create and demonstrate a short introduction, interlude, and coda for a given melody.
- 4.3.3 Create and demonstrate a two- to four-measure interlude for a given melody.

Content:

****Continue to review and reinforce content from Quarter 1, 2 and 3.** Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.**

- Improvise a developmentally and/or grade-appropriate simple rhythmic accompaniment or ostinato accompaniment on pitched or non-pitched instruments.
- Improvise a developmentally and/or grade-appropriate question phrase.
- Improvise a developmentally and/or grade-appropriate answer to a given question phrase.
- Discuss the definition of an introduction.
- Demonstrate a teacher-guided introduction in a large group.
- Discuss the definition of interlude and recognize one in a listening example.
- Create an interlude using teacher-given parameters.
- Discuss the definition of coda.
- Demonstrate the ability to locate a coda in a music score.
- Create an introduction, interlude, and/or coda.

PART TWO - Second 4.5 Weeks ***The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs***

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| <p>Power Standards: N/A</p> | <p>Student Performance Indicators (SPIs): <i>**It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery. The standards listed below may be used to create common formative assessments for this academic quarter. **</i></p> <p><u>Standard 1 Singing</u></p> <p><u>Standard 2 Instruments</u></p> <p><u>Standard 3 Improvising</u></p> <p><u>Standard 4 Composing</u></p> <p><u>Standard 5 Reading and Notating</u></p> <p><u>Standard 6 Listening, Analyzing, and Describing</u></p> <p><u>Standard 7 Evaluating</u></p> <p><u>Standard 8 Connections to the other Arts, and other Disciplines</u></p> <p><u>Standard 9 Historical and Cultural Connections</u></p> | <p>Content: **Continue to review and reinforce content from Quarter 1, 2, and 3. Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.**</p> <p>Review and Reinforce:</p> <ol style="list-style-type: none"> 1. Singing <ul style="list-style-type: none"> ✓ Correct singing technique. ✓ Partner songs, rounds, canons ✓ Solfege ✓ Dynamics, tempo changes 2. Instruments <ul style="list-style-type: none"> ✓ Correct playing technique. ✓ Playing rhythm and melodies from notation, improvising. ✓ Dynamic, tempo changes 3. Improvising <ul style="list-style-type: none"> ✓ Improvise eight-beat rhythm patterns, melodic patterns and question and answer phrases. ✓ Improvise on pitched and non-pitched rhythm instruments. 4. Composing <ul style="list-style-type: none"> ✓ Create and perform a four measure melodic composition in a pentatonic scale and a major/minor scale. ✓ Create and perform a four-measure composition in AB and ABA form. ✓ Create an introduction, interlude and coda for a story, poem, or song. 5. Reading and notating <ul style="list-style-type: none"> ✓ Notes on the treble staff ✓ Duple and triple meter ✓ Reading three note solfege ✓ Dynamic and directional markings 6. Listening, Analyzing and Describing <ul style="list-style-type: none"> ✓ Simple and extended form ✓ Review of instrumental music (identify selected instruments by sight and sound) ✓ Compare and contrast musical elements between two pieces of music. ✓ Style and Genres 7. Evaluating <ul style="list-style-type: none"> ✓ Evaluate performance, including self-evaluation. |
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| | | <ul style="list-style-type: none">✓ Demonstrate and critic proper audience behavior. <p>8. Connections to the other arts and other disciplines</p> <ul style="list-style-type: none">✓ Music and Visual Arts, Theater, Dance✓ Music and Language Arts, Mathematics, Science, Social Studies <p>9. Historical and Cultural Connections</p> <ul style="list-style-type: none">✓ Sing songs, play singing games, and listen to music from a variety of historic periods.✓ Sing songs, play singing games, and listen to music from a variety of different cultures from around the world, and from different cultures within the United States.✓ Discuss and understand the cultural and historical aspects of a musical selection. |
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