

Music 4th Grade

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| Scope and Sequence K-5 | Assessments and Rubrics | Instructional Resources and Tools | Standards |
| <p>Summary Statement: Fourth grade students will use their knowledge of music to inform their performance, creation, and inquiry of music across cultures, genres, eras, and the world around them.</p> | | | |

4th Grade: Year at a Glance

| | Expression | Theory | Creation | Aesthetic Experience |
|------------------|---|--|---|--|
| August | <ul style="list-style-type: none"> Demonstrate proper care of voice and instruments | | | <ul style="list-style-type: none"> Demonstrate respect for individual, group, and self-contributions in a musical setting |
| September | <ul style="list-style-type: none"> Perform patterns using fourth grade rhythms | <ul style="list-style-type: none"> Identify and notate fourth grade rhythms | <ul style="list-style-type: none"> Improvise rhythmic phrases Create and notate rhythms | |
| October | <ul style="list-style-type: none"> Perform chord progressions utilizing I-V chords (identify and play) | <ul style="list-style-type: none"> Notate 16-beat rhythms | <ul style="list-style-type: none"> Create 16-beat rhythms | |
| November | <ul style="list-style-type: none"> Perform I-V chords | <ul style="list-style-type: none"> Experience diatonic melodies | | <ul style="list-style-type: none"> Demonstrate musical judgment through participation |
| December | <ul style="list-style-type: none"> Perform 16 beat rhythms | | | |
| January | <ul style="list-style-type: none"> Perform 2-Part rounds | <ul style="list-style-type: none"> Review treble staff Introduce new | | <ul style="list-style-type: none"> Discuss musical preferences using new music vocabulary |

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| | | music vocabulary: mp, mf, Andante, Presto, Accelerando, Ritardando | | |
| February | <ul style="list-style-type: none"> Perform 3-Part rounds | <ul style="list-style-type: none"> Practice notation on the treble staff Demonstrate new vocabulary | <ul style="list-style-type: none"> Improvise melodic phrases | |
| March | | | <ul style="list-style-type: none"> Practice composing 16 beats on the treble staff | |
| April | | | <ul style="list-style-type: none"> Compose melodies on the treble staff | |
| May | <ul style="list-style-type: none"> Perform melodic compositions | | | <ul style="list-style-type: none"> Discuss musical preferences using new music vocabulary |

| Students know... | Students understand... | Students can... |
|---|--|---|
| <ul style="list-style-type: none"> ● Fourth grade rhythms ● Lines and spaces on the treble staff ● Diatonic pitches ● Canon ● Preference in music ● Tonic and Dominant pitches ● Improvisation is a musical tool | <ul style="list-style-type: none"> ● Specific notation corresponds to an absolute pitch ● Placement within an ensemble ● Everyone has a musical preference ● Chords change | <ul style="list-style-type: none"> ● Play and sing <ul style="list-style-type: none"> ○ diatonic melodies ○ Three-part rounds ○ Fourth grade rhythms ○ from traditional notation ● Discuss musical preference using vocabulary |
| Key Vocabulary | | |
| Mezzo Piano, Mezzo Forte, Andante, Presto, Accelerando, Ritardando, Tonic, Dominant, Chord | | |