Fourth Grade Music Curriculum 2022

Pacing Guide	Standard Code & Indicator	Learning Activities	Assessment	Additional
				Standards
August/September	1.3A.5.Pr4a: Demonstrate and explain	Band and Choir	Formative	Interdisciplinary
	how the selection of music to perform	presentations -	Assessments:	Standard:
Unit Name:	is influenced by personal interest,	Joining extra	Classwork	PE 2.2.5.MSC.2:
Elements of	knowledge and context as well as the	curricular music	Teacher Observation	Students respond to
Creating Music	students' technical skill.	ensembles why	Student Feedback	music through
	1.3A.5.Pr4b: Demonstrate an	and how?	Summative	movement. The
	understanding of the structure and		Assessments:	movements, once
	expanded music concepts (e.g.,	Instruments of the	Identify musical	learned,
	rhythm, pitch, form, harmony) in	Orchestra	instruments.	demonstrate the
	music selected for performance.			beat and form of
	_	Instrument Family	Benchmark	music.
	1.3A.5.Pr4c: Analyze selected music	Introduction	Assessment:	
	by reading and performing using		BOY Benchmark	Technology
	standard notation.	Instructional		Standard:
		Resources:	Accommodations and	8.2.5.ED.2
	1.3A.5.Pr4d: Explain how context	Teacher Created	Modifications	Collaborate with
	(e.g., personal, social, cultural,	Music Express		peers to collect
	historical) informs performances.	Essential Elements		information,
	1.3A.5.Pr4e: Convey creator's intents	Teacher		brainstorm and
	through the performers' interpretive	Technology:		practice to make
	decisions of expanded expressive	Promethean Board		music.
	qualities (e.g., dynamics, tempo,	ActiveView		
	timbre, articulation/style).	Digital Lessons		

October	1.3A.5.Cr1a: Generate and improvis
Unit Name: Elements of Creating Music	rhythmic, melodic and harmonic idea and simple accompaniment patterns and chord changes. Explain connecti to specific purpose and context (e.g., social, cultural, historical).
	1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
	1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.
	1.3A.5.Cr3a: Evaluate, refine and document revisions to personal musi applying collaboratively developed

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sic. criteria, showing improvement over time and explaining rationale for changes.

1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.

1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.

Listen and explore the emotions in different musical pieces.

History of "Scary Songs"

Create, revise and perform Spooky Songs.

Students create their own spooky soundtrack using band lab to show emotion and feeling in their music.

Instructional **Resources:**

Teacher Created Music Express **Essential Elements** Band Lab for Education

Teacher Technology: Promethean Board ActiView **Digital Lessons Band Lab**

Formative **Assessments:** Written Response Participation **Student Performance**

Teacher Observation

Summative Assessments: Student spooky song final presentation.

PE 2.2.5.PF.2 Students are working in small groups that are encouraging and motivating each other to pass music

Interdisciplinary

Standard:

exercises.

Accommodations and Modifications

Technology Standard: 8.2.5.ED.2 Collaborate with peers to collect information. brainstorm and practice to make music.

November/Decemb er Unit Name: Elements of Performing	1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill. 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance. 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation. 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances. 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance. 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.	Read and perform selected music. Read and perform using standard notation. Sing and play instruments as an ensemble. Making connections to music, culture, history and holidays. Rehearse and performance etiquette. Instructional Resources: Music Express Composer Series Essential Elements Teacher Technology: Promethean Board ActiView Digital Lessons	Formative Assessments: Written Work Class Discussion Teacher Observation Summative Assessments: Teacher driven performance critique of musical pieces. Accommodations and Modifications	Interdisciplinary Standard: PE 2.2.5.MSC.2: Students respond to music through movement. The movements, once learned, demonstrate the beat and form of music. Technology Standard: 8.2.5.ED.2 Collaborate with peers to collect information, brainstorm and practice to make music.
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January/February	1.3A.5.Cn10a: Demonstrate how	Rhythm	Formative
	interests, knowledge, and skills related	performance	Assessments:
Unit Name:	to personal choices and intent when	activities.	Student Performance
Creating Music	creating, performing, and responding		Student Feedback
with Rhythm	to music.	Demonstrate rhythmic skills	Teacher Observations
	1.3A.5.Cn11a: Demonstrate	through a variety of	Summative
	understanding of relationships between	musical	Assessments:
	music and the other arts, other	arrangements.	Student performance
	disciplines, varied contexts, and daily	arrangements.	using different
	life.	Practice and revise	rhythmic skills.
	inc.	musical skills with	my diffine Skins.
	1.3A.5.Cr1a: Generate and improvise	rhythm sticks and	Accommodations and
	rhythmic, melodic and harmonic ideas,	boom whackers.	Modifications
	and simple accompaniment patterns	ooom whackers.	
	and chord changes. Explain connection	Present rhythmic	
	to specific purpose and context (e.g.,	skills and create	
	social, cultural, historical).	music.	
	social, calculat, installed).	masie.	
	1.3A.5.Cr2a: Demonstrate developed		
	musical ideas for improvisations,	Instructional	
	arrangements or compositions to	Resources:	
	express intent. Explain connection to	Music Express	
	purpose and context.	Essential Elements	
	purpose and context.	Lissential Elements	
	1.3A.5.Cr3a: Evaluate, refine and	Teacher	
	document revisions to personal music,	Technology:	
	applying collaboratively developed	Promethean Board	
	criteria, showing improvement over	ActiView	
	time and explaining rationale for	Digital Lessons	
	changes.	Digital Lessons	
	Changes.		
	1.3A.5.Cr3b: Present to others final		
	versions of personally and		
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collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent. Interdisciplinary

Standard: PE: 2.2.5.PF.1: Students discuss feelings through rhythm and music.

Technology Standard: 8.2.5.ED.2 Collaborate with peers to collect information, brainstorm and practice to make

music.

March	1.3A.5.Cr1a: Generate and improvise	-Listening and	Formative	Interdisciplinary
	rhythmic, melodic and harmonic ideas,	discussing elements	Assessments:	Standard:
Unit Name: The	and simple accompaniment patterns	of Romantic music	Student Participation	Math 4.OA.C.5
History of	and chord changes. Explain connection		Student Performance	Students listen to a
Romantic Music	to specific purpose and context (e.g.,	-Understanding		piece of music and
	social, cultural, historical).	historical	Summative	learn that music is
		significance of	Assessments:	created by using a
	1.3A.5.Cr2a: Demonstrate developed	Romantic	Romantic Music Quiz	music pattern.
	musical ideas for improvisations,	composers.		
	arrangements or compositions to		Accommodations and	Technology
	express intent. Explain connection to	-Participate in	Modifications	Standard:
	purpose and context.	various activities to		8.2.5.ED.2
		demonstrate		Collaborate with
	1.3A.5.Cr2b: Use standard and/or	understanding of the		peers to collect
	iconic notation and/or recording	characteristics of		information,
	technology to document personal	Romantic music.		brainstorm and
	rhythmic, melodic and two-chord			practice to make
	harmonic musical ideas.	Instructional		music.
		Resources:		
	1.3A.5.Cn10a: Demonstrate how	Music Express		
	interests, knowledge, and skills related	Essential Elements		
	to personal choices and intent when			
	creating, performing, and responding	Teacher		
	to music.	Technology:		
		Promethean Board		
		ActiView		
		Digital Lessons		

April/May/June Unit Name:	1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns	Read and perform selected music.	Formative Assessments: Student performance	Interdisciplinary Standard: PE: 2.2.5.MSC.2:
Elements of Creating and Performing Music -	and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical). 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.	Read and perform using standard notation. Sing and play instruments as an ensemble. Create original compositions in	Teacher Observations Summative Assessments: Practice and perform given musical pieces. Accommodations and Modifications	Students are responding to music through movement. Students demonstrate direction of how the notes are moving.
	1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas. 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.	compositions in various ways using rhythm and melodic instruments. Instructional Resources: Music Express Essential Elements Teacher Technology: ActivPanel ActiView Digital Lessons	Benchmark Assessment: EOY Benchmark	Technology Standard: 8.2.5.ED.2 Collaborate with peers to collect information, brainstorm and practice to make music.

Alternate Assessments: Performance assessment, different music genres and performances **21st Century Standards:** 9.1.8.A.2 & 9.1.8.A.3

21st Century Skills: Creativity, Information literacy, Collaboration

Career Ready Practices: CRP1 , CRP2, CRP4