

4th Grade Music Curriculum, Assessments, and Resource Pacing Chart

K-5 Music Goals:

**Demonstrate musical expression through speaking, singing, playing, and moving.*

**Develop a repertoire of songs: folk, seasonal, multi-cultural, patriotic.*

**Experience performing in a concert, grades K-5. 4th Grade students take part in Carnegie Hall's Link Up Music Curriculum & this culminates in a trip to hear and participate with the West Michigan Symphony.*

**To be Tuneful (to have melodies in the head & learn to coordinate the voice to sing those melodies), Beatful (to feel the pulse & how it is grouped in 2s or 3s), and Artful (music elicits feelings). "We sing, say, dance, and play, in a tuneful, beatful, artful way."*

Note: Effective elementary music teaching is cyclical, like a musical "workout." While the focus may be on one area, it is necessary that the various musical aspects are covered throughout the year.

3rd Grade Michigan Standards for Music Education found at:

https://www.michigan.gov/documents/mde/Complete_VPAA_Expectations_June_2011_356110_7_458390_7.pdf - pages 43 - 45.

Weeks	KCE Curriculum	Resources & Assessment	Additional Resources:	Standards / Learning Targets	Vocabulary (III.7)
7	Rhythm	Performing & reading rhythm patterns: add eighth rest & syncopa to previous notes & rests; question & answer technique on pitched and UPP, Conduct in 2 and 3. Assess: rhythm cards (pre and post); Teacher Listening & Observation.	Artie Almeida, GamePlan 4, Unpitched Percussion Parade, 4th grade rhythm cards (GP)	I can perform & conduct in 2/4 and 3 / 4 time. (I.7) I can read / perform / write a rhythmic pattern with accuracy. (I.7, II.3, III.3) I can write a rhythm pattern two+ measures in length. (II.4, II.5) I can demonstrate question & answer through an instrument. (I.8) I can identify and perform coda, D.S., & D.C. accurately. (III.1) I can read half notes & half rests (I.9) I can read eighth notes & rests (I.9) I can read & perform whole notes & whole rests (I.9) I can create rhythmic answers	half rest, whole rest, whole note, eighth note, eighth rest, coda, D.S., D.C., question/answer, 2/4, 3 / 4, 4/4, notation, conductor, time signature

				(II.2)	
7	Melody	Assess lines & spaces, Pre & post test on treble clef note names (lines & spaces)	GamePlan 4, Get America Singing Again; Carnegie Hall Link Up curriculum & student books	<p>I can sing a melody in a small group (I.4)</p> <p>I can sing with dynamics & expression (I.3)</p> <p>I can match my voice and playing to the cues of the conductor. (I.5)</p> <p>I can identify the treble clef notes on the staff. (I.10)</p> <p>I can</p> <p>I can create a musical accompaniment on my recorder. (II.2)</p> <p>I can sing the major scale using hand signs. (I.10)</p>	Treble clef, Major / minor, staff, lines & spaces, solfege, hand signals, pentatonic
4	Harmony	Spoken & instrumental ostinato, explore moving & crossover bordun on barred instruments, experience vocal harmonies in 3 ways: ostinato, round/canon, partner song	Grab a Partner, Partner America, GamePlan Grade 4, Barred instruments, UPP, Mallet Madness (Almeida),	<p>I can sing an ostinato while others are playing (II.1)</p> <p>I can play a moving bordun on a barred instrument. (II.1, II.6)</p> <p>I can play a crossover bordun on a barred instrument (II.6)</p> <p>I can perform a 2 part round or canon. (I.4, I.1)</p> <p>I can perform a 3 part round or canon. (I.4, I.1)</p> <p>I can create an accompaniment for a familiar song (II.3)</p> <p>I can create an accompaniment using a crossover bordun (II.1)</p>	Round, canon, partner song, ostinato, moving bordun, crossover bordun, crescendo, decrescendo, dynamics

4	Form / Movement	Review Phrase then extended Form: Rondo, Introduction, Coda	GamePlan Grade 4, Gagne Listening Resource Kit, "I'm Growing Up" (Amidon), Weikert "Teaching Folk Dance," "Parachutes, Ribbons, & Scarves, Oh My!" (Almeida)	I can respond to the music through showing or writing how it makes me feel (III.3) I can identify and play/sing rondo form. (III.4, III.3) I can move musically through a folk dance. (I.2, II.1, I.1)	Phrase, extended form, coda, ABA, Rondo, contrasting styles, folk dance, interlude, introduction, coda
9	Timbre	Vocal - loft voice, Instrumental - mallet technique, hand drum technique; Orchestra families & instruments	Percussion Parade (Almeida), GamePlan 4	I can identify the string instruments & family. (III.3.5) I can identify the woodwind instruments & family. (III.3.5) I can identify the brass instruments & family. (III.3.5) I can identify the percussion instruments & family. (III.3.5) I can play my recorder using good tone (tonguing, fingering, technique, etc. in subsequent weeks) (I.6) I can play my part on a barred instrument while others sing. (I.8) I can improvise using UPP & other instruments. (II.5) I can define and demonstrate accent (I.3) I can label a fermata & use it while singing. (III.4)	orchestra, symphony, instrument families, string, woodwind, brass, percussion; mallet & hand drum technique, accents, mallets, recorder, tone, fingering, tonguing, breath control/support
5	Musical Expression	Accelerando, Forte / Piano, Fast / Slow through songs, movement, instruments, & chants, unit of the month, which features music history		I can demonstrate audience appropriate behavior. (IV.3) I can evaluate a musical performance. (V.3)	accelerando, composer, arranger, improvisation, evaluation, dynamics, forte, mezzo forte, mezzo piano, piano

		or musical styles		<p>I can identify and perform crescendo & decrescendo (III.4)</p> <p>I can sing with expression & match dynamic levels. (I.3)</p> <p>I can perform music with various tempos. (II.4)</p> <p>I can label & demonstrate forte, mezzo forte, mezzo piano, and piano. (I.11, V.1)</p>	