

Scope and Sequence

Vocal Music – Fourth Grade

Unit: Melody

- a. Vocal range is developed.
- b. Melody patterns move upward/downward.
- c. Songs of different styles are added to the repertoire.
- d. Melodies use a tonal center.
- e. Musical notation is reviewed in context.
- f. Major scales are played.

Unit: Rhythm

- a. Rhythm of a song moves to an underlying beat.
- b. Music duration uses proper note value names.
- c. Rhythmic notation is performed.
- d. Music's meter is determined.
- e. Syncopated rhythms are notated.
- f. Beat and accent are identified.
- g. Conducting shows various meters.
- h. Rhythmic compositions are composed.
- i. Rhythmic dictation is utilized.
- j. Movement demonstrates rhythmic accuracy.

Unit: Harmony

- a. Music tonality is discussed.
- b. An ostinato pattern creates harmony.
- c. Harmony is the simultaneous sounding of tones, which produce a musically meaningful sound.
- d. Harmony makes use of chordal accompaniments.
- e. Chord symbols provide harmonic changes.

Unit: Form

- a. Musical form uses repeated and contrasting sections.
- b. Rondo is a type of form.
- c. Form is found in all types of music.
- d. Types of form are AB, ABA, Rondo, Verse/Refrain, 1st and 2nd endings, Introduction, and Coda.

Unit: Tone Color

- a. Voice control is used while singing.
- b. Classroom instruments have proper playing techniques.
- c. Improvisation is done with the voice.
- d. Good tone quality is used when composing and improvising.
- e. Instrument families have different appearances and sounds.
- f. Voice parts and vocal combinations have various names.

Unit: Tempo

- a. Tempo is present in all singing and playing.
- b. Compositions can have tempo changes.
- c. Tempo controls expression in musical performances.

Unit: Dynamics

- a. Volume level is changeable.
- b. Demonstrate dynamics of *f*, *p*, *mf*, *mp*, *pp*, and *ff*.
- c. Dynamic balance is used in singing and playing.
- d. Musical compositions utilize different volume levels.

Unit: Appreciation

- a. Identify music of various cultures and eras.
- b. Traditional songs, dances, and games are recognized and performed.
- c. Students are exposed to accompaniments with characteristics inherent of a culture or historical period.
- d. Music for special holidays and occasions can be performed in many ways.

Vocal Music Planned Course -- Fourth Grade

Unit: **Melody**

Content Standard: **Demonstrate singing and reading skills, and identify melodic characteristics.**

State Curriculum Standard: **9.1.4C Recognize and use fundamental vocabulary within each of the art forms.**

9.1.4D Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience.

9.3.4A Recognize critical processes used in the examination of works in the arts and humanities: Compare and Contrast, Interpret, Analyze.

9.3.4B Know that works in the arts can be described by using the arts elements, and principles and concepts.

9.3.4C Know classification skills with materials and processes used to create works in the arts.

9.3.4F Know how to recognize and identify similar and different characteristics among works in the arts.

Course Content	Student Performance	Resources	Assessments
A. Vocal Range Is Developed	<ul style="list-style-type: none"> Utilize various songs and vocal exercises to experiment with vocal range 	<ul style="list-style-type: none"> Teacher-generated listening examples, songs, patterns, worksheets, and activities Available building Fourth Grade music instructional series, including: <ul style="list-style-type: none"> <u>Spotlight On Music</u> (McMillan, 2008) <u>Making Music</u> (Silver Burdett, 2002) <u>Music Connection</u> (Silver Burdett & Ginn, 1995) <u>World Of Music</u> (Silver Burdett & Ginn, 1989) 	<ul style="list-style-type: none"> Teacher observation Student performance
B. Melody Patterns Move Upward/Downward By: <ul style="list-style-type: none"> Steps Leaps Repeats 	<ul style="list-style-type: none"> Utilize songs, listening examples, and visual aides to identify skips, steps, repeated notes, and upward/downward 	<ul style="list-style-type: none"> Available building Fourth Grade music instructional series, including: <ul style="list-style-type: none"> <u>Spotlight On Music</u> (McMillan, 2008) <u>Making Music</u> (Silver Burdett, 2002) <u>Music Connection</u> (Silver Burdett & Ginn, 1995) <u>World Of Music</u> (Silver Burdett & Ginn, 1989) 	<ul style="list-style-type: none"> Teacher observation Student Performance Classroom discussion
C. Songs Of Different Styles Are Added To The Repertoire	<ul style="list-style-type: none"> Utilize various songs of different cultures and styles 	<ul style="list-style-type: none"> Available building Fourth Grade music instructional series, including: <ul style="list-style-type: none"> <u>Spotlight On Music</u> (McMillan, 2008) <u>Making Music</u> (Silver Burdett, 2002) <u>Music Connection</u> (Silver Burdett & Ginn, 1995) <u>World Of Music</u> (Silver Burdett & Ginn, 1989) 	<ul style="list-style-type: none"> Teacher observation Student performance
D. Melodies Use A Tonal Center	<ul style="list-style-type: none"> Utilize songs, listening examples, and classroom instruments with teacher guidance to gain understanding of the "home pitch" 	<ul style="list-style-type: none"> Available building technological resources, including: <ul style="list-style-type: none"> iPod/iTunes GarageBand/Music Ace Keyboards TV-aitor Video conferencing Virtual field trips Supplemental technology Classroom instruments 	<ul style="list-style-type: none"> Teacher observation Student performance
E. Musical Notation Is Reviewed In Context	<ul style="list-style-type: none"> Utilize visual aides and manipulatives to identify the lines and spaces on the treble clef, the staff, and other musical symbols 	<ul style="list-style-type: none"> Classroom instruments 	<ul style="list-style-type: none"> Teacher observation Classroom discussion

Vocal Music Planned Course -- Fourth Grade

Unit: **Melody**

Content Standard: **Demonstrate singing and reading skills, and identify melodic characteristics.**

State Curriculum Standard: **9.1.4C Recognize and use fundamental vocabulary within each of the art forms.**

9.1.4D Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience.

9.3.4A Recognize critical processes used in the examination of works in the arts and humanities: Compare and Contrast, Interpret, Analyze.

9.3.4B Know that works in the arts can be described by using the arts elements, and principles and concepts.

9.3.4C Know classification skills with materials and processes used to create works in the arts.

9.3.4F Know how to recognize and identify similar and different characteristics among works in the arts.

Course Content	Student Performance	Resources	Assessments
F. Major Scales Are Played	<ul style="list-style-type: none"> Utilize teacher-played examples and classroom discussion to correctly arrange bells and show a major scale 	<ul style="list-style-type: none"> Teacher-generated listening examples, songs, patterns, worksheets, and activities Available building Fourth Grade music instructional series, including: <ul style="list-style-type: none"> <u>Spotlight On Music</u> (McMillan, 2008) <u>Making Music</u> (Silver Burdett, 2002) <u>Music Connection</u> (Silver Burdett & Ginn, 1995) <u>World Of Music</u> (Silver Burdett & Ginn, 1989) Available building technological resources, including: <ul style="list-style-type: none"> iPod/iTunes GarageBand/Music Ace Keyboards TV-aitor Video conferencing Virtual field trips Supplemental technology Classroom instruments 	<ul style="list-style-type: none"> Teacher observation Classroom discussion

Vocal Music Planned Course -- Fourth Grade

Unit: **Rhythm**

Content Standard: **Recognize, perform and conduct specific rhythms within duple and triple meter.**

State Curriculum Standard: **9.1.4A Know and use the elements and principles of each art form <Music>: Duration.**

9.1.4B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles <Music>: Play an instrument.

9.1.4E Demonstrate the ability to define objects.

9.3.4A Recognize critical processes used in the examination of works in the arts: Compare and Contrast, Interpret, and Analyze.

9.3.4C Know classification skills with materials and processes used to create works in the arts.

9.3.4F Know how to recognize and identify similar and different characteristics among works in the arts.

Course Content	Student Performance	Resources	Assessments
A. Rhythm Of A Song Moves To An Underlying Beat	<ul style="list-style-type: none"> Utilize songs and listening examples to discuss the beat of the music 	<ul style="list-style-type: none"> Teacher-generated listening examples, songs, patterns, worksheets, and activities Available building Fourth Grade music instructional series, including: <ul style="list-style-type: none"> <u>Spotlight On Music</u> (McMillan, 2008) <u>Making Music</u> (Silver Burdett, 2002) <u>Music Connection</u> (Silver Burdett & Ginn, 1995) <u>World Of Music</u> (Silver Burdett & Ginn, 1989) 	<ul style="list-style-type: none"> Classroom Discussion Teacher observation Student performance
B. Music Duration Uses Proper Note Value Names	<ul style="list-style-type: none"> Utilize classroom discussion to reinforce the use of proper note and rest value names 		<ul style="list-style-type: none"> Classroom discussion
C. Rhythmic Notation Is Performed	<ul style="list-style-type: none"> Utilize visual aides to assist in performing rhythms 		<ul style="list-style-type: none"> Teacher observation Student performance
D. Music's Meter Is Determined	<ul style="list-style-type: none"> Utilize songs and listening and visual examples to discuss the meter of a song 		<ul style="list-style-type: none"> Classroom discussion
E. Syncopated Rhythms Are Notated	<ul style="list-style-type: none"> Utilize various visual examples to gain an understanding of syncopation 	<ul style="list-style-type: none"> Available building technological resources, including: <ul style="list-style-type: none"> iPod/iTunes GarageBand/Music Ace Keyboards TV-aitor Video conferencing Virtual field trips Supplemental technology 	<ul style="list-style-type: none"> Classroom discussion
F. Beat And Accent Are Identified	<ul style="list-style-type: none"> Utilize songs and listening examples to identify and perform strong beat/accnt 	<ul style="list-style-type: none"> Classroom instruments 	<ul style="list-style-type: none"> Teacher observation Student performance

Vocal Music Planned Course -- Fourth Grade

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Vocal Music Planned Course -- Fourth Grade

Unit: **Rhythm**

Content Standard: **Recognize, perform and conduct specific rhythms within duple and triple meter.**

State Curriculum Standard: **9.1.4A Know and use the elements and principles of each art form <Music>: Duration.**

9.1.4B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles <Music>: Play an instrument.

9.1.4E Demonstrate the ability to define objects.

9.3.4A Recognize critical processes used in the examination of works in the arts: Compare and Contrast, Interpret, and Analyze.

9.3.4C Know classification skills with materials and processes used to create works in the arts.

9.3.4F Know how to recognize and identify similar and different characteristics among works in the arts.

Course Content	Student Performance	Resources	Assessments
G. Conducting Shows Various Meters	<ul style="list-style-type: none"> Utilize teacher-modeling to experiment with conducting 	<ul style="list-style-type: none"> Teacher-generated listening examples, songs, patterns, worksheets, and activities 	<ul style="list-style-type: none"> Teacher observation Student performance
H. Rhythmic Compositions Are Composed	<ul style="list-style-type: none"> Utilize teacher guidance to create short compositions within specific guidelines 	<ul style="list-style-type: none"> Available building Fourth Grade music instructional series, including: <ul style="list-style-type: none"> <u>Spotlight On Music</u> (McMillan, 2008) <u>Making Music</u> (Silver Burdett, 2002) <u>Music Connection</u> (Silver Burdett & Ginn, 1995) <u>World Of Music</u> (Silver Burdett & Ginn, 1989) 	<ul style="list-style-type: none"> Classroom discussion Written assessment
I. Rhythmic Dictation Will Be Utilized: <ul style="list-style-type: none"> Written Played Improvised 	<ul style="list-style-type: none"> Utilize songs, listening examples, and rhythmic patterns with classroom instruments to correctly reproduce rhythms heard Utilize songs, listening examples, and rhythmic patterns with pencil and paper to correctly reproduce rhythms heard 	<ul style="list-style-type: none"> Available building technological resources, including: <ul style="list-style-type: none"> iPod/iTunes GarageBand/Music Ace Keyboards TV-aitor Video conferencing Virtual field trips Supplemental technology Classroom instruments 	<ul style="list-style-type: none"> Teacher observation Student performance Written assessment
J. Movement Demonstrates Rhythmic Accuracy	<ul style="list-style-type: none"> Utilize songs and listening examples to learn various dances 		<ul style="list-style-type: none"> Teacher observation Student performance

Vocal Music Planned Course -- Fourth Grade

Unit: **Harmony**

Content Standard: **Understand, create and perform types of harmony.**

State Curriculum Standard: **9.1.4A Know and use the elements and principles of each art form to create works in the arts and humanities <Music>: Harmony.**

9.1.4C Recognize and use fundamental vocabulary within each of the art forms.

9.1.4D Use knowledge of varied styles within each art form.

9.1.4J Know and use traditional and contemporary technologies for producing and performing works in the arts.

9.3.4A Recognize critical processes used in the examination of works in the arts: Compare and contrast, Analyze.

9.3.4C Know classification skills with processes used to create works in the arts.

9.3.4F Know how to recognize and identify similar/different characteristics among works in the arts.

Course Content	Student Performance	Resources	Assessments
A. Music Tonality Is Discussed	<ul style="list-style-type: none"> Utilize classroom discussion of listening examples and songs to identify and compare various tonalities (Major, minor, etc.) 	<ul style="list-style-type: none"> Teacher-generated listening examples, songs, patterns, worksheets, and activities Available building Fourth Grade music instructional series, including: <ul style="list-style-type: none"> <u>Spotlight On Music</u> (McMillan, 2008) <u>Making Music</u> (Silver Burdett, 2002) <u>Music Connection</u> (Silver Burdett & Ginn, 1995) <u>World Of Music</u> (Silver Burdett & Ginn, 1989) 	<ul style="list-style-type: none"> Classroom discussion
B. An Ostinato Pattern Creates Harmony	<ul style="list-style-type: none"> Utilize classroom instruments and voices to create repeated patterns and vocal harmony with teacher guidance 	<ul style="list-style-type: none"> Available building technological resources, including: <ul style="list-style-type: none"> iPod/iTunes GarageBand/Music Ace Keyboards TV-aitor Video conferencing Virtual field trips Supplemental technology 	<ul style="list-style-type: none"> Teacher observation Student performance
C. Harmony Is The Simultaneous Sounding of Tones Which Produce A Musically Meaningful Sound	<ul style="list-style-type: none"> Utilize classroom discussion of listening examples to gain an understanding of harmony 	<ul style="list-style-type: none"> Available building technological resources, including: <ul style="list-style-type: none"> iPod/iTunes GarageBand/Music Ace Keyboards TV-aitor Video conferencing Virtual field trips Supplemental technology 	<ul style="list-style-type: none"> Classroom discussion
D. Harmony Makes Use Of Chordal Accompaniments	<ul style="list-style-type: none"> Utilize classroom instruments to create and label simple chords in an accompaniment 	<ul style="list-style-type: none"> Available building technological resources, including: <ul style="list-style-type: none"> iPod/iTunes GarageBand/Music Ace Keyboards TV-aitor Video conferencing Virtual field trips Supplemental technology 	<ul style="list-style-type: none"> Classroom discussion Teacher observation Student performance
E. Chord Symbols Provide Harmonic Changes	<ul style="list-style-type: none"> Utilize classroom instruments to perform simple chords in an accompaniment 	<ul style="list-style-type: none"> Classroom instruments 	<ul style="list-style-type: none"> Classroom discussion Teacher observation Student performance

Vocal Music Planned Course -- Fourth Grade

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Vocal Music Planned Course -- Fourth Grade

Unit: **Form**

Content Standard: **Identify the different sections of a song and label types of form.**

State Curriculum Standard: **9.1.4A Know and use the principles of each art form <Music>: Form.**

9.1.4C Recognize and use fundamental vocabulary within each of the art forms.

9.1.4E Demonstrate the ability to define objects in works in the arts.

9.3.4A Recognize critical processes used in the examination of works in the arts: Compare and Contrast, Interpret, and Analyze.

9.3.4C Know classification skills in works in the arts.

9.3.4F Know how to recognize and identify similar and different characteristics among works in the arts.

Course Content	Student Performance	Resources	Assessments
A. Musical Form Uses Repeated and Contrasting Sections	<ul style="list-style-type: none"> Utilize visual and aural examples of songs to determine repeated and contrasting sections 	<ul style="list-style-type: none"> Teacher-generated listening examples, songs, patterns, worksheets, and activities Available building Fourth Grade music instructional series, including: <ul style="list-style-type: none"> <u>Spotlight On Music</u> (McMillan, 2008) <u>Making Music</u> (Silver Burdett, 2002) <u>Music Connection</u> (Silver Burdett & Ginn, 1995) <u>World Of Music</u> (Silver Burdett & Ginn, 1989) 	<ul style="list-style-type: none"> Classroom discussion
B. Rondo Is A Type Of Form	<ul style="list-style-type: none"> Utilize songs, listening examples, dance, classroom instruments, and visual aides to compare and contrast the sections of a rondo 	<ul style="list-style-type: none"> Available building Fourth Grade music instructional series, including: <ul style="list-style-type: none"> <u>Spotlight On Music</u> (McMillan, 2008) <u>Making Music</u> (Silver Burdett, 2002) <u>Music Connection</u> (Silver Burdett & Ginn, 1995) <u>World Of Music</u> (Silver Burdett & Ginn, 1989) 	<ul style="list-style-type: none"> Teacher observation Student performance Classroom discussion
C. Form Is Found In All Types Of Music	<ul style="list-style-type: none"> Utilize classroom discussion of songs and listening examples to identify the form of the music 	<ul style="list-style-type: none"> Available building technological resources, including: <ul style="list-style-type: none"> iPod/iTunes GarageBand/Music Ace Keyboards TV-aitor Video conferencing Virtual field trips Supplemental technology 	<ul style="list-style-type: none"> Classroom discussion
D. Types Of Form Are: <ul style="list-style-type: none"> AB ABA Rondo Verse Refrain 1st and 2nd Endings Introduction Coda 	<ul style="list-style-type: none"> Utilize classroom discussion of songs and listening examples to identify the form of the music using correct terminology 	<ul style="list-style-type: none"> Classroom discussion 	<ul style="list-style-type: none"> Classroom discussion

Vocal Music Planned Course -- Fourth Grade

Unit: **Tone Color**

Content Standard: **Identify, differentiate between and demonstrate proper production of tone color with various instrument sounds and voices.**

State Curriculum Standard: **9.1.4A Know and use the elements of each art form <Music>: Timbre.**

9.1.4E Demonstrate the ability to define objects in the arts.

9.3.4C Know classification skills with materials in the arts.

9.3.4F Know how to recognize and identify similar and different characteristics among works in the arts.

Course Content	Student Performance	Resources	Assessments
A. Voice Control Is Used While Singing	<ul style="list-style-type: none"> Utilize songs and singing activities to practice proper tone quality 	<ul style="list-style-type: none"> Teacher-generated listening examples, songs, patterns, worksheets, and activities Available building Fourth Grade music instructional series, including: <ul style="list-style-type: none"> <u>Spotlight On Music</u> (McMillan, 2008) <u>Making Music</u> (Silver Burdett, 2002) <u>Music Connection</u> (Silver Burdett & Ginn, 1995) <u>World Of Music</u> (Silver Burdett & Ginn, 1989) 	<ul style="list-style-type: none"> Teacher observation Classroom discussion Student performance
B. Classroom Instruments Have Proper Playing Techniques	<ul style="list-style-type: none"> Utilize teacher modeling, classroom discussion, and teacher guidance to correctly play classroom instruments 	<ul style="list-style-type: none"> Available building Fourth Grade music instructional series, including: <ul style="list-style-type: none"> <u>Spotlight On Music</u> (McMillan, 2008) <u>Making Music</u> (Silver Burdett, 2002) <u>Music Connection</u> (Silver Burdett & Ginn, 1995) <u>World Of Music</u> (Silver Burdett & Ginn, 1989) 	<ul style="list-style-type: none"> Teacher observation Classroom discussion Student performance
C. Improvisation Is Done With The Voice	<ul style="list-style-type: none"> Experiment with vocal sounds 	<ul style="list-style-type: none"> Available building Fourth Grade music instructional series, including: <ul style="list-style-type: none"> <u>Spotlight On Music</u> (McMillan, 2008) <u>Making Music</u> (Silver Burdett, 2002) <u>Music Connection</u> (Silver Burdett & Ginn, 1995) <u>World Of Music</u> (Silver Burdett & Ginn, 1989) 	<ul style="list-style-type: none"> Teacher observation Classroom discussion Student performance
D. Good Tone Quality Is Used When Composing And Improvising	<ul style="list-style-type: none"> Utilize teacher modeling, classroom discussion, and teacher guidance to correctly play classroom instruments 	<ul style="list-style-type: none"> Available building technological resources, including: <ul style="list-style-type: none"> iPod/iTunes GarageBand/Music Ace Keyboards TV-aitor Video conferencing Virtual field trips Supplemental technology 	<ul style="list-style-type: none"> Teacher observation Student performance Classroom discussion
E. Instrument Families Have Different Appearances And Sounds	<ul style="list-style-type: none"> Correctly identify band and orchestral instruments from listening and visual examples 	<ul style="list-style-type: none"> Classroom instruments Band/orchestra instruments 	<ul style="list-style-type: none"> Classroom discussion

Vocal Music Planned Course -- Fourth Grade

Unit: **Tone Color**

Content Standard: **Identify, differentiate between and demonstrate proper production of tone color with various instrument sounds and voices.**

State Curriculum Standard: **9.1.4A Know and use the elements of each art form <Music>: Timbre.**

9.1.4E Demonstrate the ability to define objects in the arts.

9.3.4C Know classification skills with materials in the arts.

9.3.4F Know how to recognize and identify similar and different characteristics among works in the arts.

Course Content	Student Performance	Resources	Assessments
F. Voice Parts And Vocal Combinations Have Various Names	<ul style="list-style-type: none"> Utilize listening examples and classroom discussion to identify differences in men, women, and children's voices, and various combinations 	<ul style="list-style-type: none"> Teacher-generated listening examples, songs, patterns, worksheets, and activities Available building Fourth Grade music instructional series, including: <ul style="list-style-type: none"> <u>Spotlight On Music</u> (McMillan, 2008) <u>Making Music</u> (Silver Burdett, 2002) <u>Music Connection</u> (Silver Burdett & Ginn, 1995) <u>World Of Music</u> (Silver Burdett & Ginn, 1989) Available building technological resources, including: <ul style="list-style-type: none"> iPod/iTunes GarageBand/Music Ace Keyboards TV-aitor Video conferencing Virtual field trips Supplemental technology Classroom instruments 	<ul style="list-style-type: none"> Classroom discussion

Vocal Music Planned Course -- Fourth Grade

Unit: **Tempo**

Content Standard: **Understand the terminology and perform using various tempos.**

State Curriculum Standard: **9.1.4 A Know and use the elements of each art form <Music>: Intensity.**

9.1.4 C Recognize and use fundamental vocabulary within each of the art forms.

9.1.4 D Use knowledge of varied styles within each art form through a performance.

9.3.4 A Recognize critical processes used in the examination of works in the arts: Compare and Contrast, Interpret, and Analyze.

9.3.4 B Know that works in the arts can be described by using the arts elements, principles, and concepts.

9.3.4 C Know classification skills with materials in the arts.

9.3.4 E Recognize and identify types of critical analysis in the arts and humanities: Contextual criticism.

9.3.4 F Know how to recognize and identify similar and different characteristics among works in the arts.

Course Content	Student Performance	Resources	Assessments
A. Tempo Is Present In All Singing And Playing	<ul style="list-style-type: none"> Utilize movement and instruments to become proficient at keeping the steady beat at various tempos while singing or playing 	<ul style="list-style-type: none"> Teacher-generated listening examples, songs, patterns, worksheets, and activities Available building Fourth Grade music instructional series, including: <ul style="list-style-type: none"> <u>Spotlight On Music</u> (McMillan, 2008) <u>Making Music</u> (Silver Burdett, 2002) <u>Music Connection</u> (Silver Burdett & Ginn, 1995) <u>World Of Music</u> (Silver Burdett & Ginn, 1989) 	<ul style="list-style-type: none"> Teacher observation Student performance
B. Compositions Can Have Tempo Changes	<ul style="list-style-type: none"> Utilize movement and instruments to become proficient at changing the steady beat through various tempos while singing or playing 	<ul style="list-style-type: none"> Available building technological resources, including: <ul style="list-style-type: none"> iPod/iTunes GarageBand/Music Ace Keyboards TV-aitor Video conferencing Virtual field trips Supplemental technology Classroom instruments 	<ul style="list-style-type: none"> Teacher observation Student performance
C. Tempo Controls Expression In Musical Performances	<ul style="list-style-type: none"> Utilize classroom discussion of songs and listening examples to compare and contrast expression with tempo in music 		<ul style="list-style-type: none"> Classroom discussion

Vocal Music Planned Course -- Fourth Grade

Unit: Dynamics

Content Standard: **Perform with and read appropriate dynamic levels and identify dynamic changes.**

State Curriculum Standard: **9.1.4 A Know and use the elements of each art form <Music>: Intensity.**

9.1.4 C Recognize and use fundamental vocabulary within each of the art forms.

9.1.4 D Use knowledge of varied styles within each art form through a performance.

9.3.4 A Recognize critical processes used in the examination of works in the arts: Compare and Contrast, Interpret, and Analyze.

9.3.4 B Know that works in the arts can be described by using the arts elements, principles, and concepts.

9.3.4 C Know classification skills with materials in the arts.

9.3.4 E Recognize and identify types of critical analysis in the arts and humanities: Contextual criticism.

9.3.4 F Know how to recognize and identify similar and different characteristics among works in the arts.

Course Content	Student Performance	Resources	Assessments
A. Volume Level is Changeable	<ul style="list-style-type: none"> Utilize classroom instruments and voices to show loud and soft in music 	<ul style="list-style-type: none"> Teacher-generated listening examples, songs, patterns, worksheets, and activities Available building Fourth Grade music instructional series, including: <ul style="list-style-type: none"> <u>Spotlight On Music</u> (McMillan, 2008) <u>Making Music</u> (Silver Burdett, 2002) <u>Music Connection</u> (Silver Burdett & Ginn, 1995) <u>World Of Music</u> (Silver Burdett & Ginn, 1989) 	<ul style="list-style-type: none"> Teacher observation Student performance Classroom discussion
B. Demonstrate Knowledge Of Dynamics: <ul style="list-style-type: none"> <i>f</i> <i>p</i> <i>mf</i> <i>mp</i> <i>pp</i> <i>ff</i> 	<ul style="list-style-type: none"> Utilize voices and classroom instruments to demonstrate expression through the following dynamic levels: <i>f</i>, <i>p</i>, <i>mf</i>, <i>mp</i>, <i>pp</i>, and <i>ff</i> 	<ul style="list-style-type: none"> Available building Fourth Grade music instructional series, including: <ul style="list-style-type: none"> <u>Spotlight On Music</u> (McMillan, 2008) <u>Making Music</u> (Silver Burdett, 2002) <u>Music Connection</u> (Silver Burdett & Ginn, 1995) <u>World Of Music</u> (Silver Burdett & Ginn, 1989) 	<ul style="list-style-type: none"> Teacher observation Student performance Classroom discussion
C. Dynamic Balance is Used in Singing and Playing	<ul style="list-style-type: none"> Utilize classroom instruments and voices to balance loud and soft while performing in a group 	<ul style="list-style-type: none"> Available building technological resources, including: <ul style="list-style-type: none"> iPod/iTunes GarageBand/Music Ace Keyboards TV-aitor Video conferencing Virtual field trips Supplemental technology Classroom instruments 	<ul style="list-style-type: none"> Teacher observation Student performance Classroom discussion

Vocal Music Planned Course -- Fourth Grade

Unit: **Dynamics**

Content Standard: **Perform with and read appropriate dynamic levels and identify dynamic changes.**

State Curriculum Standard: **9.1.4 A Know and use the elements of each art form <Music>: Intensity.**

9.1.4 C Recognize and use fundamental vocabulary within each of the art forms.

9.1.4 D Use knowledge of varied styles within each art form through a performance.

9.3.4 A Recognize critical processes used in the examination of works in the arts: Compare and Contrast, Interpret, and Analyze.

9.3.4 B Know that works in the arts can be described by using the arts elements, principles, and concepts.

9.3.4 C Know classification skills with materials in the arts.

9.3.4 E Recognize and identify types of critical analysis in the arts and humanities: Contextual criticism.

9.3.4 F Know how to recognize and identify similar and different characteristics among works in the arts.

Course Content	Student Performance	Resources	Assessments
D. Musical Compositions Utilize Different Volume Levels	<ul style="list-style-type: none"> Utilize classroom instruments and voices to show loud and soft in music Utilize classroom discussion of songs and listening examples to determine expressive qualities based on dynamic levels 	<ul style="list-style-type: none"> Teacher-generated listening examples, songs, patterns, worksheets, and activities Available building Fourth Grade music instructional series, including: <ul style="list-style-type: none"> <u>Spotlight On Music</u> (McMillan, 2008) <u>Making Music</u> (Silver Burdett, 2002) <u>Music Connection</u> (Silver Burdett & Ginn, 1995) <u>World Of Music</u> (Silver Burdett & Ginn, 1989) Available building technological resources, including: <ul style="list-style-type: none"> iPod/iTunes GarageBand/Music Ace Keyboards TV-aitor Video conferencing Virtual field trips Supplemental technology Classroom instruments 	<ul style="list-style-type: none"> Teacher observation Student performance Classroom discussion

Vocal Music Planned Course -- Fourth Grade

Unit: **Appreciation**

Content Standard: **Develop an age appropriate repertoire of songs and experience music from other cultures and historical eras.**

State Curriculum Standard: **9.1.4D Use knowledge of varied styles within each art form through performance of unique works.**

9.1.4F Identify works of others through performance.

9.2.4A Explain the historical, cultural, and social context of works in the arts.

9.2.4D Analyze a work of art from it's historical and cultural perspective.

9.2.4E Analyze how historical event and culture impact works in the arts.

9.2.4G Relate works in the arts to geographic regions.

9.2.4J Identify, explain and analyze historical and cultural differences as they relate to works in the arts.

9.3.4F Know how to recognize and identify similar and different characteristics among works in the arts.

9.4.4D Recognize that ideas can be communicated through works in the arts and humanities.

Course Content	Student Performance	Resources	Assessments
A. Identify Music Of Various Cultures And Eras	<ul style="list-style-type: none"> Utilize songs of various cultures and musical eras to gain understanding 	<ul style="list-style-type: none"> Teacher-generated listening examples, songs, patterns, worksheets, and activities Available building Fourth Grade music instructional series, including: <ul style="list-style-type: none"> <u>Spotlight On Music</u> (McMillan, 2008) <u>Making Music</u> (Silver Burdett, 2002) <u>Music Connection</u> (Silver Burdett & Ginn, 1995) <u>World Of Music</u> (Silver Burdett & Ginn, 1989) Available building technological resources, including: <ul style="list-style-type: none"> iPod/iTunes GarageBand/Music Ace Keyboards TV-aitor Video conferencing Virtual field trips Supplemental technology 	<ul style="list-style-type: none"> Teacher observation Student performance Classroom discussion
B. Traditional Songs, Dances, And Games Are Recognized And Performed	<ul style="list-style-type: none"> Utilize classroom discussion to gain understanding of traditional songs, dances, and games 		<ul style="list-style-type: none"> Classroom discussion Teacher observation Student performance
C. Students Are Exposed To Accompaniments With Characteristics Inherent Of A Culture Or Historical Period	<ul style="list-style-type: none"> Utilize classroom discussion and teacher modeling to become aware of various distinct musical characteristics 		<ul style="list-style-type: none"> Classroom discussion
D. Music For Special Holidays And Occasions Can Be Performed In Many Ways	<ul style="list-style-type: none"> Learn age appropriate holiday and seasonal songs through teacher guidance 		<ul style="list-style-type: none"> Teacher observation Student performance

Vocal Music Planned Course -- Fourth Grade

		• Classroom instruments	
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