

## Scope & Sequence: Fourth Grade Music

		Focus TEKS	Big Ideas	Learning Targets	Essential Questions
	<b>All Year</b>	4.2 (B) 4.3 (A) 4.3 (B) 4.3 (C) 4.3 (D) 4.5 (D) 4.6 (A) 4.6 (B)		<ul style="list-style-type: none"> <li>Read and perform notes on the 5-line staff using percussion/keyboard and recorder</li> <li>Exhibit audience etiquette during live and recorded performances</li> <li>Perform music from diverse cultures and styles</li> <li>Sing and play classroom instruments with accurate intonation and rhythm, independently or in groups</li> <li>Integrated movement to music, folk dances, play parties</li> <li>Interdisciplinary relationships between music and other studies</li> <li>By the end of 4th grade, all students will be able to play recorder.</li> </ul>	<ul style="list-style-type: none"> <li>How do I perform music?</li> </ul>
<b>Semester 1</b>	<b>Unit 1 Introduction to 4th Grade Music</b>	4.1 (C) 4.2 (A) 4.2(B) 4.2(C) 4.3(A)	Music literacy and performance	<ul style="list-style-type: none"> <li>Review of previously learned concepts. (sixteenth notes, low la, low so, etc.)</li> </ul>	<p>What does “penta” mean?</p> <p>How do I talk about music?</p>
	<b>Unit 2 Understanding Musical Form and Songs from Different Cultures</b>	4.1 (C) 4.1 (D) 4.3 (B) 4.5 (A) 4.5 (B) 4.5 (C) 4.5 (D) 4.6 (E)	<p>Musical structure (Form)</p> <p>American, Hispanic, Native American and Texan Folk songs</p>	<ul style="list-style-type: none"> <li>Identify melody and musical form such as ABAC, ABA, and rondo.</li> <li>Create and analyze musical form</li> <li>Perform a varied repertoire of songs, movement, musical games representative of various cultures (such as American, Hispanic, Native American and Texas Folk song).</li> </ul>	<p>What are the different parts in a song?</p> <p>Why is it important to know songs from other cultures?</p>

	<b>Unit 3 Rhythm: sixteenth note subdivision</b>	4.1(C) 4.2 (A)	Sixteenth notes  Separated eighth notes	<ul style="list-style-type: none"> <li>Read, write, and reproduce rhythmic patterns, using standard notation including separated eighth notes, eighth and sixteenth note combinations and previously learned note values.</li> </ul>	<p>What are some patterns that you have noticed at school?</p> <p>Can music be seen in patterns?</p> <p>Can music be performed in patterns?</p> <p>Can you identify the form in music you listen to and perform?</p>
	<b>Unit 4 Reading, Writing and Reproducing Music Notation</b>	4.1 (C) 4.2(A) 4.2(B) 4.2(C) 4.3 (F) 4.6 (C) 4.6 (D)	Terms in Music Literacy	<ul style="list-style-type: none"> <li>Use known musical symbols and terminology referring to dynamics including crescendo and decrescendo; and articulation, including staccato and legato</li> <li>Read, write and reproduce extended pentatonic melodic patterns</li> </ul>	<p>What are some of the musical terms associated with volume?</p> <p>How do I describe changes in music?</p> <p>How do I read and write music (rhythms, melody and musical terms)?</p>
	<b>Semester 2</b>	<b>Unit 5 Melody, Creating simple accompaniments</b>	4.2 (B) 4.3 (E) 4.4 (C)	The extended pentatonic  Simple accompaniments	<ul style="list-style-type: none"> <li>Read, write and reproduce extended pentatonic including high do</li> <li>Create simple accompaniments through improvisation or composition.</li> </ul>
	<b>Unit 6 Dotted Half Note and Melodic Phrase Improvisation/ Composition</b>	4.2 (A) 4.2 (B)	Dotted half note and creating	<ul style="list-style-type: none"> <li>Read, write, and reproduce rhythmic patterns, using standard notation including dotted half note and previously learned note values.</li> <li>Introduce meter in <math>\frac{3}{4}</math></li> <li>Create melodic phrases through improvisation</li> </ul>	<p>What does a dot do to the value of a note or rest?</p> <p>How can I use known pitches to create a melody?</p> <p>How can I use my known melodic and rhythmic skills to improvise?</p> <p>What makes some music make me march and other music make me sway (<math>\frac{2}{4}</math> vs. <math>\frac{3}{4}</math> and <math>\frac{6}{8}</math>)?</p>
	<b>Unit 7 Instrument Families, Instruments from different cultures</b>	4.1 (A) 4.1 (B) 4.2 (C)	Instrument families Multicultural instruments	<ul style="list-style-type: none"> <li>Categorize a variety of musical sounds including those of: woodwind, brass, strings, keyboard, percussion, electronic instruments and instruments of various cultures</li> <li>Categorize and explain a variety of musical sounds, including those of children's voices and soprano and alto adult voices</li> </ul>	<p>How do I categorize different timbres of instruments and voices?</p>

	<p style="text-align: center;"><b>Unit 8 Creative Expression</b></p>	<p>4.4 (A) 4.4 (B) 4.4 (C) 4.2 (A) 4.6 (F)</p>	<p>Create Music Create Movement</p>	<ul style="list-style-type: none"> <li>• Create rhythms and melodies through improvisation or composition (using string instruments, recorder, digital tools, keyboard or voice)</li> <li>• Evaluate a variety of musical compositions</li> <li>• Justify personal preferences for specific musical works and styles using music vocabulary.</li> </ul>	<p>How can I use what I know to create my own music?</p> <p>How can I express myself through music?</p> <p>How do I talk about music?</p>
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