

GRADE LEVEL: FOURTH GRADE

SUBJECT: MUSIC

DATE: 2022-2023

MONTH/GRADING PERIOD: QUARTER 1

MASTER COPY 7-17-22

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>CONNECT</b>					
<p><b>Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</b></p> <ul style="list-style-type: none"> <li>Personal Interests</li> <li>Expression</li> </ul>	<p><b>3-5 Cn.1.5.1</b> Demonstrate and explore how personal interests and skills relate to choices when creating, performing, and responding to music.</p>	<ul style="list-style-type: none"> <li>Demonstrate how personal interests relate to musical choices.</li> <li>Explore how personal interests relate to musical choices.</li> <li>Create, perform, and respond to music.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom discussions</li> </ul>		CRITICAL
<ul style="list-style-type: none"> <li>Life Skills</li> <li>Cooperation</li> <li>Effort</li> <li>Perseverance</li> <li>Respect</li> </ul>	<p><b>3-5 Cn.1.5.2</b> Identify and practice life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts.</p>	<ul style="list-style-type: none"> <li>Cooperate with others to create a group instrumental piece.</li> <li>Demonstrate respect for others' musical ideas and preferences</li> <li>Demonstrate effort and perseverance to learn new rhythmic patterns.</li> <li>Repeat various rhythmic patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom discussions</li> <li>Teacher observation</li> <li>Class activities</li> </ul>	<ul style="list-style-type: none"> <li>Cooperation</li> <li>Effort</li> <li>Perseverance</li> <li>Respect</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>LISTEN AND RESPOND</b>					
<b>Listen and respond to a varied repertoire of music by audiating music.</b> <ul style="list-style-type: none"> <li>• Audiation</li> <li>• Speaking</li> <li>• Singing</li> <li>• Forms</li> <li>• Tempi</li> <li>• Meters</li> <li>• Tonalities</li> </ul>	<b>3-5 LR.4.5.1</b> Audiate and accurately speak or sing from notated music familiar and unfamiliar rhymes and songs with varied forms, tempi, meters, and tonalities.	<ul style="list-style-type: none"> <li>• Choose appropriate notation to demonstrate the rhythmic cadence of selected poems or songs.</li> <li>• Explore varied forms, tempi, meters, and tonalities.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Singing games</li> </ul>	<ul style="list-style-type: none"> <li>• Form</li> <li>• Tempo</li> <li>• 2/4 Meter</li> <li>• 4/4 Meter</li> <li>• 3/4 Meter</li> <li>• Tonality</li> <li>• AB form</li> </ul>	CRITICAL
<b>Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.</b> <ul style="list-style-type: none"> <li>• Terms</li> <li>• Examples</li> </ul>	<b>3-5 LR.5.5.1</b> Define expressive music terms and apply them to selected musical examples.	<ul style="list-style-type: none"> <li>• Demonstrate understanding of tempo when singing and moving by adjusting speed and movements.</li> <li>• Identify and define new Italian terms for tempo, such as largo, andante, moderato, allegro, presto.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Class activities</li> </ul>	<ul style="list-style-type: none"> <li>• Tempo Markings</li> <li>• Largo</li> <li>• Andante</li> <li>• Moderato</li> <li>• Allegro</li> <li>• Presto</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Change</li> <li>• Movement</li> </ul>	<b>3-5 LR.6.5.2</b> Demonstrate changes in melodic contour and simple harmonic progression through movement.	<ul style="list-style-type: none"> <li>• Demonstrate melodic and harmonic changes through movement.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>LISTEN AND RESPOND</b>					
<ul style="list-style-type: none"> <li>Form</li> <li>Phrasing</li> <li>Expressive Qualities</li> <li>Timbre</li> </ul>	<b>3-5 LR.6.5.3</b> Identify and express age appropriate music concepts including form, phrasing, expressive qualities, and timbre through movement in listening examples, singing games and/or simple folk dances.	<ul style="list-style-type: none"> <li>Express form through movement.</li> <li>Express mood and emotion demonstrated by a piece of music.</li> <li>Listen and respond to a variety of listening selections.</li> <li>Utilize a variety of singing games to express musical concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Singing games</li> <li>Listening selection responses</li> <li>Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>Phrasing</li> <li>Timbre</li> <li>Mood</li> </ul>	CRITICAL
<b>CREATE</b>					
<p><b>Create a varied repertoire of music by representing audiated and aurally perceived music.</b></p> <ul style="list-style-type: none"> <li>Traditional Notation</li> <li>Nontraditional Notation</li> </ul>	<b>3-5 Cr.10.5.1</b> Demonstrate the rhythm, melody, and form of an audiated and/or aurally perceived song through traditional and/or nontraditional notation.	<ul style="list-style-type: none"> <li>Read traditional or nontraditional music notation.</li> <li>Listen and respond to key musical elements.</li> <li>Demonstrate rhythm, melody, and form of new songs.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Class activities</li> <li>Written notation</li> </ul>	<ul style="list-style-type: none"> <li>Traditional notation</li> <li>Nontraditional notation</li> </ul>	CRITICAL
<p><b>Create a varied repertoire of music by composing and arranging music with both traditional and non-traditional notation.</b></p> <ul style="list-style-type: none"> <li>Speech Compositions</li> <li>Tempo</li> <li>Dynamics</li> </ul>	<b>3-5 Cr.11.5.1</b> Plan, notate, and perform rhythmic speech compositions with text, including performance indicators such as tempo and dynamics.	<ul style="list-style-type: none"> <li>Choose appropriate tempi for a variety of text selections.</li> <li>Choose appropriate dynamics for a variety of text selections.</li> <li>Appropriately notate dynamic and tempo markers within a text.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Classroom performance</li> </ul>	<ul style="list-style-type: none"> <li>Dynamics</li> </ul>	IMPORTANT

GRADE LEVEL: FOURTH GRADE

SUBJECT: MUSIC

DATE: 2022-2023

MONTH/GRADING PERIOD: QUARTER 2

MASTER COPY 7-17-22

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>CONNECT</b>					
<p><b>Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</b></p> <ul style="list-style-type: none"> <li>• Cooperation</li> <li>• Effort</li> <li>• Perseverance</li> <li>• Respect</li> </ul>	<p><b>3-5 Cn.1.5.2</b> Identify and practice life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts.</p>	<ul style="list-style-type: none"> <li>• Cooperate with others to create a group instrumental piece.</li> <li>• Demonstrate respect for others' musical ideas and preferences.</li> <li>• Demonstrate effort and perseverance to learn new rhythmic patterns.</li> <li>• Repeat various rhythmic patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom discussions</li> <li>• Teacher observation</li> <li>• Class activities</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperation</li> <li>• Effort</li> <li>• Perseverance</li> <li>• Respect</li> </ul>	CRITICAL
<p><b>Connect with a varied repertoire of music by exploring the relationships between music, the other arts, and disciplines outside the arts.</b></p> <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Science</li> <li>• Mathematics</li> </ul>	<p><b>3-5 Cn.2.5.1</b> Discover, identify, and explore how music connects to language arts and/or science, mathematics.</p>	<ul style="list-style-type: none"> <li>• Draw connections between music and other content areas.</li> <li>• Identify note values as fractions.</li> <li>• Explore the science of vibration.</li> <li>• Discuss connections between music and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom discussions</li> <li>• Teacher observation</li> <li>• Class activities</li> </ul>		IMPORTANT
<ul style="list-style-type: none"> <li>• Arts</li> <li>• Humanities</li> </ul>	<p><b>3-5 Cn.2.5.2</b> Discover, identify, and explore how music connects to other arts and humanities.</p>	<ul style="list-style-type: none"> <li>• Discuss how music can connect to arts and other humanities.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom discussions</li> <li>• Student responses to prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Humanities</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>LISTEN AND RESPOND</b>					
<p><b>Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.</b></p> <ul style="list-style-type: none"> <li>• Criteria</li> <li>• Evaluation</li> <li>• Performance</li> </ul>	<p><b>3-5 LR.5.5.2</b> Develop criteria for evaluating the quality and effectiveness of music performances, and compositions and apply these criteria to performances.</p>	<ul style="list-style-type: none"> <li>• Create a rubric to evaluate specific performances.</li> <li>• Discuss appropriate criteria to evaluate performances.</li> <li>• Apply designated criteria to specific performances using a rubric.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom discussions</li> <li>• Student-developed rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Performance</li> <li>• Composition</li> <li>• Criteria</li> <li>• Rubric</li> </ul>	CRITICAL
<b>PERFORM</b>					
<p><b>Perform a varied repertoire of music by singing, alone and with others, from rote memory and written notation.</b></p> <ul style="list-style-type: none"> <li>• Breath Control</li> <li>• Pitch</li> <li>• Diction</li> <li>• Tone Quality</li> <li>• Posture</li> </ul>	<p><b>3-5 P.7.5.1</b> Sing in groups and independently, while demonstrating appropriate breath control, pitch, diction, tone quality, and posture.</p>	<ul style="list-style-type: none"> <li>• Develop appropriate singing posture.</li> <li>• Develop appropriate breath control and tone quality while singing.</li> <li>• Work to maintain appropriate pitch while singing.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Classroom performances</li> </ul>	<ul style="list-style-type: none"> <li>• Breath control</li> <li>• Pitch</li> <li>• Diction</li> <li>• Tone quality</li> <li>• Posture</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Cultural Sensitivity</li> <li>• Dynamics</li> <li>• Phrasing</li> <li>• Articulation</li> </ul>	<p><b>3-5 P.7.5.2</b> Sing songs from diverse cultures with sensitivity, accurate use of languages, appropriate movement, and/or appropriate use of dynamics, phrasing, and articulation.</p>	<ul style="list-style-type: none"> <li>• Identify various dynamics and discuss their role in a song.</li> <li>• Draw connections between song lyrics and other forms of expression.</li> <li>• Sing songs from various cultures and discuss their cultural significance.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Classroom activities</li> <li>• Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Sensitivity</li> <li>• Dynamics</li> <li>• Phrasing</li> <li>• Articulation</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>PERFORM</b>					
<ul style="list-style-type: none"> <li>• Unison</li> <li>• Two-Part</li> <li>• Partner Song</li> <li>• Round</li> <li>• A Capella</li> <li>• Accompaniment</li> </ul>	<b>3-5 P.7.5.3</b> Sing unison and two-part songs, partner songs, and rounds, a cappella and with varied accompaniment.	<ul style="list-style-type: none"> <li>• Sing a variety of songs with confidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Singing games</li> </ul>	<ul style="list-style-type: none"> <li>• Unison</li> <li>• Partner Song</li> <li>• Round</li> <li>• A Capella</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Cues</li> <li>• Conductor</li> </ul>	<b>3-5 P.7.5.4</b> Perform appropriately for a variety of audiences while following the cues of a conductor.	<ul style="list-style-type: none"> <li>• Perform songs with expression and appropriate tempi following the cues of a conductor while singing.</li> <li>• Identify and respond to various cues of a conductor.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Classroom performances</li> </ul>	<ul style="list-style-type: none"> <li>• Cues</li> <li>• Conductor</li> </ul>	IMPORTANT
<p><b>Perform a varied repertoire of music by playing instruments, alone and with others, from rote memory and written notation.</b></p> <ul style="list-style-type: none"> <li>• Pitched Percussion</li> <li>• Unpitched Percussion</li> <li>• Wind Instruments</li> </ul>	<b>3-5 P.8.5.1</b> Play pitched and unpitched percussion, keyboard, string, and/or wind instruments using correct techniques for producing sound.	<ul style="list-style-type: none"> <li>• Develop appropriate posture for playing recorder.</li> <li>• Develop appropriate breath control and tone quality while playing recorder.</li> <li>• Produce the appropriate sound and tone quality on the recorder.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Classroom performances</li> </ul>	<ul style="list-style-type: none"> <li>• Recorder</li> <li>• Fingering</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Melodic Patterns</li> <li>• Rhythmic Patterns</li> <li>• Chordal Patterns</li> <li>• Tempo</li> </ul>	<b>3-5 P.8.5.2</b> Play melodic, rhythmic, and chordal patterns at a consistent tempo.	<ul style="list-style-type: none"> <li>• Play melodic passages at a consistent tempo.</li> <li>• Play rhythmic patterns at a consistent tempo.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Classroom performances</li> </ul>	<ul style="list-style-type: none"> <li>• Melody</li> <li>• Rhythm</li> <li>• Chord</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>PERFORM</b>					
<ul style="list-style-type: none"> <li>• Melodies</li> <li>• Accompaniments</li> <li>• Rhythm</li> <li>• Dynamics</li> </ul>	<b>3-5 P.8.5.3</b> Play melodies, accompaniments, and ensemble parts of various styles and cultures on instruments expressively with correct rhythms, tempi, and dynamics.	<ul style="list-style-type: none"> <li>• Play songs from various parts of the world.</li> <li>• Play with correct rhythms.</li> <li>• Play with correct tempi.</li> <li>• Play with appropriate dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Classroom performances</li> </ul>		IMPORTANT
<ul style="list-style-type: none"> <li>• Cues</li> <li>• Conductor</li> </ul>	<b>3-5 P.8.5.4</b> Perform appropriately for a variety of audiences while following the cues of a conductor.	<ul style="list-style-type: none"> <li>• Perform songs with expression and appropriate tempi following the cues of a conductor.</li> <li>• Identify and respond to various cues of a conductor.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>		IMPORTANT

**GRADE LEVEL: FOURTH GRADE**

**SUBJECT: MUSIC**

**DATE: 2022-2023**

**MONTH/GRADING PERIOD: QUARTER 3**

**MASTER COPY 7-17-22**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>CONNECT</b>					
<p><b>Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</b></p> <ul style="list-style-type: none"> <li>• Personal Interests</li> </ul>	<p><b>3-5 Cn.1.5.1</b> Demonstrate and explore how personal interests and skills relate to choices when creating, performing, and responding to music.</p>	<ul style="list-style-type: none"> <li>• Discuss how personal interest relates to musical choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Class activities</li> </ul>	<ul style="list-style-type: none"> <li>• Personal interests</li> <li>• Perform</li> </ul>	<p>CRITICAL</p>
<ul style="list-style-type: none"> <li>• Cooperation</li> <li>• Effort</li> <li>• Perseverance</li> <li>• Respect</li> </ul>	<p><b>3-5 Cn.1.5.2</b> Identify and practice life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts.</p>	<ul style="list-style-type: none"> <li>• Cooperate with others to create a group instrumental piece.</li> <li>• Demonstrate respect for others’ musical ideas and preferences</li> <li>• Demonstrate effort and perseverance to learn new rhythmic patterns.</li> <li>• Repeat various rhythmic patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom discussions</li> <li>• Teacher observation</li> <li>• Class activities</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperation</li> <li>• Effort</li> <li>• Perseverance</li> <li>• Respect</li> </ul>	<p>CRITICAL</p>



CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>LISTEN AND RESPOND</b>					
<b>Listen and respond to a varied repertoire of music by audiating music.</b> <ul style="list-style-type: none"> <li>• Notated Music</li> <li>• Rhymes</li> <li>• Songs</li> <li>• Forms</li> <li>• Tempi</li> <li>• Meter</li> <li>• Tonality</li> </ul>	<b>3-5 LR.4.5.1</b> Audiate and accurately speak or sing from notated music familiar and unfamiliar rhymes and songs with varied forms, tempi, meters, and tonalities.	<ul style="list-style-type: none"> <li>• Perform simple rhythms from standard notation in a variety of meters.</li> <li>• Recognize note names by sight.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student responses</li> <li>• Singing games</li> </ul>	<ul style="list-style-type: none"> <li>• Notation</li> <li>• Tempo</li> <li>• 4/4 Meter</li> <li>• 3/4 Meter</li> <li>• Major</li> </ul>	CRITICAL
<b>Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.</b> <ul style="list-style-type: none"> <li>• Music Terms</li> </ul>	<b>3-5 LR.5.5.1</b> Define expressive music terms and apply them to selected musical examples.	<ul style="list-style-type: none"> <li>• Describe selected listening examples using the appropriate musical terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom discussion</li> <li>• Student response</li> </ul>	<ul style="list-style-type: none"> <li>• Dynamics</li> <li>• Crescendo</li> <li>• Decrescendo</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Criteria</li> <li>• Music Performances</li> <li>• Music Compositions</li> </ul>	<b>3-5 LR.5.5.2</b> Develop criteria for evaluating the quality and effectiveness of music performances, and compositions and apply these criteria to performances.	<ul style="list-style-type: none"> <li>• Create a rubric to evaluate specific performances.</li> <li>• Discuss appropriate criteria to evaluate performances.</li> <li>• Apply designated criteria to specific performances using a rubric.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom discussions</li> <li>• Student-developed rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Performance</li> <li>• Composition</li> <li>• Criteria</li> <li>• Rubric</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>LISTEN AND RESPOND</b>					
<p><b>Listen and respond to a varied repertoire of music by interpreting and expressing music through movement.</b></p> <ul style="list-style-type: none"> <li>Rhythmic Patterns</li> <li>Simple Meters</li> <li>Compound Meters</li> </ul>	<p><b>3-5 LR.6.5.1</b> Use conducting and other types of movement to demonstrate rhythmic patterns and simple and compound meters.</p>	<ul style="list-style-type: none"> <li>Use movement to show simple meter at a variety of tempi.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Music games</li> </ul>	<ul style="list-style-type: none"> <li>Simple meter</li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>Form</li> <li>Phrasing</li> <li>Expressive Qualities</li> <li>Timbre</li> </ul>	<p><b>3-5 LR.6.5.3</b> Identify and express age appropriate music concepts including form, phrasing, expressive qualities, and timbre through movement in listening examples, singing games and/or simple folk dances.</p>	<ul style="list-style-type: none"> <li>Show expression through movement and dance.</li> <li>Choose what expression should go with selected listening examples.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Student responses</li> <li>Classroom performances</li> <li>Singing games</li> <li>Folk dances</li> </ul>	<ul style="list-style-type: none"> <li>Phrasing</li> <li>Timbre</li> </ul>	CRITICAL
<b>PERFORM</b>					
<p><b>Perform a varied repertoire of music by singing, alone and with others, from rote memory and written notation.</b></p> <ul style="list-style-type: none"> <li>Breath Control</li> <li>Pitch</li> <li>Diction</li> <li>Tone Quality</li> <li>Posture</li> </ul>	<p><b>3-5 P.7.5.1</b> Sing in groups and independently, while demonstrating appropriate breath control, pitch, diction, tone quality, and posture.</p>	<ul style="list-style-type: none"> <li>Sing songs with peers demonstrating proper breath control.</li> <li>Sing songs with peers demonstrating proper posture.</li> <li>Identify when the correct pitch is not sung.</li> <li>Sing using the appropriate tone quality.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Student participation</li> <li>Classroom performances</li> </ul>	<ul style="list-style-type: none"> <li>Breath control</li> <li>Pitch</li> <li>Diction</li> <li>Tone quality</li> <li>Posture</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>PERFORM</b>					
<ul style="list-style-type: none"> <li>• Unison</li> <li>• Two-Part Songs</li> <li>• Rounds</li> <li>• A Capella</li> </ul>	<b>3-5 P.7.5.3</b> Sing unison and two-part songs, partner songs, and rounds, a cappella and with varied accompaniment.	<ul style="list-style-type: none"> <li>• Sing unison songs in class.</li> <li>• Sing partner songs in class.</li> <li>• Sing rounds in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student participation</li> <li>• Classroom performances</li> </ul>	<ul style="list-style-type: none"> <li>• Unison</li> <li>• Partner song</li> <li>• Round</li> <li>• A Capella</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Conductor</li> </ul>	<b>3-5 P.7.5.4</b> Perform appropriately for a variety of audiences while following the cues of a conductor.	<ul style="list-style-type: none"> <li>• Watch and follow a variety of cues from a conductor while singing.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• Cue</li> <li>• Conductor</li> </ul>	IMPORTANT
<p><b>Perform a varied repertoire of music by playing instruments, alone and with others, from rote memory and written notation.</b></p> <ul style="list-style-type: none"> <li>• Pitched Percussion</li> <li>• Unpitched Percussion</li> <li>• Keyboard</li> <li>• Wind Instruments</li> </ul>	<b>3-5 P.8.5.1</b> Play pitched and unpitched percussion, keyboard, string, and/or wind instruments using correct techniques for producing sound.	<ul style="list-style-type: none"> <li>• Play a variety of unpitched percussion instruments while using the correct techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student participation</li> <li>• Classroom performances</li> </ul>	<ul style="list-style-type: none"> <li>• Pitched percussion</li> <li>• Unpitched percussion</li> </ul>	CRITICAL

GRADE LEVEL: FOURTH GRADE

SUBJECT: MUSIC

DATE: 2022-2023

MONTH/GRADING PERIOD: QUARTER 4

MASTER COPY 7-17-22

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>CONNECT</b>					
<b>Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</b> <ul style="list-style-type: none"> <li>Cooperation</li> <li>Effort</li> <li>Perseverance</li> <li>Respect</li> </ul>	<b>3-5 Cn.1.5.2</b> Identify and practice life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts.	<ul style="list-style-type: none"> <li>Cooperate with others to create a group instrumental piece.</li> <li>Demonstrate respect for others' musical ideas and preferences.</li> <li>Demonstrate effort and perseverance to learn new and challenging rhythmic patterns.</li> <li>Repeat various rhythmic patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom discussions</li> <li>Teacher observation</li> <li>Class activities</li> </ul>	<ul style="list-style-type: none"> <li>Cooperation</li> <li>Effort</li> <li>Perseverance</li> <li>Respect</li> </ul>	CRITICAL
<b>Connect with a varied repertoire of music by exploring the relationships between music, the other arts, and disciplines outside the arts.</b> <ul style="list-style-type: none"> <li>Humanities</li> <li>Art</li> </ul>	<b>3-5 Cn.2.5.2</b> Discover, identify, and explore how music connects to other arts and humanities.	<ul style="list-style-type: none"> <li>Draw connections between music, art, and other humanities.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom discussions</li> <li>Student responses to prompts</li> </ul>		CRITICAL
<b>Connect with a varied repertoire of music by exploring the relationships between music and history and culture.</b> <ul style="list-style-type: none"> <li>History</li> <li>Culture</li> </ul>	<b>3-5 Cn.3.5.1</b> Identify, explore, and perform music associated with historical periods and connect to state, regional, and national events.	<ul style="list-style-type: none"> <li>Draw connections between music and our individual cultures.</li> <li>Draw connections between music and important historical events.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom discussions</li> <li>Class activities</li> </ul>	<ul style="list-style-type: none"> <li>Culture</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>CONNECT</b>					
<ul style="list-style-type: none"> <li>Contemporary Music</li> <li>Authentic Performances</li> </ul>	<b>3-5 Cn.3.5.2</b> Compare and contrast contemporary American music with various world cultures through live or recorded authentic performances.	<ul style="list-style-type: none"> <li>Compare and contrast various genres and styles of songs.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom discussions</li> <li>Class activities</li> </ul>	<ul style="list-style-type: none"> <li>Contemporary</li> <li>Authentic</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>Society</li> </ul>	<b>3.5 Cn.3.5.3</b> Recognize and describe various roles of musicians in society.	<ul style="list-style-type: none"> <li>Discuss the importance of musicians in society.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom discussion</li> <li>Class activities</li> </ul>	<ul style="list-style-type: none"> <li>Roles</li> <li>Society</li> </ul>	IMPORTANT
<b>LISTEN AND RESPOND</b>					
<p><b>Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.</b></p> <ul style="list-style-type: none"> <li>Music Terms</li> </ul>	<b>3-5 LR.5.5.1</b> Define expressive music terms and apply them to selected musical examples.	<ul style="list-style-type: none"> <li>Describe selected listening examples using the appropriate musical terminology.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom discussion</li> <li>Student response</li> </ul>	<ul style="list-style-type: none"> <li>Dynamics</li> <li>Crescendo</li> <li>Decrescendo</li> <li>Sforzando</li> </ul>	CRITICAL
<p><b>Listen and respond to a varied repertoire of music by interpreting and expressing music through movement.</b></p> <ul style="list-style-type: none"> <li>Rhythmic Patterns</li> <li>Simple Meters</li> <li>Compound Meters</li> </ul>	<b>3-5 LR.6.5.1</b> Use conducting and other types of movement to demonstrate rhythmic patterns and simple and compound meters.	<ul style="list-style-type: none"> <li>Use movement to show simple meter at a variety of tempi.</li> <li>Conduct to songs in both simple and compound meters.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Music games</li> </ul>	<ul style="list-style-type: none"> <li>Simple meter</li> <li>Compound meter</li> </ul>	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>LISTEN AND RESPOND</b>					
<ul style="list-style-type: none"> <li>• Form</li> <li>• Phrasing</li> <li>• Expressive Qualities</li> <li>• Timbre</li> </ul>	<b>3-5 LR.6.5.3</b> Identify and express age appropriate music concepts including form, phrasing, expressive qualities, and timbre through movement in listening examples, singing games and/or simple folk dances.	<ul style="list-style-type: none"> <li>• Show expression through movement and dance.</li> <li>• Choose what expression should go with selected listening examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student responses</li> <li>• Classroom performances</li> <li>• Singing games</li> <li>• Folk dances</li> </ul>	<ul style="list-style-type: none"> <li>• Phrasing</li> <li>• Timbre</li> <li>• Expression</li> </ul>	CRITICAL
<b>PERFORM</b>					
<b>Perform a varied repertoire of music by singing, alone and with others, from rote memory and written notation.</b> <ul style="list-style-type: none"> <li>• Conductor</li> </ul>	<b>3-5 P.7.5.4</b> Perform appropriately for a variety of audiences while following the cues of a conductor.	<ul style="list-style-type: none"> <li>• Watch and follow a variety of cues from a conductor while singing.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• Cue</li> <li>• Conductor</li> </ul>	IMPORTANT
<b>CREATE</b>					
<b>Create a varied repertoire of music by improvising melodies, variations, and accompaniments.</b> <ul style="list-style-type: none"> <li>• Improvising</li> <li>• Melodies</li> <li>• Variations</li> <li>• Accompaniments</li> </ul>	<b>3-5 Cr.9.5.2</b> Improvise single-line melodic and rhythmic variations of learned songs by singing and using instruments.	<ul style="list-style-type: none"> <li>• Improvise on songs learned in class through voice or instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Class activities</li> <li>• Classroom performances</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise</li> <li>• Melody</li> <li>• Rhythm</li> <li>• Variation</li> </ul>	IMPORTANT