

Fourth Grade Scope & Sequence

Adopted 2015, Revised 2018

TEKS	BISD Clarification	Clarification Documents
See Clarification Document (SCD)		
4.1A = Categorize and explain a variety of musical sounds, including those of children’s voices and soprano and alto adult voices	SATB (Opera)	4.1A Clarification Document
4.1B = Categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion, keyboard and electronic instruments, and instruments of various cultures	Multiple instruments from each family	4.1B Clarification Document
4.1C = Use known music symbols and terminology referring to rhythm, melody, timbre, form, tempo, dynamics, including crescendo and decrescendo, and articulation, including staccato and legato to explain musical sounds presented aurally		4.1C Clarification Document
4.1D = Identify and label small and large musical forms such as ABAC, AB, ABA and rondo presented aurally in simple songs and larger works	<u>D.C. al fine, coda</u>	4.1D Clarification Document
Foundations: music literacy . The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples.		
4.2A = Read, write and reproduce rhythmic patterns using standard notation, including separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate	<u>McHose or Eastman,</u> depending on feeder group: Haltom & Birdville: MchHose Richland: Eastman	4.2A Clarification Document

<p>4.2B = Read, write and reproduce extended pentatonic melodic patterns using standard staff notation</p>	<p>S, L, D R M <u>F S L D'</u>; <u>treble clef absolute pitch</u>; Curwen hand signs</p>	<p><u>4.2B Clarification Document</u></p>
<p>4.2C = Identify new and previously learned music symbols and terms referring to tempo, dynamics, including crescendo and decrescendo, and articulation, including staccato and legato</p>	<p>A tempo</p>	<p><u>4.2C Clarification Document</u></p>

Creative expression: The student performs a varied repertoire of developmentally appropriate music in informal or formal settings.		
4.3A = Sing or play classroom instruments independently or in groups with accurate intonation and rhythm	<u>Partner songs, Part singing (bass vs. treble), songs that reinforce known pitches & rhythms, Recorder</u>	<u>4.3A Clarification Document</u>
4.3B = Sing or play a varied repertoire of music such as American and Texan folk songs and folk songs representative of local cultures independently or in groups	See Clarification Document (SCD)	<u>4.3B Clarification Document</u>
4.3C = Move alone and with others to a varied repertoire of music using gross motor, fine motor, locomotor and non-locomotor skills and integrated movement such as hands and feet moving together	<u>Folk dance & play parties</u>	<u>4.3C Clarification Document</u>
4.3D = Perform various folk dances and play parties	SCD	<u>4.3D Clarification Document</u>
4.3E = Perform simple partwork, including rhythmic and melodic ostinati, derived from known repertoire	SCD	<u>4.3E Clarification Document</u>
4.3F = Interpret through performance new and previously learned music symbols and terms referring to tempo, dynamics, including crescendo and decrescendo, and articulation, including staccato and legato	SCD	<u>4.3F Clarification Document</u>
Creative expression: The student creates and explores new musical ideas within specified guidelines.		
4.4A = Create rhythmic phrases through improvisation or composition	Utilize <u>eighth- and sixteenth- note combinations, dotted half note, 3/4 meter</u>	<u>4.4A Clarification Document</u>

4.4B = Create melodic phrases through improvisation or composition	4 to 16 measures utilizing S, L, D R M F S L D' and Do clef; use Curwen hand signs	<u>4.4B Clarification Document</u>
4.4C = Create simple accompaniments through improvisation or composition	Use voice, melodic instruments, and rhythmic instruments to create patterns such as ostinatos, bourdons, etc)	<u>4.4C Clarification Document</u>

Historical and cultural relevance: The student examines music in relation to history and cultures.		
4.5A = Perform a varied repertoire of songs, movement and musical games representative of diverse cultures such as historical folk songs of Texas, Hispanic and American Indian cultures in Texas	SCD	<u>4.5A Clarification Document</u>
4.5B = Perform music representative of America and Texas, including “Texas, Our Texas”	SCD	<u>4.5B Clarification Document</u>
4.5C = Identify and describe music from diverse genres, styles, periods and cultures	<u>Opera</u>	<u>4.5C Clarification Document</u>
4.5D = Examine the relationships between music and interdisciplinary concepts	Math (counting measures, fractions); language arts (reading comprehension); science (sounds of instruments); social studies (enhance academic), include visual art, theatre, opera, and dance	<u>4.5D Clarification Document</u>
Critical evaluation and response: The student listens to, responds to, and evaluates music and musical performances.		
4.6A = Exhibit audience etiquette during live and recorded performances	Attend performances in classroom or off campus (opera); attention to appropriate types of responses	<u>4.6A Clarification Document</u>
4.6B = Recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary	Utilize recorded music, teacher performance, peer performance	<u>4.6B Clarification Document</u>
4.6C= Describe specific musical events in aural examples such as changes in timbre, form, tempo, dynamics, or articulation using appropriate vocabulary	Utilize recorded music, teacher performance, peer performance	<u>4.6C Clarification Document</u>

4.6D= Respond verbally and through movement to short musical examples	Utilize recorded music, teacher performance, peer performance	<u>4.6D Clarification Document</u>
4.6E= Describe a variety of compositions and formal or informal musical performances using specific music vocabulary	Utilize recorded music, teacher performance, peer performance	<u>4.6E Clarification Document</u>
4.6F= Justify personal preferences for specific music works and styles using music vocabulary	Utilize recorded music, teacher performance, peer performance	<u>4.6F Clarification Document</u>