



Sedalla School District #200

Subject Area: Music			Grade: Fourth Grade	
Unit	Pacing/ Calendar	Standards	Big Ideas/ "I Can" Statements	Essential Questions

Topic 1: Rhythm	Priority Standard MU:Pr4B.4a- Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.			
	Quarter One	Music: Pr4B.4A Pr4B.4B Show Me: FA1, 2, 5 1.1, 1.2, 1.5, 1.6, 1.9, 4.1, 2.1, 2.3, 2.4, 2.5 NCCAS: Cn11.0.4a, Cr1.1.4b, Pr4.2.4a, Pr4.2.4b	• I can define Triplets and Sixteenth. • I can describe the purpose of a steady beat. • I can explain the purpose of a meter sign. • I can recognize and perform rhythm patterns that include triplets and/or sixteenth notes.	Essential Question: How does understanding the structure and context of musical works inform performance?



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Topic 2: Singing	Priority Standard MU:Cn11A.4a- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.			
	Quarter One	<u>Music:</u> Cn11A,4a Pr4A,4a Re7A,4a <u>Show Me:</u> FA 1, 3 1.6, 1.9, 1.10, 3.3, 4.3, 2.1, 2.3, 2.4, 2.5, 2.7 NCCAS: Cn11.0.4a, Pr4.1.4a, Pr4.2.4a	• I can define Patriotic Music, and review some examples. • I can define and sing a Descant. • I can define Octave.	Essential Question: How do performers select repertoire?



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Topic 3: Melody	Priority Standard MU:Pr4B.4b- When analyzing selected music, read and perform using iconic and/or standard notation.			
	Quarter One	<u>Music:</u> Pr4B,4a Pr4B,4b <u>Show Me:</u> FA 1, 2, 5 1.1, 1.2, 1.5, 1.6, 1.9, 4.1, 2.1, 2.3, 2.4, 2.5 NCCAS: Cn11.0.4a, Pr4.2.4a, Pr4.2.4b, Pr4.2.4c, Re7.2.4a	• I can aurally identify melodies based on ascending and descending scales. • I can define Scale. • I can perform a simple song containing an ascending and descending melody.	Essential Question: How do musicians improve the quality of their performance?



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Topic 1: Concert	Priority Standard MU:Pr6A.4a- Perform music, alone or with others, with expression and technical accuracy and appropriate interpretation.			
	Quarter Two	<u>Music:</u> Pr6A.3a, Pr6A.4b <u>Show Me:</u> FA 1, 2, 3, 4, 5 1.5, 1.8, 2.1, 2.5, 4.3 NCCAS Pr6.1.4a	• I can stand straight and tall • I can accurately perform music we have studied • I can follow the directions of the conductor • I can demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.	Essential Questions: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?



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Topic 1: Duration	Priority Standard Pr4B.4a- Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.			
	Quarter Three	<u>Music:</u> Cn11A.4a, Cr2A.4b, Pr4B.4a, Pr4B.4b <u>Show Me:</u> FA 1, 2, 3, 4, 5 1.1, 1.2, 1.5, 1.6, 1.9, 4.1, 2.1, 2.3, 2.4, 2.5 NCCAS: Cn11.0.4a, Pr4.2.4a, Pr4.2.4b	• I can review and play a recorder song from 3rd grade using notes B, A, and G with different durations and different instruments. • I can identify and write whole, half, quarter, eighth notes and rests, and beamed sixteenth notes.	Essential Question: How does understanding the structure and context of musical works inform performance?



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Topic 2: Notation	Priority Standard Pr4B.4c- When analyzing selected music, read and perform using iconic and/or standard notation.			
	Quarter Three	<u>Music:</u> Cr1A.4a Cr1A.4b, Cr2A.4a, Pr4B.4a, Pr4B.4b, Re7A.4a <u>Show Me:</u> FA 1, 2, 3, 5 1.1, 1.2, 1.5, 1.6, 1.9, 4.1, 2.1, 2.3, 2.4, 2.5 NCCAS: Cr1.1.4a, Cr1.1.4b, Cr2.1.4b, Pr4.2.4a, Pr4.2.4c, Re7.1.4a	• I can distinguish between major and minor. • I can recognize staff, repeat sign, and double bar line.	Essential Question: How does understanding the structure and context of music inform a response?



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Topic 3: Articulation	Priority Standard Pr4c.4a- Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).			
	Quarter Three	<u>Music:</u> Pr4A.4a, Pr4B.4a, Pr4C.4a <u>Show Me:</u> FA 1, 2, 3, 5 1.2, 1.5, 1.6, 4.1, 2.1, 2.3, 2.4, 2.5 NCCAS: Pr4.1.4a, Pr4.2.4a, Pr4.3.4a	• I can define Fermata. • I can define Articulation. • I can introduce legato and staccato.	Essential Question: How do performers interpret musical works?



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Topic 1: Instruments	Priority Standard Pr4A.4a- Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.			
	Quarter Four	<u>Music:</u> Pr4A.4a, Re7B.4a <u>Show Me:</u> FA 1, 2 1.1, 1.5, 4.1, 2.1, 2.2, 2.3, 2.4, 2.5 NCCAS: Pr4.1.4a, Re7.2.4a	• I can recognize the instrument sections of the concert band (woodwinds, brass, percussion). • I can describe materials and basic sound production for one orchestral and one concert band instrument. • I can describe the concert band seating chart.	Essential Question: How do performers select repertoire?



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Topic 2: Harmony	Priority Standard Re7A.4a- Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context.			
	Quarter Four	<u>Music:</u> Cr2A.4a, Pr4B.4a, Re7A.4a, Re7B.4a <u>Show Me:</u> FA 1, 2, 3 1.1, 1.2, 1.7, 3.3, 4.1, 2.1, 2.5, 2.3 NCCAS: Cr2.1.4a, Pr4.2.4a, Re7.1.4a, Re7.2.4a	• I can aurally identify major and minor chords in a song. • I can describe two factors that distinguish major from minor chords.	Essential Question: How do individuals choose music to experience?



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Topic 3: Romantic Period	Priority Standard Re7A.4a- Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.			
	Quarter Four	<u>Music:</u> Pr4.4a, Re7A.4a, Re7B.4a <u>Show Me:</u> FA 1, 2, 3 1.1, 1.2, 1.7, 3.3, 4.1, 2.1, 2.5, 2.3 NCCAS: Pr4.1.4a, Re7.1.4a, Re7.2.4a	• I can identify three specific elements that distinguish Romantic Period music from other musical periods. • I can name two emotions highlighted in Romantic music (e.g., passion, joy, sadness).	Essential Question: How do we discern the musical creators' and performers' expressive intent?