

Marking Period 1 (MPI)	General Music Curriculum Pacing Guide -Grade: 4
<p>MP 1</p> <p>Standards for Music Content</p>	<ul style="list-style-type: none"> • MU:Cr1.1.4 Students generate musical ideas using known rhythmic and melodic patterns through singing, playing instruments, and movement. • MU:Cr2.1.4 Students organize musical ideas using rhythmic notation, pitch relationships, melodic contour, and expressive elements. • MU:Cr3.1.4 Students refine musical ideas through practice, repetition, and teacher-guided feedback. • MU:Pr4.1.4 Students demonstrate understanding of rhythm, melody, harmony (as appropriate), and expressive elements through singing and instrumental performance. • MU:Pr5.1.4 Students rehearse music with attention to accuracy, steady beat, expressive markings, and ensemble balance. • MU:Pr6.1.4 Students perform music with appropriate tone, tempo, dynamics, and focus. • MU:Re7.1.4 Students describe how music communicates ideas, moods, and structure using grade-appropriate music vocabulary. • MU:Re8.1.4 Students interpret musical works by identifying form, patterns, contrasts, and expressive elements. • MU:Cn10.1.4 Students relate musical ideas to personal experiences, interdisciplinary topics, and other art forms. • MU:Cn11.1.4 Students examine how music reflects cultural traditions, history, and community practices.
<p>MP 1</p> <p>Topics</p>	<p>Review of Rhythmic Foundations</p> <p>Introduction to Sixteenth-Note Patterns</p> <p>Complex Mixed-Rhythm Reading</p> <p>Pitch Literacy on the Staff</p> <p>Melody Performance Using Solfege</p> <p>Musical Form and Structure</p> <p>Expressive Elements – Dynamics, Tempo, Articulation, and Phrasing</p> <p>Cultural Music Exploration</p> <p>Composition and Creative Improvisation</p> <p>End-of-Unit Presentation and Musical Reflection</p>

<p>MP 1</p> <p>Skills- Concepts</p>	<ul style="list-style-type: none"> • Advanced Rhythm, Notation & Pitch Literacy: Students read and perform multi-measure rhythms including sixteenth notes and dotted patterns, identify treble clef pitches, apply solfege, and recognize melodic intervals and contour. • Melodic Performance, Ensemble Technique & Accuracy: Students sing and play melodic lines with improved tone, posture, phrasing, steady beat, layered rhythms, and responsive ensemble cueing. • Musical Expression, Form & Creative Composition: Students apply dynamics, articulation, tempo, and phrasing, identify expanded musical forms (AB, ABA, rondo), and compose or improvise rhythmic and melodic patterns. • Listening, Cultural Understanding & Collaborative Musicianship: Students analyze music using academic vocabulary, explore global musical traditions, demonstrate respectful ensemble behavior, and reflect on performance growth.
<p>MP 1</p> <p>Core Materials</p>	<p>Classroom Instruments</p> <ul style="list-style-type: none"> • Rhythm sticks for practicing increasingly complex rhythmic combinations, including sixteenth-note groupings and dotted patterns • Hand drums, frame drums, tubanos for ensemble beat accuracy, call-and-response, and rhythm layering • Egg shakers, tambourines, maracas to reinforce timbre, texture, articulation, and dynamic contrast • Small pitched percussion (bells, Boomwhackers, tone bars) for melodic echo, solfege patterns, and pitch recognition • Mallet instruments (xylophones, glockenspiels, metallophones) for reading and playing melodic phrases on the treble staff <p>Quaver Music Technology</p> <ul style="list-style-type: none"> • Teacher access to full Quaver Music platform • Smartboard/interactive display for: <ul style="list-style-type: none"> ○ rhythm readers ○ sixteenth-note trainers ○ melodic reading/staff-notation games

- solfege ladder tools
- form-mapping modules
- expressive listening activities
- multicultural song collections

Notation and Literacy Tools

- Enlarged notation visuals and laminated charts including:
 - quarter, paired eighth, half note, dotted quarter, and sixteenth note symbols
 - quarter rest and half rest
 - beat-value charts showing duration relationships
- Rhythm flashcards with multi-measure reading lines
- Treble staff posters showing lines, spaces, letter names, solfege relationships, and interval types
- Clipboard staff sheets or student whiteboards for melodic dictation and contour tasks

Marking Period 2 (MPIO)	General Music Curriculum Pacing Guide -Grade: 4
<p>MP 2</p> <p>Standards for Music Content</p>	<ul style="list-style-type: none"> • MU:Cr1.1.4 Students generate musical ideas using known rhythmic and melodic patterns through singing, playing instruments, and movement. • MU:Cr2.1.4 Students organize musical ideas using rhythmic notation, pitch relationships, melodic contour, and expressive elements. • MU:Cr3.1.4 Students refine musical ideas through practice, repetition, and teacher-guided feedback. • MU:Pr4.1.4 Students demonstrate understanding of rhythm, melody, harmony (as appropriate), and expressive elements through singing and instrumental performance. • MU:Pr5.1.4 Students rehearse music with attention to accuracy, steady beat, expressive markings, and ensemble balance. • MU:Pr6.1.4 Students perform music with appropriate tone, tempo, dynamics, and focus. • MU:Re7.1.4 Students describe how music communicates ideas, moods, and structure using grade-appropriate music vocabulary. • MU:Re8.1.4 Students interpret musical works by identifying form, patterns, contrasts, and expressive elements. • MU:Cn10.1.4 Students relate musical ideas to personal experiences, interdisciplinary topics, and other art forms. • MU:Cn11.1.4 Students examine how music reflects cultural traditions, history, and community practices.
<p>MP 2</p> <p>Topics</p>	<p>Review of steady beat, rhythm, and melodic direction</p> <p>Reading and performing complex rhythm patterns</p> <p>Instrumental performance of rhythmic patterns</p> <p>Pitch reading on the staff and melodic contour</p> <p>Singing melodies using solfege and hand signs</p> <p>Dynamics, tempo, and expressive markings</p> <p>Ensemble skills: balance, blend, and listening</p> <p>Creating short rhythmic or melodic compositions</p> <p>Rehearsing songs and instrumental selections</p> <p>Informal performance and reflection</p>

<p>MP 2</p> <p>Skills- Concepts</p>	<ul style="list-style-type: none"> • Singing, Playing & Ensemble Coordination: Students sing with accurate pitch and expressive tone, perform rhythmic and melodic notation, play classroom instruments with control, and respond attentively within an ensemble. • Music Literacy, Rhythm & Pitch Concepts: Students understand rhythm notation and patterns, follow melodic contour and pitch relationships, and apply musical form and ensemble awareness in performance. • Expressive Elements & Musical Interpretation: Students use dynamics, tempo, and expressive choices to enhance musical meaning and communicate character and mood. • Musicianship, Cooperation & Performance Understanding: Students recognize that music uses symbols and structure to guide performance and that successful ensemble playing depends on listening, cooperation, and shared responsibility.
<p>MP 2</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Singing voice • Classroom percussion and barred instruments • Staff visuals, rhythm and pitch cards • Song repertoire and listening selections • Notation worksheets and composition templates

Marking Period 3 (MPIII)	General Music Curriculum Pacing Guide -Grade: 4
<p>MP 3</p> <p>Standards for Music Content</p>	<ul style="list-style-type: none"> • MU:Cr1.1.4 Students generate musical ideas using known rhythmic and melodic patterns through singing, playing instruments, and movement. • MU:Cr2.1.4 Students organize musical ideas using rhythmic notation, pitch relationships, melodic contour, and expressive elements. • MU:Cr3.1.4 Students refine musical ideas through practice, repetition, and teacher-guided feedback. • MU:Pr4.1.4 Students demonstrate understanding of rhythm, melody, harmony (as appropriate), and expressive elements through singing and instrumental performance. • MU:Pr5.1.4 Students rehearse music with attention to accuracy, steady beat, expressive markings, and ensemble balance. • MU:Pr6.1.4 Students perform music with appropriate tone, tempo, dynamics, and focus. • MU:Re7.1.4 Students describe how music communicates ideas, moods, and structure using grade-appropriate music vocabulary. • MU:Re8.1.4 Students interpret musical works by identifying form, patterns, contrasts, and expressive elements. • MU:Cn10.1.4 Students relate musical ideas to personal experiences, interdisciplinary topics, and other art forms. • MU:Cn11.1.4 Students examine how music reflects cultural traditions, history, and community practices.
<p>MP 3</p> <p>Topics</p>	<p>Review of rhythm, melody, and expressive elements</p> <p>Musical form: AB and ABA</p> <p>Performing music with form awareness</p> <p>Dynamics, tempo changes, and articulation</p> <p>Expressive singing and instrumental phrasing</p> <p>Ensemble balance, blend, and listening skills</p> <p>Creating short rhythmic or melodic compositions</p> <p>Applying form and expression to original music</p> <p>Rehearsing ensemble selections independently</p> <p>Informal performance and reflection</p>

<p>MP 3</p> <p>Skills- Concepts</p>	<ul style="list-style-type: none"> • Expressive Singing, Playing & Musical Performance: Students sing and play instruments with expressive intent while applying dynamics, tempo, articulation, and phrasing in performance. • Music Literacy, Rhythm & Melodic Interpretation: Students read and interpret rhythmic and melodic notation while applying these skills in musical performance. • Musical Form, Structure & Creative Development: Students explore musical forms such as AB, ABA, and introductory rondo while creating and refining short musical ideas. • Ensemble Listening, Balance & Musical Communication: Students perform with awareness of ensemble balance and blend while listening and responding to others to communicate musical meaning.
<p>MP 3</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Singing voice • Classroom percussion and barred instruments • Staff notation visuals and form charts • Song repertoire and listening examples • Composition templates and reflection sheets

Marking Period 4 (MPIV)	General Music Curriculum Pacing Guide -Grade: 4
<p>MP 4</p> <p>Standards for Music Content</p>	<ul style="list-style-type: none"> • MU:Cr1.1.4 Students generate musical ideas using known rhythmic and melodic patterns through singing, playing instruments, and movement. • MU:Cr2.1.4 Students organize musical ideas using rhythmic notation, pitch relationships, melodic contour, and expressive elements. • MU:Cr3.1.4 Students refine musical ideas through practice, repetition, and teacher-guided feedback. MU:Pr4.1.4 Students demonstrate understanding of rhythm, melody, harmony (as appropriate), and expressive elements through singing and instrumental performance. • MU:Pr5.1.4 Students rehearse music with attention to accuracy, steady beat, expressive markings, and ensemble balance. • MU:Pr6.1.4 Students perform music with appropriate tone, tempo, dynamics, and focus. • MU:Re7.1.4 Students describe how music communicates ideas, moods, and structure using grade-appropriate music vocabulary. • MU:Re8.1.4 Students interpret musical works by identifying form, patterns, contrasts, and expressive elements. • MU:Cn10.1.4 Students relate musical ideas to personal experiences, interdisciplinary topics, and other art forms. • MU:Cn11.1.4 Students examine how music reflects cultural traditions, history, and community practices.
<p>MP 4</p> <p>Topics</p>	<p>Review of rhythm, melody, and expressive elements</p> <p>Singing with expression, blend, and balance</p> <p>Instrumental ensemble performance skills</p> <p>Musical form review (AB, ABA, rondo – introductory)</p> <p>Creating rhythmic compositions using notation</p> <p>Creating melodic phrases and improvisation</p> <p>Rehearsing ensemble music with expressive intent</p> <p>Performance etiquette and audience awareness</p> <p>Informal performance and peer feedback</p> <p>Reflection and celebration of musical learning</p>

<p>MP 4</p> <p>Skills- Concepts</p>	<ul style="list-style-type: none"> • Singing, Tone & Independent Musical Performance: Students sing with accurate pitch, tone, and expression while performing rhythmic and melodic patterns independently. • Music Literacy, Rhythm, Melody & Form: Students apply understanding of rhythm, melody, introductory harmony, and musical form while reading and performing musical patterns. • Instrumental Playing, Ensemble Balance & Blend: Students play instruments with ensemble awareness while maintaining balance, blend, and coordinated performance with peers. • Creativity, Reflection & Musical Growth: Students create and refine short musical ideas while preparing performances and reflecting on how expressive choices and practice improve musicianship.
<p>MP 4</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Singing voice • Classroom percussion and barred instruments • Staff notation visuals and rhythm/melody cards • Song repertoire and listening selections • Composition worksheets and reflection journals