

| Marking Period 1 (MPI)                                       | Piano Curriculum Pacing Guide -Grade: 4   |
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| <p><b>MP 1</b></p> <p><b>Standards for Piano Content</b></p> | <ul style="list-style-type: none"> <li>• <b>1.3.2.Pr4a</b> – Demonstrate understanding of musical elements through accurate rhythm and pitch while performing on classroom string instruments.</li> <li>• <b>1.3.2.Pr5a</b> – Apply correct instrument posture, bowing or plucking technique, and finger placement during performance.</li> <li>• <b>1.3.2.Pr6a</b> – Perform simple musical selections individually and with an ensemble, demonstrating steady beat and coordination.</li> <li>• <b>1.3.2.Re7a</b> – Identify and describe musical elements such as high/low pitch and fast/slow tempo in performed music.</li> <li>• <b>1.3.2.Cn10a</b> – Relate music learning to personal experiences and connections to other subjects.</li> </ul>   |
| <p><b>MP 1</b></p> <p><b>Topics</b></p>                      | <p><b>Posture, Technique &amp; Finger Numbers</b><br/>Hand shape, curved fingers, sitting position</p> <p><b>Treble &amp; Bass Staff Reading</b><br/>Keyboard to staff connection, note identification</p> <p><b>Right-Hand Melodies</b><br/>Simple songs using quarter &amp; half notes</p> <p><b>Left-Hand Patterns</b><br/>Bass clef note names, simple root-note playing</p> <p><b>Two-Hand Playing</b><br/>Simple melodies with LH accompaniment</p> <p><b>Rhythm Reading</b><br/>Quarter, half, whole notes; steady beat; clapping and playing</p> <p><b>Dynamics &amp; Articulation</b><br/>Soft/loud, piano/forte, staccato vs legato</p> <p><b>Simple Improvisation</b><br/>Improvising patterns on black keys</p> <p><b>Cultural Melodies</b><br/>Exploring simple folk or world-music piano pieces</p> |

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|  | <p><b>Classroom Performance &amp; Reflection</b><br/>Mini-recital, self-evaluation, reflection</p>  |
| <p><b>MP 1</b><br/><b>Skills- Concepts</b></p> | <p><b>Foundational Piano Technique &amp; Coordination:</b><br/>Students demonstrate proper posture, curved finger position, even tone production, finger number fluency, and coordinated two-hand playing through simple melody and bass patterns.</p> <p><b>Music Literacy &amp; Rhythmic Accuracy:</b><br/>Students read treble and bass clef notation, identify keyboard notes, interpret bar lines and measures, and perform quarter, half, and whole-note rhythms with steady beat control.</p> <p><b>Expressive Performance &amp; Musical Interpretation:</b><br/>Students apply dynamic contrast, basic articulation (staccato and legato), and tempo markings to perform short piano pieces with growing musical expression.</p> <p><b>Creative Musicianship &amp; Cultural Connections:</b><br/>Students improvise and create short musical patterns while exploring folk and world piano repertoire, developing respect for diverse musical traditions and expressive purposes.</p> |
| <p><b>MP 1</b><br/><b>Core Materials</b></p>   | <ul style="list-style-type: none"> <li>• Classroom keyboards or pianos</li> <li>• Finger-number charts</li> <li>• Keyboard diagram posters</li> <li>• Beginning piano method book (elementary level)</li> <li>• Rhythm flashcards</li> <li>• Simple sheet music (folk, classical, seasonal, world)</li> <li>• Practice tracks or play-along recordings</li> <li>• Headphones (optional)</li> </ul>  |

| Marking Period 2 (MPIO)                                      | Piano Curriculum Pacing Guide -Grade: 4   |
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| <p><b>MP 2</b></p> <p><b>Standards for Piano Content</b></p> | <ul style="list-style-type: none"> <li>• <b>1.3.5.Pr4a</b> Demonstrate understanding of musical elements through accurate rhythm, pitch, and expression while performing on the piano or keyboard.</li> <li>• <b>1.3.5.Pr5a</b> Apply correct posture, hand position, finger independence, and coordination while performing.</li> <li>• <b>1.3.5.Pr6a</b> Perform musical selections individually and with others, demonstrating steady tempo, rhythmic accuracy, and expressive intent.</li> <li>• <b>1.3.5.Re7a</b> Identify and describe musical elements such as melody, rhythm, dynamics, and tempo in performed music.</li> <li>• <b>1.3.5.Cn10a</b> Relate music performance to personal experiences, other disciplines, and cultural contexts.</li> </ul>  |
| <p><b>MP 2</b></p> <p><b>Topics</b></p>                      | <p>Review keyboard geography, finger numbers, hand position, and posture. Reinforce classroom routines and practice habits.</p> <p>Strengthen rhythmic accuracy through clapping, counting, and playing patterns using quarter notes, eighth notes, and rests.</p> <p>Develop pitch reading skills by identifying note direction on the staff and playing stepwise melodic patterns.</p> <p>Practice finger independence using five-finger patterns and simple scales within a fixed hand position.</p> <p>Introduce two-hand coordination by playing melody and accompaniment patterns together.</p> <p>Develop music reading fluency by following simple two-staff notation and recognizing basic musical symbols.</p> <p>Explore musical expression through dynamic contrast, articulation, and phrasing.</p> <p>Develop ensemble skills by playing with classmates, starting and stopping together, and maintaining steady tempo.</p> <p>Rehearse short piano pieces, focusing on accuracy, expression, and confidence.</p> <p>Participate in an informal performance and reflect on individual progress, effort, and musical growth.</p> |



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| <p><b>MP 2</b></p> <p><b>Skills- Concepts</b></p> | <p><b>Piano Technique, Posture &amp; Two-Hand Coordination:</b><br/> Students develop correct posture, balanced hand position, finger independence, and coordinated two-hand playing to build technical fluency and control across the keyboard.</p> <p><b>Music Literacy, Pitch Reading &amp; Rhythmic Accuracy:</b><br/> Students strengthen music-reading fluency by recognizing notes, understanding keyboard geography, reading rhythmic patterns with quarter notes, eighth notes, and rests, and maintaining steady tempo and beat.</p> <p><b>Expressive Performance &amp; Musical Communication:</b><br/> Students apply dynamics, articulation, phrasing, and melodic contour to perform with expression, shaping musical ideas clearly and musically.</p> <p><b>Ensemble Skills, Independence &amp; Performance Readiness:</b><br/> Students demonstrate focused practice habits, independent performance skills, and ensemble awareness while using musical symbols and notation to support confident, accurate playing.</p> |
| <p><b>MP 2</b></p> <p><b>Core Materials</b></p>   | <ul style="list-style-type: none"> <li>• Classroom pianos or keyboards</li> <li>• Adjustable benches or chairs</li> <li>• District-approved piano or keyboard method books</li> <li>• Music stands as needed</li> <li>• Rhythm and notation visual aids</li> <li>• Teacher modeling and guided practice</li> <li>• Audio examples for listening and analysis</li> </ul>   |

| Marking Period 3 (MPIII)                                     | Piano Curriculum Pacing Guide -Grade: 4  |
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| <p><b>MP 3</b></p> <p><b>Standards for Piano Content</b></p> | <ul style="list-style-type: none"> <li>• <b>1.3.5.Pr4a</b> Demonstrate understanding of musical elements through accurate rhythm, pitch, articulation, and expression while performing on the piano or keyboard.</li> <li>• <b>1.3.5.Pr5a</b> Apply correct posture, hand position, finger independence, and coordination while performing increasingly complex music.</li> <li>• <b>1.3.5.Pr6a</b> Perform musical selections individually and with others, demonstrating steady tempo, expressive intent, and technical control.</li> <li>• <b>1.3.5.Re7a</b> Identify and describe musical elements such as form, melody, rhythm, dynamics, and tempo in performed music.</li> <li>• <b>1.3.5.Cn10a</b> Relate piano performance to personal experiences, other disciplines, and cultural or historical contexts</li> </ul>   |
| <p><b>MP 3</b></p> <p><b>Topics</b></p>                      | <p>Review two-hand coordination, posture, hand position, and practice routines. Reinforce steady tempo and accuracy.</p> <p>Develop rhythmic precision using combinations of quarter notes, eighth notes, rests, and simple syncopation.</p> <p>Strengthen pitch reading skills by reading stepwise and skip-wise motion across a wider keyboard range.</p> <p>Practice finger independence through scales, broken chords, and five-finger patterns in multiple keys.</p> <p>Develop two-hand coordination by playing melody and accompaniment patterns with contrasting rhythms.</p> <p>Improve reading fluency by following longer pieces and recognizing repeat signs and basic musical form.</p> <p>Explore articulation and phrasing through legato, staccato, and musical shaping of phrases.</p> <p>Develop ensemble skills by playing with peers, maintaining tempo, and responding to conducting cues.</p> <p>Rehearse selected piano pieces, focusing on expression, accuracy, and performance readiness.</p> <p>Participate in an informal performance and reflect on technical growth, musical expression, and effort.</p> |

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| <p><b>MP 3</b></p> <p><b>Skills- Concepts</b></p> | <p><b>Technique, Coordination &amp; Finger Dexterity:</b><br/>Students strengthen two-hand coordination and independence while developing finger strength, dexterity, and balanced keyboard technique.</p> <p><b>Music Literacy, Rhythm &amp; Pitch Awareness:</b><br/>Students improve rhythmic accuracy and control while expanding pitch reading skills and keyboard range through interval and melodic movement.</p> <p><b>Musical Structure, Articulation &amp; Expression:</b><br/>Students apply articulation such as legato and staccato while shaping performances with dynamics, phrasing, and awareness of musical form.</p> <p><b>Performance Skills, Practice Habits &amp; Reflection:</b><br/>Students demonstrate independent and ensemble performance skills while interpreting notation symbols and developing reflective practice habits.</p> |
| <p><b>MP 3</b></p> <p><b>Core Materials</b></p>   | <ul style="list-style-type: none"> <li>• Classroom pianos or keyboards</li> <li>• Adjustable benches or chairs</li> <li>• District-approved piano or keyboard method books</li> <li>• Music stands as needed</li> <li>• Notation and rhythm visual aids</li> <li>• Teacher modeling and guided practice</li> <li>• Audio examples for listening and analysis</li> </ul>   |

| Marking Period 4 (MPIV)                                      | Piano Curriculum Pacing Guide -Grade: 4   |
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| <p><b>MP 4</b></p> <p><b>Standards for Piano Content</b></p> | <ul style="list-style-type: none"> <li>• <b>1.3.5.Pr4a</b> Demonstrate understanding of musical elements through accurate rhythm, pitch, articulation, and expression while performing on the piano or keyboard.</li> <li>• <b>1.3.5.Pr5a</b> Apply correct posture, hand position, finger independence, and coordination while performing increasingly complex music.</li> <li>• <b>1.3.5.Pr6a</b> Perform musical selections individually and with others, demonstrating steady tempo, expressive intent, and technical control.</li> <li>• <b>1.3.5.Re7a</b> Analyze musical elements such as melody, rhythm, dynamics, tempo, and form in performed music.</li> <li>• <b>1.3.5.Cn10a</b> Relate piano performance to personal experiences, other disciplines, and cultural contexts.</li> </ul>   |
| <p><b>MP 4</b></p> <p><b>Topics</b></p>                      | <p>Review piano technique, posture, two-hand coordination, and rehearsal expectations. Establish performance goals.</p> <p>Select and analyze piano pieces, identifying key elements such as rhythm, pitch patterns, and form.</p> <p>Develop technical accuracy through focused practice of scales, chord patterns, and finger exercises.</p> <p>Refine rhythm and tempo control while maintaining accuracy across longer musical passages.</p> <p>Apply expressive elements including dynamics, articulation, and phrasing to enhance musical meaning.</p> <p>Practice memorization strategies and increase performance confidence through repeated run-throughs.</p> <p>Develop ensemble awareness by playing with peers and responding to cues and tempo changes.</p> <p>Rehearse selected piano pieces with attention to expression, accuracy, and stage presence.</p> <p>Perform prepared piano selections for peers or a small audience.</p> <p>Reflect on performance growth, challenges, and musical accomplishments through discussion or written response.</p> |



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| <p><b>MP 4</b></p> <p><b>Skills- Concepts</b></p> | <p><b>Technique, Coordination &amp; Tone Control:</b><br/>Students develop independent piano performance while strengthening two-hand coordination, balance, and control of tone.</p> <p><b>Music Literacy, Rhythm &amp; Reading Fluency:</b><br/>Students improve reading fluency while performing with accurate rhythm and pitch and recognizing musical form and structure.</p> <p><b>Expression, Interpretation &amp; Musical Roles:</b><br/>Students apply dynamics and articulation to shape expressive performances while understanding melody, harmony, and accompaniment roles.</p> <p><b>Performance Preparation, Awareness &amp; Reflection:</b><br/>Students build performance confidence and ensemble awareness while practicing effective preparation strategies and engaging in self-assessment and reflective musical growth.</p> |
| <p><b>MP 4</b></p> <p><b>Core Materials</b></p>   | <ul style="list-style-type: none"> <li>• Classroom pianos or keyboards</li> <li>• Adjustable benches or chairs</li> <li>• District-approved piano or keyboard method books</li> <li>• Music stands as needed</li> <li>• Notation, rhythm, and form visual aids</li> <li>• Teacher modeling and guided practice</li> <li>• Audio recordings for listening and reflection</li> </ul>  |