

Grade Level Fourth Grade

Subject: Music

1. Standard Description	2. Evidence of Proficiency	3. Prior Skills Needed	4. Common Summative Assessment	5. When Taught	6. Enrichment Standards
<p>Read and notate 4 count rhythmic patterns using whole note, dotted half note, half note, quarter, eighth-note pairs / Quarter and Half Rests</p> <p>PP4A4, EM1A4, EM1D4</p>	<p>Students can correctly dictate by listening and can compost with given requirements</p>	<p>Ability to visually and, by listening, recognize all notes and rests</p>	<p>Popsicle stick composition / dictation and white board composition / dictation</p>	<p>Continual</p>	
<p>COMPOSERS Renaissance – Monteverdi Baroque – Scarlatti Classical – Mozart Romantic – Clara Schumann</p>	<p>Students can share information on each composer through worksheets and story</p>	<p>Knowledge of the 4 musical periods (historical context and characteristics)</p>	<p>Student Presentations – student-written factual stories about meeting the composer, including music presentation</p>	<p>January</p>	

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EM1A4, AP1B4, AP2B4, IC1A4, HCC1A4, HCC1B4					
Differentiate between, recognize, and use head and chest voice PP1A4, PP1B4, PP1C4, P, P1D4, PP1E4	Observation during rehearsal – students can sing using both voices	Ability to use voice in different ways through different pitches	Performance of repertoire Correct vocalizing during 'Button and the Key'	Continual	
Identify notes within the staff on both the treble and bass clef staff EM1B4	Human Note Game, Musictheory.net, Worksheets, Student created mnemonic Quiz, quiz, trade Mixed pair share	N/A	MUSIC ACE or musictheory.net on Smartboard	September / October	
Memorize and perform the Star Spangled Banner, America, America the Beautiful	Students can write works of pieces and perform in small groups	N/A	Student performances Word Puzzles	August, September	

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<p>Describe the directional movement of a melodic line</p>	<p>White board depictions and body movement</p>	<p>Recognition of high and low</p>	<p>Listening Exam – White board directional dictation</p>	<p>September</p>	
<p>Recognize the primary instruments and classify them in the correct instrument families</p> <p>PP2A4, IC1B4, HCC1D4</p>	<p>Students can describe classifying characteristic of instrument families, classify instruments into families, and group by similarities</p>	<p>N/A</p>	<p>Instrumental Venn Diagram</p>	<p>‘Musical Instrument March’</p>	
<p>Ukelele</p> <p>Chords C, G, F, D and NEW chords – G7, Bb, A, A7, E – I, IV, V progressions in C, F, G, A, D</p> <p>PP2A4, PP2B4, PP2C4, PP2D4, PP2E4</p>	<p>Student participation</p>	<p>C, G, F, D from 3rd grade and basic strumming patterns</p>	<p>Student performance of individual chords on songs and individually</p>	<p>All Year</p>	