

GRADE LEVEL: Fourth

SUBJECT: Music

DATE: 2017-2018

MONTH/GRADING PERIOD: Quarter 1

MASTER COPY 6-8-17

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PERFORMING MUSIC					
Singing alone and with others <ul style="list-style-type: none"> Pitch Diction Tone quality Posture Breath control 	4.1.1 Sing while maintaining good breath control, pitch, diction, tone quality, and posture.	<ul style="list-style-type: none"> Produce good tone quality. Match pitch while singing a pentatonic melody. Stand/sit with good posture. Demonstrate good breath control. Demonstrates good diction through singing. 	<ul style="list-style-type: none"> Teacher observation Singing rubric Teacher/student echo 	<ul style="list-style-type: none"> Pitch Diction Breath control Posture Solfege Pentatonic Unison 	CRITICAL
<ul style="list-style-type: none"> Round Partner songs Ostinato 	4.1.4 Sing partner songs, rounds, and songs with ostinatos.	<ul style="list-style-type: none"> Match pitch while singing a partner song. Sing in a round. Perform an ostinato pattern during a song. Improvise a short ostinato pattern. 	<ul style="list-style-type: none"> Teacher observation Singing rubric 	<ul style="list-style-type: none"> Round Canon Partner Songs Ostinato 	IMPORTANT
<ul style="list-style-type: none"> Conductor 	4.1.5 Follow the cues of a conductor.	<ul style="list-style-type: none"> Demonstrates ability to adjust tempo, pitch, and volume while following a conductor's cues while singing. Identify conductor's cues. Explain how a performer should respond to each cue. 	<ul style="list-style-type: none"> Teacher observation Performance rubric 	<ul style="list-style-type: none"> Cut-off Conductor Pattern Dynamics 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PERFORMING MUSIC					
Playing an instrument alone and with others <ul style="list-style-type: none"> • Rhythm • Tempo • Melody • Form 	4.2.1 Play melodic, rhythmic, and chordal patterns with correct rhythms, tempo, and dynamics by rote and by reading.	<ul style="list-style-type: none"> • Play rhythmic pieces based on a chant/poem on unpitched instruments. • Play short patterns on a melodic instrument. • Play a pentatonic song on barred instruments/recorder using an AB, ABA, or Rondo form. • Demonstrate correct finger placement on recorder. • Identify beginning recorder notes on a five line staff. • Demonstrate correct breathing technique while playing recorder. 	<ul style="list-style-type: none"> • Unpitched percussion rubric • Pitched percussion instrument rubric • Teacher observation • Recorder rubric 	<ul style="list-style-type: none"> • Unpitched percussion • Xylophone types • Mallet • Recorder • Body percussion • Pentatonic scale • Form (ABA, AB, Rondo) • Rhythm • Tempo 	CRITICAL
<ul style="list-style-type: none"> • Instrument technique • Names of Instruments • Sound production • Pitched vs. unpitched instruments 	4.2.2 Play pitched and non-pitched percussion instruments, keyboards, and recorders (as identified by curriculum) using correct techniques for holding instruments and producing sound.	<ul style="list-style-type: none"> • Demonstrate correct recorder technique and produce correct sound. • Implement correct mallet technique while playing a xylophone. • Identify names of unpitched percussion instruments. • Describe the difference between pitched and unpitched percussion. • Play pitched and unpitched percussion instruments (i.e. recorders, xylophones, etc.) 	<ul style="list-style-type: none"> • Teacher observation • Unpitched instrument playing rubric • Pitched instrument playing rubric • Exit quiz using instrument name vocabulary 	<ul style="list-style-type: none"> • Hand drum technique • Mallet technique • Unpitched percussion names (guiro, cabasa, claves, etc.) 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PERFORMING MUSIC					
Playing an instrument alone and with others <ul style="list-style-type: none"> Ostinato 	4.2.3 Play ostinato accompaniments on pitched and non-pitched classroom instruments, independently and with others.	<ul style="list-style-type: none"> Play short ostinati on melodic instruments with others. Play short ostinati on unpitched instruments with others. 	<ul style="list-style-type: none"> Teacher observation Unpitched percussion rubric 	<ul style="list-style-type: none"> Ostinato Melody Background parts Pattern 	CRITICAL
CREATING MUSIC					
Improvising melodies, variations, and accompaniments <ul style="list-style-type: none"> Improvise Melody Rhythm Measures Beats 	4.3.3 Improvise a melodic variation of a familiar song or musical phrase.	<ul style="list-style-type: none"> Identify fixed rhythm pattern. Create movements to fixed rhythmic pattern. Improvise on a melodic instrument to a fixed rhythm. Compare and contrast beat and rhythm. 	<ul style="list-style-type: none"> Recorder rubric Teacher observation Pitched percussion rubric 	<ul style="list-style-type: none"> Melody Improvise Beat Rhythm 	CRITICAL
<ul style="list-style-type: none"> Locomotor vs. non-locomotor Space, energy, movement levels Positive vs. negative space 	4.3.5 Improvise movements to accompany or demonstrate a melody.	<ul style="list-style-type: none"> Improvise using movement exploration. 	<ul style="list-style-type: none"> Teacher observation Oral quiz/response 	<ul style="list-style-type: none"> Pathways Movement levels (high, medium, low) Positive vs. negative space Space bubbles Locomotor vs. non-locomotor Mirror Energy 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
CREATING MUSIC					
Composing and arranging music within specified guidelines <ul style="list-style-type: none"> • Ostinato • Accompaniment • Melody 	4.4.4 Arrange a melody and accompaniment for various vocal or instrumental sounds using available electronic sources.	<ul style="list-style-type: none"> • Create simple ostinato accompaniments for a song as a group. 	<ul style="list-style-type: none"> • Teacher observation • Group critique 	<ul style="list-style-type: none"> • Ostinato • Background 	IMPORTANT
RESPONDING TO MUSIC					
Reading, notating, and interpreting music <ul style="list-style-type: none"> • Music notes • Time signature • Treble clef • Measures • Takadimi 	4.5.1 Read, notate, and perform quarter, dotted quarter, eighth, half, dotted half, sixteenth, and whole notes, and quarter, half, and whole rests in duple and triple meters using rhythm syllables.	<ul style="list-style-type: none"> • Read, notate, and perform quarter, dotted quarter, eighth, half, dotted half, and whole notes, and quarter, half, and whole rests in meters of 2/4, 3/4, 4/4 using Takadimi rhythm syllables. • Organize rhythmic patterns in a group 	<ul style="list-style-type: none"> • Verbal evaluation • Rhythm games 	<ul style="list-style-type: none"> • Time signature • Quarter, dotted quarter, eighth, half, dotted half, and whole notes • Bar lines • Repeat sign vs. double bar • Treble clef 	CRITICAL
Listening to, analyzing, and describing music <ul style="list-style-type: none"> • Tempo terms • Dynamics 	4.6.1 Describe tempo, dynamics, articulation, and rhythmic and melodic elements through movement, writing, or illustration, including how these elements might convey and expressive mood.	<ul style="list-style-type: none"> • Evaluate a piece of music after moving and listening to it. • Define tempo. • Describe the mood a piece of music evokes. 	<ul style="list-style-type: none"> • Oral response • Class discussion 	<ul style="list-style-type: none"> • Tempo (fast, slow, Presto, etc.) • Dynamics (loud, soft, piano, forte, etc.) 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
RESPONDING TO MUSIC					
Listening to, analyzing, and describing music <ul style="list-style-type: none"> Portfolio 	4.6.4 Establish a portfolio that documents understanding of musical experiences through writing samples, illustrations, and related media computer files.	<ul style="list-style-type: none"> Evaluate a piece of music after moving and listening to it by writing their experiences. Describe the mood a piece of music evokes through drawing or writing. 	<ul style="list-style-type: none"> Writing response Class discussion Portfolio grade 	<ul style="list-style-type: none"> Tempo Dynamics Mood 	ADDITIONAL
Evaluating music and music performances <ul style="list-style-type: none"> Tempo Dynamics 	4.7.2 Listen to and evaluate a short musical composition or song using teacher guidelines.	<ul style="list-style-type: none"> Evaluate the song using specified criteria. Using musical terms describe the musical composition 	<ul style="list-style-type: none"> Class discussion 	<ul style="list-style-type: none"> Tempo Dynamics Form Style Instruments 	ADDITIONAL
<ul style="list-style-type: none"> Criteria Evaluation 	4.7.3 Establish and apply criteria for evaluating various types of musical performances including personal efforts.	<ul style="list-style-type: none"> Describe the class pieces using specified criteria. Generate criteria to develop a performance rubric. Evaluate a class performance. Explain how a performance could be improved. 	<ul style="list-style-type: none"> Class evaluation Teacher observation 	<ul style="list-style-type: none"> Tempo Dynamics 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
RESPONDING TO MUSIC					
Understanding music in relation to history and culture <ul style="list-style-type: none"> Folk dance 	4.9.4 Explore music of other cultures through live or recorded authentic performances and the role of music and musicians related to the cultures and times.	<ul style="list-style-type: none"> Execute folk dances from other cultures. Describe the characteristics of music in other cultures. 	<ul style="list-style-type: none"> Teacher observation Class discussion Oral response Folk dance performance 	<ul style="list-style-type: none"> Folk dance Mixer Sashay Longways set Concentric circles Dance terms (two arm swing, Do-si-do, etc.) 	CRITICAL
READING FOR LITERACY IN MUSIC					
Key Ideas and Details <ul style="list-style-type: none"> Main idea Plot Summary Characters 	4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> Summarize the characters, plot, main idea and events of text. Make inferences about a song or text, and support with evidence. Discuss how music can enhance the text. 	<ul style="list-style-type: none"> Performance Teacher observation Class discussion 	<ul style="list-style-type: none"> Main idea Plot Summary Characters Musical elements Evidence Inference 	ADDITIONAL

GRADE LEVEL: Fourth

SUBJECT: Music

DATE: 2017-2018

MONTH/GRADING PERIOD: Quarter 2

MASTER COPY 6-8-17

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PERFORMING MUSIC					
Singing alone and with others <ul style="list-style-type: none"> • Pitch • Diction • Tone quality • Posture • Breath control 	4.1.1 Sing while maintaining good breath control, pitch, diction, tone quality, and posture.	<ul style="list-style-type: none"> • Produce good tone quality while singing selected songs. • Develop clear diction through poetry and speech patterns. 	<ul style="list-style-type: none"> • Teacher observation • Singing rubric • Teacher/student echo 	<ul style="list-style-type: none"> • Tone quality • Diction • Direction 	CRITICAL
<ul style="list-style-type: none"> • Round • Partner songs • Ostinato 	4.1.4 Sing partner songs, rounds, and songs with ostinatos.	<ul style="list-style-type: none"> • Match pitch while singing a partner song. • Sing in canon. • Perform ostinati patterns while singing a song. 	<ul style="list-style-type: none"> • Group evaluation 	<ul style="list-style-type: none"> • Round • Canon • Partner songs • Ostinato 	IMPORTANT
Playing an instrument alone and with others <ul style="list-style-type: none"> • Rhythm • Tempo • Melody • Form • Recorder <ul style="list-style-type: none"> – Tone – Hand position 	4.2.1 Play melodic, rhythmic, and chordal patterns with correct rhythms, tempo, and dynamics by rote and by reading.	<ul style="list-style-type: none"> • Play short patterns on a melodic instrument learned by rote. • Play a pentatonic song on barred instruments/ recorder using an AB, ABA, or Rondo form. • Perform beginning recorder songs with an ensemble while reading music. 	<ul style="list-style-type: none"> • Pitched percussion instrument rubric • Teacher observation • Recorder rubric • Class discussion • Group evaluation 	<ul style="list-style-type: none"> • Xylophone types • Mallet • Recorder • Body percussion • Pentatonic scale • Form (ABA, AB, Rondo, AABA) • Direction 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PERFORMING MUSIC					
Playing an instrument alone and with others <ul style="list-style-type: none"> Ostinato Canon 	4.2.3 Play ostinato accompaniments on pitched and non-pitched classroom instruments, independently and with others.	<ul style="list-style-type: none"> Play short ostinati on melodic instruments with others. Play short ostinati on unpitched instruments with others. Perform patterns in canon. 	<ul style="list-style-type: none"> Teacher observation Unpitched percussion rubric Performance of canon 	<ul style="list-style-type: none"> Ostinato Melody Background parts Canon 	CRITICAL
CREATING MUSIC					
Improvising melodies, variations, and accompaniments <ul style="list-style-type: none"> Composing Ostinato Rhythm Beats phrase 	4.3.1 Create rhythmic patterns and melodic ostinatos to accompany classroom songs using pitched and non-pitched instruments, body percussion, and electronic sounds.	<ul style="list-style-type: none"> Improvise short phrases on an unpitched instrument. Design a body percussion ostinato pattern to perform. 	<ul style="list-style-type: none"> Class performance Teacher observation Peer evaluation 	<ul style="list-style-type: none"> Melodic ostinati Improvise 4 beat and 8 beat rhythmic patterns Phrase Body percussion 	IMPORTANT
<ul style="list-style-type: none"> Improvising Compositions Pentatonic scale Question/answer Conductor 	4.3.4 Improvise a short composition using various sounds in response to the direction of a teacher or student conductor.	<ul style="list-style-type: none"> Create improvised melodic answer to teacher question. 	<ul style="list-style-type: none"> Teacher observation Peer evaluation 	<ul style="list-style-type: none"> Improvise Question/answer 	IMPORTANT
Composing and arranging music within specified guidelines <ul style="list-style-type: none"> Composition Form Ensemble 	4.4.3 Plan a short composition with a given form using various pitched, non-pitched, and electronic sound sources. Perform as an ensemble with a student conductor.	<ul style="list-style-type: none"> Create a short composition using teacher guidelines. Utilize pitched and unpitched instruments to create a composition following a specific form. 	<ul style="list-style-type: none"> Teacher observation Peer evaluation 	<ul style="list-style-type: none"> Form (AB, ABA, Rondo, etc.) Compose Ensemble 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
RESPONDING TO MUSIC					
Reading, notating, and interpreting music <ul style="list-style-type: none"> • Music notes • Time signature • Treble clef • Measures • Takadimi 	4.5.1 Read, notate, and perform quarter, dotted quarter, eighth, half, dotted half, sixteenth, and whole notes, and quarter, half, and whole rests in duple and triple meters using rhythm syllables.	<ul style="list-style-type: none"> • Read, notate, and perform sixteenth notes in meters of 2/4, 3/4, 4/4 using Takadimi rhythm syllables. • Perform music in 6/8. • Organize rhythmic patterns in a group 	<ul style="list-style-type: none"> • Verbal evaluation • Rhythm games 	<ul style="list-style-type: none"> • Sixteenth notes • 6/8 meter 	CRITICAL
<ul style="list-style-type: none"> • Music notes • Time signature • Treble clef • Measures • Takadimi 	4.5.2 Identify and notate patterns from aural examples.	<ul style="list-style-type: none"> • Identify and notate rhythms and melodies from aural examples. 	<ul style="list-style-type: none"> • Rhythmic dictation tests • Group evaluation • Teacher observation 	<ul style="list-style-type: none"> • Time Signature • Quarter, dotted quarter, eighth, half, dotted half, sixteenth, and whole notes • Bar lines • Treble clef 	IMPORTANT
<ul style="list-style-type: none"> • Music note names • Music symbols 	4.5.3 Read and perform songs from notation and sight read new songs using expanded pitch ranges.	<ul style="list-style-type: none"> • Perform songs on recorder from notation using correct finger placement and proper breath control. • Name various notes. • Demonstrate correct recorder fingerings for various notes. 	<ul style="list-style-type: none"> • Recorder tests 	<ul style="list-style-type: none"> • Recorder notes • Recorder note fingerings • 5 line staff • Line/Space notes • Measure 	IMPORTANT
Listening to, analyzing, and describing music <ul style="list-style-type: none"> • Form (AB, ABA, Rondo) 	4.6.2 Identify and describe AB, ABA, theme and variations, and rondo forms using movement and symbols.	<ul style="list-style-type: none"> • Identify the form of a piece of music. • Execute a specified form through movement. 	<ul style="list-style-type: none"> • Group Evaluation • Teacher observation 	<ul style="list-style-type: none"> • Form (AB, ABA, Rondo) • Patterns 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
RESPONDING TO MUSIC					
Evaluating music and music performances <ul style="list-style-type: none"> Performance standards 	4.7.4 Identify and demonstrate appropriate behavior when performing music.	<ul style="list-style-type: none"> Demonstrate correct behavior and technique while performing selected songs. Verbalize performance behavior standards. Generate examples and non-examples of proper performance behaviors. Describe proper audience behaviors for a performance. 	<ul style="list-style-type: none"> Performance <ul style="list-style-type: none"> Veteran's Day 	<ul style="list-style-type: none"> Performance etiquette Proper audience behavior 	CRITICAL
Understanding music in relation to history and culture <ul style="list-style-type: none"> Historical Music Indiana Music 	4.9.1 Explore and perform music associated with historical periods, events, and movements in Indiana such as music of specific American Indian tribes, songs of the Civil War, or songs of the Underground Railroad.	<ul style="list-style-type: none"> Sing selected song related to a historical event such as Veteran's Day songs. Describe the historical events that correlate to the music. 	<ul style="list-style-type: none"> Teacher observation Class discussion Performance 	<ul style="list-style-type: none"> Veteran's Day Verse/refrain 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
WRITING FOR LITERACY IN MUSIC					
Text type and purposes <ul style="list-style-type: none"> • Main idea • Plot • Summary • Characters 	4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<ul style="list-style-type: none"> • In groups, create a sequence of events based on a specific topic. • Create a performance based on a story, text, or song. • Discuss how music can enhance the text. 	<ul style="list-style-type: none"> • Performance • Teacher observation • Class discussion 	<ul style="list-style-type: none"> • Narrator • Phrases • Sensory words • Main idea • Plot • Summary • Characters • Musical elements • Events 	ADDITIONAL

GRADE LEVEL: Fourth

SUBJECT: Music

DATE: 2017-2018

MONTH/GRADING PERIOD: Quarter 3

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PERFORMING MUSIC					
Singing alone and with others <ul style="list-style-type: none"> • Dynamics • Phrasing 	4.1.2 Sing expressively with attention to dynamics and phrasing.	<ul style="list-style-type: none"> • Identify musical phrases within a song. • Sing a song with attention to dynamics. 	<ul style="list-style-type: none"> • Singing rubric • Group evaluation 	<ul style="list-style-type: none"> • Forte (loud) • Piano (soft) • Mezzo forte (medium loud) • Phrase 	IMPORTANT
<ul style="list-style-type: none"> • Accompaniment • Cultures • Languages • Authentic movement 	4.1.3 Sing a diverse repertoire of songs with varied accompaniment and including other cultures and languages, adding any movement considered intrinsic to authentic performance of the music.	<ul style="list-style-type: none"> • Produce good tone quality while singing selected songs. • Perform authentic movement to songs from other cultures. 	<ul style="list-style-type: none"> • Teacher observation • Singing rubric • Group evaluation 	<ul style="list-style-type: none"> • Continents • Countries around the world • Authentic • Inauthentic • Folk songs 	IMPORTANT
<ul style="list-style-type: none"> • Conductor • Cues 	4.1.5 Follow the cues of a conductor.	<ul style="list-style-type: none"> • Respond to conductor's cues during a performance. • Perform using proper concert etiquette. 	<ul style="list-style-type: none"> • Group evaluation 	<ul style="list-style-type: none"> • Conductor • Cues • Cut-off • Concert Behavior 	CRITICAL
Playing an instrument alone and with others <ul style="list-style-type: none"> • Musical styles • Cultures 	4.2.4 Play instrumental pieces of various styles and cultures.	<ul style="list-style-type: none"> • Describe different styles of music. • Perform music from other cultures on unpitched or pitched percussion. 	<ul style="list-style-type: none"> • Performance pieces • Instrument rubric • Teacher observation • Class discussion 	<ul style="list-style-type: none"> • Music styles 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PERFORMING MUSIC					
Playing an instrument alone and with others <ul style="list-style-type: none"> • Conductor • Cues 	4.2.5 Follow the cues of a conductor.	<ul style="list-style-type: none"> • Identify and describe various cues. • Respond to conductor's cues during a performance. • Perform on instruments using proper concert etiquette. 	<ul style="list-style-type: none"> • Group evaluation • Teacher observation 	<ul style="list-style-type: none"> • Conductor • Cues • Cut-off • Concert behavior 	IMPORTANT
CREATING MUSIC					
Improvising melodies, variations, and accompaniments <ul style="list-style-type: none"> • Improvising • Ostinato • Pentatonic song 	4.3.2 Improvise a short ostinato to be played or sung with a pentatonic song.	<ul style="list-style-type: none"> • Improvise short ostinato on an unpitched instrument. • Design a short body percussion ostinato pattern to perform to class. 	<ul style="list-style-type: none"> • Class performance • Teacher observation • Peer evaluation 	<ul style="list-style-type: none"> • Ostinato • Improvise • Pentatonic 	IMPORTANT
<ul style="list-style-type: none"> • Form • Melody • Phrase • Pattern • Movements 	4.3.5 Improvise movements to accompany or demonstrate a melody.	<ul style="list-style-type: none"> • Create a movement composition using teacher guidelines. • Utilize movement props to create a movement composition to a given melody. 	<ul style="list-style-type: none"> • Teacher observation • Peer evaluation 	<ul style="list-style-type: none"> • Form • Compose • Melody • Phrase • Pattern 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
RESPONDING TO MUSIC					
Reading, notating, and interpreting music <ul style="list-style-type: none"> • Musical notation • Musical symbols • Pitch ranges 	4.5.3 Read and perform songs from notation and sight read new songs using expanded pitch ranges.	<ul style="list-style-type: none"> • Perform songs on recorder from notation. • Identify various note names on the music staff. • Demonstrate correct recorder fingers for various notes. • Demonstrate correct technique while performing selected songs. • Perform songs with expanded pitch ranges. 	<ul style="list-style-type: none"> • Recorder tests • Performance 	<ul style="list-style-type: none"> • Recorder notes • Recorder note fingerings • 5 line staff • Line/space notes • G pentatonic 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
RESPONDING TO MUSIC					
Reading, notating, and interpreting music <ul style="list-style-type: none"> • Music terms • Musical symbols 	4.5.5 Identify and apply an expanded vocabulary of musical terms as found in notated music.	<ul style="list-style-type: none"> • Read musical notation while playing recorders. • Identify and define musical symbols in selected songs. 	<ul style="list-style-type: none"> • Recorder tests • Class discussion • Written tests 	<ul style="list-style-type: none"> • Time signature • Quarter, dotted quarter, eighth, half, dotted half, sixteenth, and whole notes • Bar lines • Treble clef • Dynamics • Measures • Repeat sign • Double bar line • Takadimi • Form • Staccato/legato • D.C. al Coda • D.C. al Fine 	IMPORTANT
Listening to, analyzing, and describing music <ul style="list-style-type: none"> • Form (Theme and Variations) 	4.6.2 Identify and describe AB, ABA, theme and variations, and rondo forms using movement and symbols.	<ul style="list-style-type: none"> • Identify the form of a piece of music using iconic notation. • Execute a specified form through movement. 	<ul style="list-style-type: none"> • Group Evaluation • Teacher observation • Composition rubric 	<ul style="list-style-type: none"> • Form (AB, ABA, Rondo, Theme and Variations) • Patterns 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
RESPONDING TO MUSIC					
Evaluating music and music performances <ul style="list-style-type: none"> Performance standards Unity Dynamics Beat 	4.7.3 Establish and apply criteria for evaluating various types of musical performances including personal efforts.	<ul style="list-style-type: none"> Generate criteria to develop a performance rubric. Evaluate a class performance. Evaluate Fine Arts community performance. Explain how performance could be improved. 	<ul style="list-style-type: none"> Performance Performance rubric Teacher observation 	<ul style="list-style-type: none"> Performance etiquette Proper audience behavior 	IMPORTANT
<ul style="list-style-type: none"> Performance standards 	4.7.4 Identify and demonstrate appropriate behavior when performing music.	<ul style="list-style-type: none"> Demonstrate correct behavior during a community performance. 	<ul style="list-style-type: none"> Performance Performance rubric Teacher observation 	<ul style="list-style-type: none"> Performance etiquette Proper audience behavior 	CRITICAL
<ul style="list-style-type: none"> Exploratory movement 	4.8.2 Interpret aural musical examples using dance, drama, art, or writing.	<ul style="list-style-type: none"> Create a dance to a given musical selection 	<ul style="list-style-type: none"> Performance Class evaluation Teacher observation 	<ul style="list-style-type: none"> Space bubbles Pathways Movement levels Positive/negative space 	IMPORTANT
READING FOR LITERACY IN MUSIC					
Key ideas and details <ul style="list-style-type: none"> Main idea Plot Summary Characters 	4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none"> Summarize the main idea, plot, and characters of a song or text. Discuss key detail or events of a song or text. Create performance based on story of text. Discuss how music can enhance the text. 	<ul style="list-style-type: none"> Performance Teacher observation Class discussion 	<ul style="list-style-type: none"> Main idea Plot Summary Characters Details Musical elements 	ADDITIONAL

GRADE LEVEL: Fourth

SUBJECT: Music

DATE: 2016-2017

MONTH/GRADING PERIOD: Quarter 4

MASTER COPY 6-8-17

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PERFORMING MUSIC					
Playing an Instrument Alone and with Others <ul style="list-style-type: none"> Instrument technique Names of instruments Sound production Pitched vs. non-pitched instruments 	4.2.2 Play pitched and non-pitched percussion instruments, keyboards, and recorders (as identified by curriculum) using correct techniques for holding instruments and producing sound.	<ul style="list-style-type: none"> Perform an entire piece on a melodic instrument. Play an entire piece on an unpitched instrument. 	<ul style="list-style-type: none"> Teacher observation Un-pitched instrument playing rubric Pitched instrument playing rubric 	<ul style="list-style-type: none"> Hand drum technique Mallet technique Solo Ensemble Pitch vs. non-pitched 	CRITICAL
CREATING MUSIC					
Improvising melodies, variations, and accompaniments <ul style="list-style-type: none"> Improvise Melody Rhythmic variation 	4.3.3 Improvise a melodic variation of a familiar song or musical phrase.	<ul style="list-style-type: none"> Using guidelines create individual rhythmic pattern. Create movements to individual rhythmic pattern. Improvise on a melodic instrument to individual rhythm. Compare and contrast various rhythm patterns and melodies. 	<ul style="list-style-type: none"> Group discussion Group critique Teacher observation Improvisation rubric 	<ul style="list-style-type: none"> Melody Improvise Beat Rhythmic variation Contour 	CRITICAL
<ul style="list-style-type: none"> Improvise Onomatopoeia Sound effects Accompaniment 	4.3.6 Use voices and instruments to create appropriate sound effects or accompaniments to a poem or short story.	<ul style="list-style-type: none"> Create ostinato patterns to a poem or short story. Add sound effects to sound words throughout a poem and short story. 	<ul style="list-style-type: none"> Group discussion Group critique Teacher observation 	<ul style="list-style-type: none"> Sound effects Timbre Accompaniment Onomatopoeia 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
CREATING MUSIC					
Composing and arranging music within specified guidelines <ul style="list-style-type: none"> • Accompaniment • Melody • Notation 	4.4.1 Compose a melody for a verse of a selected poem and notate it using traditional or electronic means.	<ul style="list-style-type: none"> • Create simple melody for a selected poem using traditional notation and include three pitches in 2/4 or 4/4 meter. • Perform composed melody on a traditional instrument. 	<ul style="list-style-type: none"> • Teacher observation • Group critique • Composition rubric 	<ul style="list-style-type: none"> • Melody • Accompaniment • Lines/spaces • Compose • Stems, heads of notes • Rhythm • 2/4 meter • 4/4 meter 	IMPORTANT
<ul style="list-style-type: none"> • Accompaniment • Melody • Notation 	4.4.2 Working independently or collaboratively and within teacher guidelines, create and notate a melody to convey extramusical ideas such as a ballad or story, using audio recording, graphic notation, or standard notation as appropriate. Create a simple accompaniment for the work.	<ul style="list-style-type: none"> • Create a simple melody for a selected story using traditional notation. • Perform composed melody on a traditional instrument. • Create a simple ostinato accompaniment to perform with the melody. 	<ul style="list-style-type: none"> • Teacher observation • Group critique • Composition rubric 	<ul style="list-style-type: none"> • Melody • Accompaniment • Lines/spaces • Compose • Stems, heads of notes • Rhythm • Ostinato 	IMPORTANT
<ul style="list-style-type: none"> • Composition • Form • Ensemble 	4.4.3 Plan a short composition with a given form using various pitched, non-pitched, and electronic sound sources. Perform as an ensemble with a student conductor.	<ul style="list-style-type: none"> • Create a short composition using teacher guidelines. • Utilize pitched and unpitched instruments to create a composition following a specific form. 	<ul style="list-style-type: none"> • Teacher observation • Peer evaluation 	<ul style="list-style-type: none"> • Form (AB, ABA, Rondo, etc.) • Compose • Ensemble • Canon • Musical texture 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
RESPONDING TO MUSIC					
Reading, notating, and interpreting music <ul style="list-style-type: none"> • Music notes • Time signature • Treble clef • Measures • Bar lines • Takadimi 	4.5.1 Read, notate, and perform quarter, dotted quarter, eighth, half, dotted half, sixteenth, and whole notes, and quarter, half, and whole rests in duple and triple meters using rhythm syllables.	<ul style="list-style-type: none"> • Read, notate, and perform variations of eighth-sixteenth note patterns in meters of 2/4, ¾, 4/4 using Takadimi rhythm syllables. • Read music in 6/8. 	<ul style="list-style-type: none"> • Verbal evaluation • Rhythm games • Aural listening exam 	<ul style="list-style-type: none"> • Sixteenth note variations • 6/8 meter • Syncopation 	CRITICAL
<ul style="list-style-type: none"> • Musical symbols • Key signatures • Scales 	4.5.4 Identify the musical symbols for sharps, flats, and naturals. Identify the diatonic scale and the key signatures of C, G, and F major.	<ul style="list-style-type: none"> • Identify musical symbols in a piece of music. • Perform a diatonic scale on the xylophones. 	<ul style="list-style-type: none"> • Music symbol quiz • Class discussion • Instrument rubric 	<ul style="list-style-type: none"> • Key signature • Sharps • Flats • Naturals • Scale 	ADDITIONAL
Listening to, analyzing, and describing music <ul style="list-style-type: none"> • Musical vocabulary 	4.6.3 Expand use of musical terms, instrument names, and styles, using word banks and other vocabulary activities.	<ul style="list-style-type: none"> • Evaluate a piece of music after moving and listening to it. • Define tempo. • Name orchestral instruments. • Describe the mood a piece of music evokes. 	<ul style="list-style-type: none"> • Instrument quiz • Class discussion 	<ul style="list-style-type: none"> • Tempo (fast, slow, Presto, etc.) • Dynamics (loud, soft, piano, forte, etc.) • Orchestral instruments • Mood/style 	IMPORTANT
<ul style="list-style-type: none"> • Instruments <ul style="list-style-type: none"> - String - Brass - Percussion - Woodwind • Symphony orchestra 	4.6.5 Identify members of string, brass, woodwind, and percussion families and instruments associated with various cultures.	<ul style="list-style-type: none"> • Name members of the string, brass, woodwind, and percussion families. • Identify instruments in the orchestra. • Identify which family each instrument is in. 	<ul style="list-style-type: none"> • Instrument games • Instrument quiz 	<ul style="list-style-type: none"> • String • Woodwind • Percussion • Brass 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
RESPONDING TO MUSIC					
Listening to, analyzing, and describing music <ul style="list-style-type: none"> Vocal ranges Style 	4.6.6 Classify singers according to vocal range and performance style.	<ul style="list-style-type: none"> Name vocal ranges. Describe the style of singing after listening to a piece of music. 	<ul style="list-style-type: none"> Class discussion Written response 	<ul style="list-style-type: none"> Alto Soprano Bass Tenor Scat singing Opera vocal style Pop style 	ADDITIONAL
<ul style="list-style-type: none"> Audience etiquette 	4.6.7 Demonstrate appropriate listening behavior for various types of performances.	<ul style="list-style-type: none"> Demonstrate listening behavior at the Indianapolis Symphony Orchestra concert. Demonstrate appropriate listening behavior during group class performances. 	<ul style="list-style-type: none"> Teacher observation 	<ul style="list-style-type: none"> Concert etiquette 	IMPORTANT
Evaluating music and music performances <ul style="list-style-type: none"> Musical preferences Terminology Music style 	4.7.1 Explain personal preferences for specific musical works and styles using appropriate terminology.	<ul style="list-style-type: none"> Describe likes and dislikes of specific musical selections using correct music vocabulary. 	<ul style="list-style-type: none"> Class discussion Class evaluation Teacher observation Written quiz 	<ul style="list-style-type: none"> Tempo Dynamics Music styles (i.e. Classical, Jazz, Rock, etc.) 	IMPORTANT
Understanding relationships between music, the other arts, and disciplines outside the arts <ul style="list-style-type: none"> Elements of music 	4.8.1 From a list of the elements of music, identify those that apply when viewing and discussing specific works of art.	<ul style="list-style-type: none"> Evaluate a work of art using music vocabulary. Describe the mood a piece of art evokes and describe the style of music for that piece. 	<ul style="list-style-type: none"> Class discussion Teacher observation 	<ul style="list-style-type: none"> Tempo Dynamics Timbre Rhythm 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
RESPONDING TO MUSIC					
Understanding relationships between music, the other arts, and disciplines outside the arts <ul style="list-style-type: none"> Literary characters Composing Writing 	4.8.3 Use classroom instruments to orchestrate an original piece of writing such as a description of favorite literary character or a paragraph about a given subject using descriptive words.	<ul style="list-style-type: none"> Write a description of a favorite literary character. Create an original composition to accompany written story. 	<ul style="list-style-type: none"> Class performance Written response 	<ul style="list-style-type: none"> Compose Improvisation Accompaniment Melody 	ADDITIONAL
<ul style="list-style-type: none"> Historical music Cross-curricular integration 	4.8.4 Sing songs to support learning in another discipline outside the arts such as creating new verse for “Weevily Wheat” using additional multiplication tables, or reading <i>The Drinking Gourd</i> by F.N. Monjo and learning the song, “Follow the Drinkin’ Gourd.”	<ul style="list-style-type: none"> Describe the story from <i>The Drinking Gourd</i>. Sing “Follow the Drinkin’ Gourd.” Sing various pioneer songs. 	<ul style="list-style-type: none"> Class discussion Teacher observation 		ADDITIONAL
Understanding music in relation to history and culture <ul style="list-style-type: none"> Folk dance Underground Railroad Indiana history 	4.9.1 Explore and perform music associated with historical periods, events, and movements in Indiana such as music of specific American Indian tribes, songs of the Civil War, or songs of the Underground Railroad.	<ul style="list-style-type: none"> Execute folk dances from Indiana. Perform Indiana state songs. 	<ul style="list-style-type: none"> Teacher observation Class discussion Performance 	<ul style="list-style-type: none"> Folk dance Concentric circles 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
RESPONDING TO MUSIC					
Understanding music in relation to history and culture <ul style="list-style-type: none"> Play-party Pioneer games 	4.9.2 Learn “play-party” and singing games of the pioneers in Indiana and relate them to the culture and life style of the period.	<ul style="list-style-type: none"> Execute singing games. Describe the characteristics of singing games during the pioneer period. Sing pioneer play-party games. 	<ul style="list-style-type: none"> Teacher observation Class discussion Oral response Singing game performance 	<ul style="list-style-type: none"> Play-party 	ADDITIONAL
<ul style="list-style-type: none"> Indiana musicians 	4.9.3 Identify and experience music of renowned musicians throughout Indiana history.	<ul style="list-style-type: none"> Identify renowned Indiana musicians. 	<ul style="list-style-type: none"> Class discussion 	<ul style="list-style-type: none"> Cole Porter, John Mellencamp, etc. 	ADDITIONAL
<ul style="list-style-type: none"> Folk dance 	4.9.4 Explore music of other cultures through live or recorded authentic performances and the role of music and musicians related to the cultures and times.	<ul style="list-style-type: none"> Execute folk dances from other cultures. Describe the characteristics of music in other cultures. Design and perform a folk dance using the dance terms discussed all year. 	<ul style="list-style-type: none"> Teacher observation Class discussion Question/Oral Answer Performance 	<ul style="list-style-type: none"> Folk dance Sashay Longways set Concentric circles Dance terms (two arm swing, Do-si-do, etc.) Tempo Dance design 	CRITICAL
<ul style="list-style-type: none"> Live performances Local artists 	4.9.5 Investigate and write about community musicians and attend live performances when possible.	<ul style="list-style-type: none"> Attend live Indianapolis Symphony Orchestra performance. Write a description of a live performance. 	<ul style="list-style-type: none"> Written descriptions Class discussion 	<ul style="list-style-type: none"> Orchestra Community groups 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
READING FOR LITERACY IN MUSIC					
Craft and Structure <ul style="list-style-type: none"> • Vocabulary • Context clues • Work songs 	4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	<ul style="list-style-type: none"> • Identify and define unknown words in a text or song. • Use context clues and background knowledge to define unknown words. • Describe the story from <i>The Drinking Gourd</i>. • Discuss slavery and why music was so important during this historical time period. 	<ul style="list-style-type: none"> • Written descriptions • Class discussion 	<ul style="list-style-type: none"> • Work songs • Context clues • Evidence • Background knowledge 	ADDITIONAL