

	<u>CURRICULUM</u> <i>End Product of Learning, “What” You Teach</i>			<u>INSTRUCTION</u> <i>Means to the End Product, “How” You Teach</i>	<u>ASSESSMENT</u> <i>Validation to Revise Curriculum & Instruction</i>
TIME FRAME [By Date/Week/Month]	STANDARD OR BENCHMARK	CONTENT: What we want students to “KNOW”.	SKILL: What we want students to “DO”.	Varied Teaching/Learning Strategies Resources/Comments	Varied Classroom Assessment Strategies
Q1-4	25.A.1c Music: Identify differences in elements and expressive qualities (e.g., between fast and slow tempo; loud and soft dynamics; high and low pitch/direction; long and short duration; same and different form, tone color or timbre, and beat).	Understand elements and expressive qualities such as tone color, harmony, melody, form (rondo, theme and variation), rhythm/meter and dynamics in a variety of musical styles	Describe melodic contour with vocabulary using same, similar, different phrases, measures, melodic movement.... Describe the tempo(s) and dynamic level(s) Identify the meter in a musical example(s) Distinguish between major and minor tonalities Analyze phrase structure	Grade 4 Music textbook Choral/Instrumental pieces Vocabulary	Reading music Verbal analysis
	25.B.1 Identify similarities in and among the arts (e.g., pattern, sequence and mood).	How art forms differ from each other	Describe the theme, idea, feeling or story within a musical piece; emotions/mood of pieces	Peer Gynt Suite	Hands on

Course/Subject: General Music		CURRICULUM MAP			Grade: 4
Q3	<p>26.A.1c Music: Identify a variety of sounds and sound sources (e.g., instruments, voices and environmental sounds).</p>	<p>Instruments are classified according to how their sounds are produced (string, wind, percussion)</p> <p>Voice are classified</p> <p>Musical groups are classified</p>	<p>Identify general groupings of instruments and voices (chorus, band, orchestra)</p> <p>Pitched and unpitched instruments</p> <p>Describe how selected instruments produce their sound</p> <p>Distinguish between the sounds of two different voices; classify singers according to their vocal range</p> <p>Use vocabulary to classify instrumental and vocal groups (solo, duet, trio, quartet, quintet, sextet, septet, octet, nonet, ensemble)</p>	<p>Music Textbook</p> <p>Postman</p> <p>Instrument Charts</p> <p>-Instrument Bee</p> <p>Family Fusion – textbooks</p> <p>-“Promenade” listening lesson</p> <p>Canadian Brass</p> <p>Pachabel’s Canon</p> <p>Honda Choir (body percussion) on YouTube</p> <p>Worksheets:</p> <p>Instrument Scramble</p> <p>Families of Instruments</p> <p>Instruments of the Orchestra</p> <p>Zin, Zin, Violin (book and Powerpoint)</p>	<p>Participation</p> <p>Observation</p> <p>Questioning</p> <p>Written assessment</p> <p>View</p>
Q1,2,3	<p>26.A.1d Music: Relate symbol systems (e.g., icons, syllables, numbers and letters) to musical sounds.</p>	<p>Relationships of notes and rests to the whole note/rest</p> <p>Tied rhythms (two quarter, two eighth, half and whole)</p> <p>Italian terms</p>	<p>Echo, read, and/or write accurately rhythm patterns with whole, half , quarter, and eighth notes and rests in 2/4, ¾ and 4/4 meters</p> <p>Identify syncopation, sixteenth notes</p>	<p>Music Flashcards</p> <p>Tower of Notes</p> <p>Written music</p> <p>Floor staff (3 notes above and below the treble clef)</p> <p>White Boards</p> <p>Music Textbook</p>	<p>Participation</p> <p>Teacher Observation</p> <p>Hands on</p> <p>Written assessment</p>

Course/Subject: General Music		CURRICULUM MAP			Grade: 4
		Accent, first and second endings, D.C. al Fine			
Q1-4	26.B.1c Music: Sing or play on classroom instruments a variety of music representing diverse cultures and styles.	Singing Playing classroom instruments	Expressive singing through breath control and proper dynamics	Choral pieces (Best Friend) “The Orchestra Song” Peter, Peter (Percussion Rondo) Halloween Night Paddy Worked on the Railroad (analysis of form, melody by rote, instrumentation layered)	Demonstrate ability to follow vocal score; maintain own part Performance
Q2		Continue mastery of the soprano recorder	Read and perform notes C, D, E, F, F#, G, A, B, Bb, C', D' of the treble clef on recorder	Pbs Recorder Karate Program -“Hot Cross Buns” -“Gently Sleep” (phrasing, breath marks) -“Merrily We Roll Along” -“It’s Raining”(e, two eighths) “Old MacDonald” (dotted half note) “When the Saints” “Twinkle, Twinkle” “Amazing Grace” (high D, eighth and dotted quarter) “Ode to Joy”	Testing
Q3		Pentatonic scale	Improvisation	“1,2,3,4, Johnny’s fallen on the Floor” Improvisation/unison A section “Fix it, Mend it”	Solo improve performance for class

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Q4	27.A.1a Identify the distinctive roles of artists and audiences.	Distinguish between appropriate and inappropriate audience behaviors	<p>Evaluate audience behaviors of self and others</p> <p>React to performances in respectful, constructive and supportive manner</p>	Audience participant opportunities inside and outside the music room	<p>Participation</p> <p>Self, peer, performance critique</p>
	27.A.1b Identify how the arts contribute to communication, celebrations, occupations and recreation.	Arts as enrichment	Communicating the arts to an audience	Concert Performance	Participation Performance level
Q3,4	27.B.1 Know how images, sounds and movement convey stories about people, places and times.	<p>History of musicals</p> <p>Major works/artists</p>	<p>Understand musicals are an American invention</p> <p>Name a few musicals</p> <p>Sing through songs from a variety of musicals</p> <p>Using background knowledge to express theme of music and composer's message</p>	<p>YouTube</p> <p>DVDs</p> <p>Musical Unit</p> <p>-Mary Poppins</p> <p>-Sound of Music</p> <p>-Oliver</p> <p>-Annie</p> <p>-Fiddler on the Roof</p> <p>“Wedding March” from A Midsummer Night’s Dream by Felix Mendelssohn</p> <p>Gigie, from Amadis de Gaule by Johann Christian Bach</p>	<p>Participation</p> <p>Observation</p> <p>Hands on</p>

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				Badinerie, from Orchestral Suite No.2 in B Minor, BMV 1067 by Johann Sebastian Bach		