

Subject Area: Music

Grade 4

Content & Substance			Organization of Knowledge	Sunshine State Standards Addressed & Mastery Level Indicator	Clear & Compelling Standards
What students will know and be able to do					
Essential Questions	Content	Skills			

4th 9 weeks

How can I use my voice to sing alone and with others?	Vocal Technique	<p>sing melodic patterns and songs, matching pitch, with an extended range (D-F1) (M)</p> <p>Echoes melodic patterns using sol₁, la₁, ti₁, do, re, mi fa, sol, la, ti, and do¹ (M)</p> <p>Demonstrates healthy singing techniques, including posture, breath support voice placement unified vowels, and articulated consonants (R)</p> <p>Sing unison songs, partner songs, rounds, ostinati, and other songs with two independently moving lines, with and without accompaniment, using accurate pitch and rhythm.(R)</p>		MU.A.1.2.1	
How do I use my voice to reflect the style, culture, genre and period of a song?	Vocal Application	Sings, with stylistic accuracy, a diverse repertoire various cultures, historical periods, and games. (R)		MU.A.1.2.2	

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<p>How do I use my voice to reflect the style, culture, genre and period of a song?</p> <p>What do the cues of a conductor look like and how do I change my voice to follow them?</p> <p>When I play my instrument by myself, how do I make sure I maintain tonal and rhythmic accuracy?</p> <p>How do I use my instrument to reflect the style, culture, genre and period of a song?</p> <p>How do I use my instrument to reflect the style, culture, genre and period of a song?</p>	<p>Vocal Expression</p> <p>Vocal Ensemble Technique</p> <p>Instrumental Technique</p> <p>Instrumental Application</p> <p>Instrumental Expression</p>	<p>Sings with expression and style appropriate to the music performed. (R)</p> <p>Sings with others, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor. (R)</p> <p>Performs a song independently on a melodic instrument within a pentatonic scale with tonal and rhythmic accuracy. (M)</p> <p>Performs on pitched and non pitched instruments, with stylistic accuracy, a diverse repertoire representing various cultures, historical periods and genres. (R)</p> <p>Performs on classroom and ethnic instruments with expression and style appropriate to the music. (R)</p> <p>Performs on instruments in an ensemble, maintaining a common tempo, blending instrumental timbres, and matching dynamic levels. (R)</p>	<p></p> <p></p> <p></p> <p></p> <p></p>	<p>MU.A.1.2.3</p> <p>MU.A.1.2.4</p> <p>MU.A.2.2.1</p> <p>MU.A.2.2.2</p> <p>MU.A.2.2.3</p>	<p></p> <p></p> <p></p> <p></p> <p></p>
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4th 9 weeks

How can I echo what I hear on the instrument I am playing?	Instrumental Application	Echoes rhythmic and melodic phrases on pitched and non-pitched instruments. (R)		MU.A.2.2.4	
How does notation represent what I sing or play?	Notation	Sight reads rhythm patterns, including quarter notes, quarter rest, half notes, half rest, eighth notes, whole notes, whole rest, dotted half notes, dotted quarter notes, (M) and simple syncopated patterns (R), in duple (M) and triple meter.(R)		MU.A 3.2.1	
		Sight reads short patterns and melodies within the pentatonic scale. (R)		MU.A 3.2.1	
How does notation and symbols represent the music I play?	Interpretation	Interprets music symbols and terms in repertoire that refer to dynamics, tempo, articulation, and expression (for example, crescendo, fermata, andante, legato) when performing. (R)		MU.A.3.2.2	
How do I use notation to represent what I hear?	Dictation	Writes notation for rhythmic patterns, including quarter notes, quarter rest, half notes, half rest, eighth notes, (M) whole notes, and dotted half notes (R) that have been		MU.A.3.2.3	

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<p>What do I need to consider when I compose my own music?</p> <p>What do I listen for to identify the music I hear?</p> <p>How do I identify the parts of a composition, which make it unique?</p> <p>When I hear instruments playing alone and in groups, how do I know what instrument it is and to what family it belongs?</p> <p>What criteria would I use to evaluate a performance or a composition?</p>	<p>Composition</p> <p>Cultural and Historical Connections</p> <p>Critical Analysis: Elements</p> <p>Critical Analysis: Aural Differentiation</p> <p>Performance Evaluation</p>	<p>performed by someone else.</p> <p>Writes notation for melodic patterns presented aurally, using steps, repeated tones and skips based triads using do, re, mi, sol, la, and do within the diatonic scale. (R)</p> <p>Composes vocal and instrumental music to express a poem, story, idea, or feeling using traditional and nontraditional sound sources. (R)</p> <p>Classifies selected exemplary works from various historical periods by genre, style, and composer. (R)</p> <p>Listens to and analyzes a composition to identify meter (M) and melodic elements.(R)</p> <p>Identifies and classifies instruments, instrumental families, and ensembles(for example orchestra, band). (M)</p> <p>Creates and applies criteria for evaluating one’s own and others’ performances and compositions. (R)</p>		<p>MU.C.1.2.1</p> <p>MU.D.1.2.1</p> <p>MU.D.1.2.2</p> <p>MU.D.2.2.1</p>	
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<p>How are the subjects I study in my classroom related to my studies of music?</p> <p>How is music used in the media that I experience everyday?</p> <p>When I attend a performance how should I behave depending on the type of performance?</p>	<p>Applications to Life: Cross Cultural Connections</p> <p>Applications to Life: Cross Cultural Connections</p> <p>Applications to Life: Audience Etiquette</p>	<p>Evaluate one's own and others' performances, describes what was successful and what should be changed, and adjusts performance accordingly. (R)</p> <p>Describes ways in which the subject matter of other disciplines related to music. (R)</p> <p>Describes the use of music in the media(for example, television commercials) (I)</p> <p>Demonstrates audience behavior appropriate to the context, setting, and style of the music performed. (R)</p>		<p>MU.E.1.2.2</p> <p>MU.E.2.2.2</p>	