

# St. Lucie County Scope & Sequence

## Music Grade 4



Version 1

June 2007

The Sunshine State Standards (SSS), approved in 1996, provide expectations for student achievement in Florida. The SSS are written in subject areas and divided into four separate grade clusters. Benchmarks are written for each grade cluster to define the specific content for each standard. As Florida has moved toward greater accountability for student learning and achievement, these benchmarks are the basis for state assessments: Florida Comprehensive Assessment Test (FCAT) and Norm Reference Test (NRT).

St. Lucie County (SLC) has developed a tool that links the SSS to our local curriculum. This tool is the SLC Scope and Sequence, the content and substance of the district curriculum. It supports students' efforts to master the Benchmarks tested on the FCAT and NRT.

The SLC Scope & Sequence is divided into elementary, middle, and high school levels. Within each level, it is subdivided into subject areas: Math, Reading/Language Arts, Science, and Social Studies according to grade levels and nine week periods. The document contains Essential Questions that organize the content and skills for student learning. The Scope and Sequence supports the District's belief that

**“Every child can learn and each child can learn more than he or she is now learning.”**

The implementation of the Scope & Sequence provides equity of access to quality curriculum content for all students and is intended to prevent gaps in students' learning due to student mobility. The SLC Scope & Sequence can be found at <http://www.stlucie.k12.fl.us/slcsbnet/index.aspx>

The SLC Scope & Sequence is the basis for the St. Lucie Standardized Benchmark Assessment System and determines what benchmarks should be learned and will be tested each nine weeks.

### **St. Lucie Standardized Benchmark Assessment System**

These tests are designed to monitor the progress of students' mastery of the tested Benchmarks on the FCAT in reading, math, and science as aligned to the SLC Scope & Sequence in these subject areas. The Benchmark tests are given throughout the year to students in grades 3-10 in reading and math and grades 3-11 in science. The data from the performance of students on these tests will be used by teachers to guide instruction and assist administrators in monitoring the growth in student learning within classrooms, grade levels, and school sites.

### **Content of the SLC Scope & Sequence Document**

#### **Format:**

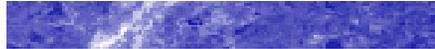
- divided into each nine week period;
- lists the content and skills for the subject area and grade level, along with suggested resource materials;
- lists the coordinating SSS Benchmark
- indicates Introduce (I), Reinforce (R), Master (M) levels

#### **Essential Questions:**

- aligned to the SSS benchmarks;
- organize the content & skills for each nine week period;
- determine what is critical to learn

## **Working on the Work (WOW) Connections**

A St. Lucie County district initiative, WOW is a framework for designing lessons to engage more of the students more of the time. WOW lessons are built on 10 design qualities. One of these design qualities, Content and Substance, identifies the essential knowledge and skills that students must master. The St. Lucie County Scope and Sequence is the content and substance of the district's curriculum.



*The CORE business of St.  
Lucie County Schools is to  
create challenging, engaging  
and satisfying work for every  
student, every day.*

The SLC Scope & Sequence was developed by the Curriculum Specialists, Teaching and Learning & Title I Department, with teams of St. Lucie County teachers.

**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  |                   |   | Recommended Lessons with Supporting Resources | Introduce - I<br>Reinforce - R<br>Master - M                 | Assessment                   |
| Essential Questions  | Content           | Skills  |   |  |                              |
| <b>1<sup>st</sup> 9 weeks</b>  |                   |   |   |  |                              |
| How can I use my voice to sing alone and with others?                            | Vocal Technique   | sing melodic patterns and songs, matching pitch, with an extended range (D-F1)<br><br>Echoes melodic patterns using sol 1, la 1, ti1, do, re, mi fa, sol, la, ti, and do <sup>1</sup><br><br>Demonstrates healthy singing techniques, including posture, breath support voice placement unified vowels, and articulated consonants<br><br>Sing unison songs, partner songs, rounds, ostinati, and other songs with two independently moving lines, with and without accompaniment, using accurate pitch and rhythm. |   | I<br>MU.A.1.2.1<br><br>I<br><br>R<br><br>I                   |                              |
| 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.   |   | I<br>MUA.1.2.2   |                              |
| How do I use my voice to reflect the style, culture, genre and period of a song? | Vocal Expression  | Sings with expression and style appropriate to the music performed.   |   | R<br>MU.A.1.2.3  |                              |

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| Essential Questions   | Content  | Skills  |   |   |                              |
| <b>1<sup>st</sup> 9 weeks</b>   |  |   |   |   |                              |
| What do the cues of a conductor look like and how do I change my voice to follow them?<br><br>When I play my instrument with a group how can I match my playing to the others in my group.?<br><br>How can I echo what I hear on the instrument I am playing?<br><br>How does notation represent what I sing or play?<br><br>How do I respond to the music symbols and terms I see in the music I sing or play? | Vocal Ensemble Technique<br><br>Instrumental Technique<br><br>Instrumental Application<br><br>Notation<br><br>Interpretation | Sings with others, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor. (I)<br><br>Performs on instruments in an ensemble, maintaining a common tempo, blending instrumental timbres, and matching dynamic levels. (I)<br><br>Echoes rhythmic and melodic phrases on pitched and non-pitched instruments. (R)<br><br>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, in duple and triple meter. (R)<br><br>Interprets music symbols and terms in repertoire that refer to dynamics, tempo, and expression (for example, crescendo, fermata, andante, legato) when performing. (I) |   | I<br>MU.A.1.2.4<br><br>I<br>MU.A.2.2.3<br><br>R<br>MU.A.2.2.4<br><br>R<br>MU.A.3.2.1<br><br>I<br>MU.A.3.2.2 |                              |

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| Essential Questions  | Content   | Skills  |   |  |                              |
| <b>1<sup>st</sup> 9 weeks</b>  |   |   |   |  |                              |
| <p>How do I use notation to represent the music patterns I hear?</p> <p>How do different cultures use the same elements of music that I use?</p> <p>When I listen to or perform music , how do I identify the elements of that music?</p> <p>How do I identify the meter of music I am performing or listening to?</p> <p>What music vocabulary can I use to describe all the different types of music found in Florida</p> <p>What should I listen for when I must evaluate a performance or composition?</p> | <p>Dictation</p> <p>Cultural and Historical Connections</p> <p>Critical Analysis: Elements</p> <p>Critical Analysis: Meter</p> <p>Critical Analysis: Vocabulary Application</p> <p>Performance Evaluation</p> | <p>Writes notation for rhythmic patterns, including quarter notes, quarter rest, half notes, half rest, eighth notes, that have been performed by someone else.</p> <p>Describes how basic elements of music are used around the world.</p> <p>Explains how use of specific musical elements is characteristic of music from various world cultures.</p> <p>Knows how to analyze simple songs in regard to rhythm and basic forms.</p> <p>Listens to and analyzes a composition to identify meter.</p> <p>Describes diverse styles of music found in Florida using appropriate vocabulary.</p> <p>Creates and applies criteria for evaluating one’s own and others’ performances and compositions</p> |   | <p>R<br/>MU.A. 3.2.3</p> <p>I<br/>MU.C.1.2.1</p> <p><b>R</b></p> <p>I<br/>MU.D.1.2.1</p> <p>R<br/>MU.D.1.2.1</p> <p>I<br/>MU.D.1.2.3</p> <p>R<br/>MU.D.2.2.1</p> |                              |

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| <b>1<sup>st</sup> 9 weeks</b>   |  |  |   |   |                              |
| <p>How are all the arts interrelated?</p> <p>How are the subjects I study in my classroom related to my studies of music?</p> <p>When I attend a performance how should I behave depending on the type of performance?</p> <p>Why do I like the music I like?</p> | <p>Applications to Life:<br/>Cross Cultural Connections</p> <p>Application to Life:<br/>Audience Etiquette</p> <p>Life Application: Music<br/>Appreciation</p> | <p>Evaluate one's own and others' performances, describes what was successful and what should be changed, and adjusts performance accordingly</p> <p>Identifies and describes elements within and among dance, theatre, music, and the visual arts</p> <p>Describes ways in which the subject matter of other disciplines related to music.</p> <p>Knows and applies appropriate audience behavior in various musical setting.</p> <p>Understands that music preferences reflect one's own personal experiences and respects differing values and tastes in music.</p> |   | <p>R<br/>MU.D.2.2.2</p> <p>R<br/>MU.E.1.2.1</p> <p>R<br/>MU.E.1.2.2</p> <p>R<br/>MU.E.2.2.2</p> <p>R<br/>MU.E.2.2.3</p> |                              |

