

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 Reinforce - R Master - M	Assessment
Essential Questions	Content	Skills			

2nd 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) (R)</p> <p>Echoes melodic patterns using sol₁, la₁, ti₁, do, re, mi fa, sol, la, ti, and do¹ (R)</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)		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)		MU.A.1.2.3	

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<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 with a group how can I match my playing to the others in my group.?</p> <p>When I play my instrument with a group how can I match my playing to the others in my group.?</p> <p>How do I use my instrument to reflect the style, culture, genre and period of a song?</p> <p>How can I echo what I hear on the instrument I am playing?</p>	<p>Vocal Ensemble Technique</p> <p>Instrumental Technique</p> <p>Instrumental Application</p> <p>Instrumental Expression</p> <p>Instrumental Application: Echo</p>	<p>Sings with others, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor. (R)</p> <p>Performs on instruments in an ensemble, maintaining a common tempo, blending instrumental timbres, and matching dynamic levels. (R)</p> <p>Performs on instruments in an ensemble, maintaining a common tempo, blending instrumental timbres, and matching dynamic levels. (R)</p> <p>Echoes rhythmic and melodic phrases on pitched and non-pitched instruments. (R)</p> <p>Performs on classroom and ethnic instruments with expression and style appropriate to the music. (R)</p> <p>Echoes rhythmic and melodic phrases on pitched and non-pitched instruments. (R)</p>		<p>MU.A.1.2.4</p> <p>MU.A.2.2.3</p> <p>MU.A.2.2.4</p> <p>MU.A.2.2.3</p> <p>MU.A.2.2.4</p>	

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2nd 9 Weeks

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, <u>dotted quarter notes</u> , (I) and <u>simple syncopated patterns</u> ,(I) in duple and triple meter. (R)		MU.A.3.2.1	
How does notation/musical symbols represent what I sing or play?	Interpretation	Sight reads short patterns and melodies within the pentatonic scale. (R) Interprets music symbols and terms in repertoire that refer to dynamic, tempo, and expression (for example, crescendo, fermata, andante, legato) when performing (R)		MU.A.3.2.2	
How do I use notation to represent the music patterns I hear?	Dictation	Writes notation for rhythmic patterns, including quarter notes, quarter rest, half notes, half rest, eighth notes, <u>whole notes</u> , that have been performed by someone else. (R)		MU.A.3.2.3	
How do I create my own pattern in response to what I hear?	Improvisation: Q & A	Improvises “musical answers” (e.g., rhythmic variations and melodic embellishments) in the same style to given rhythmic and melodic phrases. (R)		MU.B.1.2.1	
What should I listen for when I must evaluate a performance or composition?	Performance Evaluation	Creates and applies criteria for evaluating one’s own and others’ performances and compositions. (R)		MU.D.2.2.1	

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<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>Application to Life: Cross Curricular Connections</p> <p>Application to Life: Audience Etiquette</p> <p>Application to Life: Music Appreciation</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 relate to music (R)</p> <p>Demonstrates audience behavior appropriate to the context, setting, and style of the music performed. (R)</p> <p>Identifies and respects differing values and tastes in music. (R)</p>		<p>MU.E.1.2.2</p> <p>MU.E.2.2.2</p> <p>MU.E.2.2.3</p>	