

**CURRICULUM MAP
MUSIC– GRADE FOUR**

August/September	October	November	December
<p>Creative Expression and Communication</p> <p>1. Sing, alone and with others, a varied repertoire of songs with accurate rhythm and pitch and appropriate expressive qualities.</p> <p>2. Use the head voice to produce a light, clear sound employing breath support and maintaining appropriate posture.</p> <p>3. Play, alone and with others, a variety of classroom instruments with proper technique.</p> <p>Valuing Music/Aesthetic Reflection</p> <p>1. Participate in developmentally appropriate music activities.</p>	<p>Historical, Cultural and Social Contexts</p> <p>1. Identify and demonstrate partner songs and rondo form.</p> <p>Creative Expression and Communication</p> <p>7. Read, write and perform melodies in treble clef.</p> <p>3. Play, alone and with others, a variety of classroom instruments with proper technique.</p> <p>Analyzing and Responding</p> <p>3. Identify and respond to music forms (e.g., round, canon, partner songs, call-response).</p>	<p>Creative Expression and Communication</p> <p>4. Improvise and compose short compositions using a variety of classroom instruments and sound sources.</p> <p>5. Read, write and perform using sixteenth through whole note values including a syncopated rhythm of eighth-quartereighth in 2/4, 3/4 and 4/4 meter.</p> <p>6. Read, write and perform extended pentatonic melodies with high do, low la and low sol (do'-la-sol-mi-re-do-la'-sol') on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).</p>	<p>Analyzing and Responding</p> <p>1. Identify and demonstrate elements of music using developmentally appropriate vocabulary and music terms (e.g., quarter note, piano, forte).</p> <p>Connections, Relationships and Applications</p> <p>1. Interpret music through dance, drama and visual art.</p> <p>2. Identify the use of similar elements (e.g., form, rhythm) in music and other art forms.</p>

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January	February	March/April	May
<p>Analyzing and Responding 2. Identify how elements of music communicate ideas or moods.</p> <p>Valuing Music/Aesthetic Reflection 5. Demonstrate how music communicates meaning of text, feelings and moods or images. 6. Identify and describe personal preferences for specific music selections.</p>	<p>Historical, Cultural and Social Contexts 2. Sing and respond to music from world cultures. 5. Recognize and describe ways that music serves as an expression in regional cultures.</p> <p>Connections, Relationships and Applications 3. Explain ways that the basic principles (e.g., elements of music) and subject matter (e.g., topics, themes, lyrics) of music are interrelated with disciplines outside the arts. 4. Identify similarities and differences in music of the United States and various cultures.</p>	<p>Historical, Cultural and Social Contexts 3. Discuss the lives and times of composers from various historical periods. 4. Identify, listen and respond to music of different composers.</p> <p>Valuing Music/Aesthetic Reflection 2. Develop criteria for reflecting on their performances and the performances of others.</p> <p>Connections, Relationships and Applications 5. Describe roles of musicians in various music settings.</p>	<p>Analyzing and Responding 4. Classify instruments by the four families of the orchestra. 5. Describe the way sound is produced on various instruments and with the human voice. 6. Discuss and evaluate individual and group music performance.</p> <p>Valuing Music/Aesthetic Reflection 3. Attend live music performances and demonstrate audience behavior appropriate for the context and style of music performed.</p>