



G-E-T Elementary Curriculum

Align, Explore, Empower

Scope and Sequence

Music - Fourth Grade

Unit 1 - (Note Reading)

(Length of Unit - Ongoing)

- Students continue reading basic solfege using aural, written, and hand sign techniques.
- Students will begin reading notes on the treble clef.

In this unit, students will ...

- be able to read, write and perform all solfege in a major scale.
- be able to identify notes "E" through "F" on the treble clef.

Standards for Note Reading

MG2.P.6.i: Explore and demonstrate an understanding of the elements of music by reading, singing and/or playing an instrument.

MG2.P.10.i: Investigate music from aural traditions and through standard and alternative notation through performance.]

MG.1.Cr.8.i: Identify musical ideas using standard and/or alternative notation through verbal, written, aural or technological means.

Unit 2 - (Dynamics)

(Length of Unit - Ongoing)

- Students will use aural cues, movement, and games to apply basic dynamics to different kinds of music.

In this unit, students will ...

- be able to identify and apply the Dynamic Markings f, p, mf, mp, pp, ff, Crescendo, Decrescendo.

Standards for Dynamics

MG2.P.6.i: Explore and demonstrate an understanding of the elements of music by reading, singing and/or playing an instrument.

MG2.P.7.i: Demonstrate expressive qualities in performance.

MG3.R.5.i: Recognize and define grade appropriate foundational musical elements.

MG3.R.6.i: Express musical ideas through verbal, movement, written, or artistic means.

Unit 3 - (Time - Rhythm/Meter)

(Length of Unit - Ongoing)

- Students will apply basic and complex rhythms to provided songs.

In this unit, students will ...

- be able to read, write, and perform sixteenth note variations (ta-ka-di, ta-di-mi).
- be able to perform music in compound meter.

Standards for Time - Rhythm/Meter

MG2.P.6.i: Explore and demonstrate an understanding of the elements of music by reading, singing and/or playing an instrument.

MG2.P.10.i: Investigate music from aural traditions and through standard and alternative notation through performance.

MG.1.Cr.8.i: Identify musical ideas using standard and/or alternative notation through verbal, written, aural, or technological means.

Unit 4 - (Form)

(Length of Unit - Ongoing)

- Students will learn more complex ways of organizing music.

In this unit, students will ...

- be able to identify and define rondo form.

Standards for Form

MG2.P.6.i: Explore and demonstrate an understanding of the elements of music by reading, singing and/or playing an instrument.

MG2.P.10.i: Investigate music from aural traditions and through standard and alternative notation through performance.

MG.1.Cr.8.i: Identify musical ideas using standard and/or alternative notation through verbal, written, aural, or technological means.

Unit 5 - (Articulations/Style Markings)

(Length of Unit - Ongoing)

- Students will use provided songs to identify and perform articulations/style markings.

In this unit, students will ...

- be able to identify and apply Legato, Staccato, Tonguing, Slurs.

Standards for Articulations/Style Markings

MG1.Cr.6.i: Improvise rhythms and melodies with voice, instruments, and a variety of sound sources to add interest to a song.

MG.1.Cr.8.i: Identify musical ideas using standard and/or alternative notation through verbal, written, aural, or technological means.

MG2.P.6.i: Explore and demonstrate an understanding of the elements of music by reading, singing and/or playing an instrument.

MG2.P.7.i: Demonstrate expressive qualities in performance.

MG3.R.5.i: Recognize and define grade appropriate foundational musical elements.

Unit 6 - (Tempo)

(Length of Unit - Ongoing)

- Students will use provided songs to perform at different speeds.

In this unit, students will ...

- be able to expand upon and apply tempos used in K-3

Standards for Tempo

MG1.Cr.6.i: Improvise rhythms and melodies with voice, instruments, and a variety of sound sources to add interest to a song.

MG.1.Cr.8.i: Identify musical ideas using standard and/or alternative notation through verbal, written, aural, or technological means.

MG2.P.6.i: Explore and demonstrate an understanding of the elements of music by reading, singing and/or playing an instrument.

MG2.P.7.i: Demonstrate expressive qualities in performance.

MG3.R.5.i: Recognize and define grade appropriate foundational musical elements.

Unit 7 - (Performance)

(Length of Unit - Ongoing)

- Students perform in class and in concert settings.

In this unit, students will ...

- be able to perform in a classroom setting within a small group.
- be able to practice proper concert etiquette for a variety of musical settings.
- be able to perform in a small ensemble.
- be able to perform on a variety of classroom instruments.
- be able to perform short songs on the recorder.

Standards for Performance

MP2.P.9.i: Explore and demonstrate an understanding of the elements of music by reading, singing and/or playing an instrument.

MP2.P.10.i: Demonstrate expressive qualities in performance.

MP2.P.11.i: Critique performances of self and peers.

MP2.P.12.i: Identify the importance of the performer and the audience.

MP2.P.13.i: Investigate music from aural traditions and through standard and nonstandard notation through performance.

MP2.P.14.i: Perform as a part of an ensemble.

MP2.P.15.i: Perform in small ensembles.

MP2.P.16.i: Practice proper concert etiquette for a variety of musical settings.

Unit 8 - (Composition/Improvisation)

(Length of Unit - Ongoing)

- Students will improvise and compose using teacher guided activities.

In this unit, students will ...

- be able to create short compositions for the recorder.

Standards for Composition/Improvisation

MP1.Cr.5.i: Explore rhythmic, melodic, and harmonic phrases.

MP1.Cr.6.i: Improvise rhythms and melodies with voice, instruments, and a variety of sound sources to add interest to a song.

MP1.Cr.7.i: Compose short pieces using standard and/or alternative notation to document personal musical ideas.

MP1.Cr.8.i: Identify musical ideas using standard and/or alternative notation through verbal, written, aural, or technological means.