

Brandon Valley School District
Music
Scope and Sequence
Grade: 4
Creating

Timeline (Days)	Standard(s)
21 days (30%)	4.MU.Cr.2.1.b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.
	4.MU.Cr.1.1.a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).
	4.MU.Cr.1.1.b Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities and meters
	4.MU.Cr.2.1.a Demonstrate selected, organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.
	4.MU.Cr.3.1.a Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time.
	4.MU.Cr.3.2.a Present the final version of personal created music to others, and explain connection to expressive intent.

Performing

Timeline (Days)	Standard(s)
30 days (40%)	4.MU.Pr.4.2.a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.
	4.MU.Pr.4.2.b When analyzing selected music, read and perform using iconic and/or standard notation.
	4.MU.Pr.6.1.a Perform music, alone and with others, with expression, technical accuracy, and appropriate interpretation.
	4.MU.Pr.6.1.b Demonstrate performance decorum appropriate for the context, venue, and genre.
	4.MU.Pr.6.1.c Display audience etiquette appropriate for the context, venue, genre, and style.
?	4.MU.Pr.4.1.a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.
	4.MU.Pr.4.2.c Explain how context (such as social and cultural) inspires a performance.
	4.MU.Pr.4.3.a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as voice characteristics, dynamics, tempo, timbre, articulation and style).

	4.MU.Pr.5.1.a Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.
	4.MU.Pr.5.1.b Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.

Responding

Timeline (Days)	Standard(s)
7 days (10%)	4.MU.Re.8.1.a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, style, and articulation) are used in performers' and personal interpretations to reflect expressive intent. 4.MU.Re.9.1.a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context. 4.MU.Re.7.1.a Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. 4.MU.Re.7.2.a Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as personal, social and cultural).

Connecting

Timeline (Days)	Standard(s)
14 days (20%)	4.MU.Cn.11.1.a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. 4.MU.Cn.10.1.a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

*Pink-priority, Yellow-supporting, Green-supplementary.

*30 minute class periods. Grades 1-4 attend two days per week.

*When standards are taught and assessed vary due to building concert schedules.

Notes Q1 Common curriculum materials: vendor/pg number, common assessments, common intervention/enrichment activities, other <ul style="list-style-type: none"> Quarter 1: Notes & Rests, Part Signing, Patriotic Music, Scales, Major/Minor, Ostinatos, Veterans Programming, Handel, Halloween
Notes Q2 <ul style="list-style-type: none"> Quarter 2: Notes & Rests, Treble Clef, Tempo, Timbre, Veterans Performance, Thanksgiving
Notes Q3 <ul style="list-style-type: none"> Quarter 3: Instruments, Chords, Harmony, Accompaniment, Musical Periods/History, Recorder Intro/History, Recorder Unit, St Patrick's Day/Irish Music, Black History Month, Valentines
Notes Q4 <ul style="list-style-type: none"> Quarter 4: Creating, Writing Music, Intro to Band & Band Instruments, Year-End, Spring