

**APS DISTRICT CORE CURRICULUM AND SCOPE & SEQUENCE
MUSIC**

SINGING AND PERFORMING ALONE AND WITH OTHERS

STANDARD 1: SINGING AND PERFORMING ALONE AND WITH OTHERS

Learners will demonstrate singing, instrument playing, and movement skills alone and with others.

FOURTH GRADE

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>1.1 Learners sing and move to a variety of music</p> <p>Learners will:</p> <p>1.1.1 sing a repertoire of appropriate songs with good pronunciation; (Essential)</p> <p>1.1.2 move to music using locomotor and non-locomotor movement; (Essential)</p> <p>1.1.3 learn simple patterned dances such as folk and square dances. (Essential)</p>	<p>1.1.1 Observe student participation during class.</p> <p>1.1.2 Student will demonstrate locomotor and non-locomotor movement in isolation and in combination to create movement phrases.</p> <p>1.1.3 Observe student correctly performing simple folk dances.</p>	<p>Look for appropriate songs in the Fourth Grade book of “Share the Music - MacMillian” (STM), “Music and You” and other textbooks.</p> <p>Use props such as scarves to create choreography that includes locomotor and non-locomotor movement.</p> <p>Use simple round, line, and partner dances such as Cotton Eyed Joe, Ton Moulin, Zudio.</p> <p>Refer to “Teaching Folk Dances” and “Rhythmically Moving” by Phyllis Weikart.</p>
<p>1.2 Learners use good posture and vocal sound when singing.</p> <p>Learners will:</p> <p>1.2.1 sing with proper vocal technique and diction; (Essential)</p>	<p>1.2.1 Observe and evaluate student for good use of breathe, clear vocal tone and clear pronunciation of text.</p>	<p>Use the song “Apples and Bananas” to review basic vowel sounds.</p> <p>Use pure vowel sounds in vocal warm-ups: A=ah, E=eh, I=ee, O=oh, U=oo</p>

1.2.2 sing with a relaxed voice quality, not forced or shouted. (Essential)	1.2.2 Observe and evaluate individuals for vocal quality, individual should be able to adjust tone quality if shouting.	
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SINGING AND PERFORMING ALONE AND WITH OTHERS

<i>Fourth Grade Music</i>		
<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
1.2.3 do vocal warm-ups; (Essential)	1.2.3 The students will correctly echo vocal warm-ups using good vocal tone quality.	Use voice exploration activities such as sirens and ascending and descending five note scales.
1.2.4 match pitch; (Essential)	1.2.4 Echoing a variety of stepwise patterns (scales) and large/small skips (intervals), the student will correctly match pitch.	Use phrases of very familiar songs to reinforce pitch matching and melodic singing.
1.2.5 sing with good posture. (Essential)	1.2.5 Observe student singing with the head up straight, shoulder back and relaxed, and with a straight back.	Teacher should model good posture when singing.
1.3 Learners will keep a steady beat. Learners will: 1.3.1 keep a steady beat at different tempos and in different meters. (Essential)	1.3.1 Student will demonstrate keeping a steady beat with a variety of music at different tempos and in different meters.	Use a wide variety of recorded music to demonstrate beat and steady tempo to the students. Consider using music that the students are very familiar with such as music of the radio or music from hit movies and TV shows.
1.4 Learners participate in appropriate performance opportunities Learners will:		Provide performance opportunities that involve students singing, playing instruments, and moving as a whole group and as soloists.

<p>1.4.1 participate and or perform in appropriate programs and performances; (Essential)</p> <p>1.4.2 develop confidence to perform as a soloist or in a small group. (Essential)</p>	<p>1.4.1 Observe student in appropriate performance situations,</p> <p>1.4.2 Student will critique own and other's performance using established criteria.</p>	<p>Performance opportunities can be students performing for each other, another class, another grade level, or formal presentations for the PTA, etc.</p>
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**APS DISTRICT CORE CURRICULUM AND SCOPE & SEQUENCE
MUSIC**

CREATING WITH MUSIC

STANDARD 2: CREATING WITH MUSIC

Learners will create with music and through music

FOURTH GRADE

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>2.1 Learners compose, arrange, and improvise through musical activities</p> <p>Learners will:</p> <p>2.1.1 create and arrange music to accompany chants, poems, readings or dramatizations. (Essential)</p>	<p>2.1.1 Student use voices and/or instruments to accompany chants, poems, or music that enhance the text, story, or ideas presented.</p>	<p>In a story, accompany verbs or nouns with different instruments (i.e., waving grass - cabasa, thunder - drum, running - hand drums, etc.)</p>
<p>2.2 Learners use music as a vehicle for communication and self expression.</p> <p>The learner will:</p>		

2.2.1 create music to express his/her own ideas, moods, or emotions (Essential)	2.2.1 Student will create lyrics that communicate an idea; create a mood or demonstrate an emotion using instruments or voices.	
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**APS DISTRICT CORE CURRICULUM AND SCOPE & SEQUENCE
MUSIC**

READING AND RESPONDING TO MUSIC

STANDARD 3: READING AND RESPONDING TO MUSIC

Learners will respond visually and aurally to music

FOURTH GRADE

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>3.1 Learners experience and perform to simple melodic and rhythmic patterns.</p> <p>Learners will:</p> <p>3.1.1 create and lead eight beat rhythmic patterns using body percussion ; (Essential)</p> <p>3.1.2 understand that music is organized in groups of beats; (Essential)</p> <p>3.1.3 recognized and respond to melodic direction in notated and aurally presented music; (Essential)</p> <p>3.1.4 understand that styles of music relate to beat patterns; (Expected)</p>	<p>3.1.1 Student will successfully create and lead an eight beat pattern using body percussion. (See 3.3.2)</p> <p>3.1.2 Student will listen to rhythm patterns and correctly identify the meter groupings for each pattern.</p> <p>3.1.3 While looking at a piece of music, or listening to a piece of music, the student will correctly identify the melodic direction.</p> <p>3.1.4 Student will correctly identify beat groupings of two's for marches and</p>	<p>Use the state and state capitol names to create eight beat patterns, have the kids practice notating them.</p> <p>Fine names that only have two beats and names that only have three beats. Create a string of these two and three beat names. Vary the order so that the student can hear and feel the changing meters.</p> <p>Teach basic conducting patterns in 2: ,</p> <p>3: , and 4: .</p>

	three's for waltzes by finding the strong accented beat in each grouping or measure.	
3.2 Learners respond to simple meter changes. Learners will: 3.2.1 listen and identify simple meter changes of two's to three's; (Essential)	3.2.1 Student will listen and identify meter changes in simple songs.	

READING AND RESPONDING TO MUSIC

Fourth Grade Music

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
3.3 Learners understand basic music terminology Learners will: 3.3.1 use basic terminology related to pitch movement (step-wise motion, skip-wise motion, repeated notes, staff, note and pitch names); (Essential) 3.3.2 use basic terminology related to rhythm reading and style markings (notes values, rests, fermata, staccato, legato, accent); (Essential)	3.3.1 In written music, the student will identify step-wise motion (scale patterns) and skip-wise motion (intervals), staff and note names correctly. 3.3.2 In written music, the student will correctly identify quarter notes (), eighth notes (), quarter rest (), whole note (), half note (), dotted quarter (), dotted half (), and sixteenth notes (). 3.3.3 Student will use musical terminology	Add music terminology to spelling lists. Teacher should model using music terminology correctly while teaching music activities. Use recorder lessons to introduce and reinforce rhythm reading, note names, staff, clef, dynamics, and tempo.

<p>3.3.3 use basic terminology to indicate dynamic differences (fortissimo, forte, piano, pianissimo, crescendo, decrescendo); (Essential)</p> <p>3.3.4 use basic terminology related to tempo (presto, allegro, moderato, andante, adagio, lento). (Essential)</p>	<p>when describing or talking about music.</p> <p>3.3.4 Student will use musical terminology when describing or talking about music.</p>	
<p>3.4 Learners identify and respond to tempo, volume, and duration contrasts.</p> <p>The learner will:</p> <p>3.4.1 identify contrasts in the musical elements of tempo (fast/slow), pitch (high/low), rhythmic duration (short/long) and dynamics (loud/soft). (Essential)</p>	<p>3.4.1 Student will perform musical selection at contrasting tempos, different pitch centers, and with different dynamic levels; create a listening map of a simple piece of music which show various contrasts in the musical elements.</p>	<p>Listen to Musette by Yo Yo Ma and Bobby McFerrin for lesson in contrasts. STM Fifth Grade.</p> <p>Refer to the listening maps in the Fourth Grade TE of STM for examples of good listening maps.</p>

READING AND RESPONDING TO MUSIC

Fourth Grade Music

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>3.5 Learners follow and read words in a song.</p> <p>The learner will:</p> <p>3.5.1 read and understand the meaning in song lyrics; (Essential)</p> <p>3.5.2 incorporate musical activities with children’s literature. (Expected)</p>	<p>3.5.1 Student accurately reads the text of a song, follows the actions associated with the text, or can relate the general theme or idea in the text.</p>	<p>Begin to incorporate myths, legends, poetry, and historical events as a basis for musical activities.</p> <p>Begin to incorporate myths, legends, poetry, and historical events as a basis for musical activities.</p>

<p>3.6 Learners identify and respond to music form.</p> <p>Learners will:</p> <p>3.6.1 identify music in verse-refrain, ABA, rondo and theme and variation; (Essential)</p> <p>3.6.2 create music in ABA, verse-refrain, and rondo form.</p> <p>3.6.3 understand and follow simple listening maps.</p>	<p>3.6.1 While listening to a song or piece of music, the student will correctly identify verse-refrain, ABA , rondo or theme and variation form.</p> <p>3.6.2 Student will successfully create a piece of music in ABA, verse-refrain, or rondo form.</p> <p>3.6.3 While listening to a piece of music, the student will successfully identify various musical elements and the form of the music depicted on a listening map.</p>	<p>Look for appropriate songs to demonstrate ABA, Rondo, Verse-Refrain, and Theme and Variation in the classified index of the Fourth Grade TE of STM.</p> <p>While verse- refrain and rondo may appear to be the same, remember that verse-refrain is text based and rondo is melody based.</p> <p>Use the listening maps from the third grade TE of STM.</p>
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**APS DISTRICT CORE CURRICULUM AND SCOPE & SEQUENCE
MUSIC**

LISTENING, ANALYZING, AND DESCRIBING MUSIC

STANDARD 4: LISTENING, ANALYZING, AND DESCRIBING MUSIC

Learners will listen to, analyze, and describe music.

FOURTH GRADE

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>4.1 Learners discuss characteristics in a variety of music.</p>		<p>Play a wide variety of recorded music as part of the student’s music lessons, as</p>

<p>The learner will:</p> <p>4.1.1 listen to a variety of recorded music or live musical performances; (Essential)</p> <p>4.1.2 discuss the role of music in various events (civil and religious ceremonies, parades, etc.)(Essential)</p>	<p>4.1.1 Student will discuss and/or highlight at least four aspects of a musical performance while referring back to the musical pieces heard.</p> <p>4.1.2 Student will identify ceremonies where music is used or plays a significant part.</p>	<p>background music for reflective and non-reflective listening.</p> <p>Refer to listening lessons and recordings that are part of the Fourth Grade level STM series.</p> <p>Prepare students for live concerts offered by the NM Symphony and the Chamber Orchestra of Albuquerque.</p> <p>Have the students write about a ceremony that important to their family and the role music plays in that ceremony.</p>
<p>4.2 Learners recognize and name melodic, rhythmic, orchestral and electronic instruments.</p> <p>Learners will:</p> <p>4.2.1 understand how sounds are produced on instruments and how that is an extension of ourselves; (Essential)</p> <p>4.2.2 name various electronic instruments and know about how computers can be used to create music. (Expected)</p>	<p>4.2.1 Student will identify how sounds are produced on various instruments (Buzzing, blowing, bowing, striking, plucking, shaking)</p>	<p>Use information from books on instruments, NMSO Fourth Grade Concert Education Packets, and musical instrument posters.</p>

LISTENING, ANALYZING, AND DESCRIBING MUSIC

Fourth Grade Music

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
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4.2.3 identify by sight, with correct spelling, the orchestral instruments by family (string, brass, woodwind, percussion). (Essential)	4.2.3 The student will be able to classify the orchestral instruments by families and describe one or two characteristics of each family..	
4.3 Learners model appropriate audience behavior. Learners will: 4.3.1 be aware of appropriate concert/performance behavior as a listener and as a participant. (Essential)	4.3.1 Observe student exhibiting proper behavior, listening attentively, and/or actively participating in a performance.	Provide opportunities for students to practice good audience behavior.
4.4 Learners identify form in music. The learner will: 4.4.1 identify and describe verse-refrain, ABA, rondo, theme and variation forms in music. (Essential)	4.4.1 While listening to a song or piece of music, the student will correctly identify verse-refrain, ABA, rondo, and theme and variation form.	

**APS DISTRICT CORE CURRICULUM AND SCOPE & SEQUENCE
MUSIC**

UNDERSTANDING THE RELATIONSHIP BETWEEN MUSIC AND OTHER CONTENT AREAS

STANDARD 5: UNDERSTANDING THE RELATIONSHIP BETWEEN MUSIC AND OTHER CONTENT AREAS

Learners will make connections to other content areas through musical activities

FOURTH GRADE

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
5.1 Learners demonstrate proper care for musical equipment Learners will: 5.1.1 accept responsibility for proper care of musical equipment. (Essential)	5.1.1 Student will understand the rationale for, and demonstrate, appropriate care	Give students more responsibility for setting up and putting away music equipment.

	with musical equipment without teacher oversight.	
<p>5.2 Learners develop an awareness of other cultures through music.</p> <p>Learners will:</p> <p>5.2.1 sing songs from various cultures and in other languages with an emphasis on the music of New Mexico (Essential)</p> <p>5.2.2 sing songs in a variety of styles (patriotic, lullabies, folk songs, etc.); (Essential)</p>	<p>5.2.1 Observe student singing songs in other languages and appropriate songs from the cultures in New Mexico (Spanish, Native American, African American.) Discuss similarities and differences to other music they've studied.</p> <p>5.2.2 Student can tell about the subject matter, origin, and/or purpose of song being studied.</p>	<p>Refer to the Hispanic Music Kits published by APS Instructional Support Unit. Materials are also available for check out from the APS ARTS Center.</p> <p>Patriotic songs to sing can include America the Beautiful, This Land is Your Land, and Battle Hymn of the Republic.</p> <p>Use the "Wee Sing - America" for additional songs.</p>
<p>5.3 Learners develop an awareness that music is part of daily life.</p> <p>Learners will:</p> <p>5.3.1 discuss how music impact their own daily lives. (Essential)</p>	<p>5.3.1 Students can identify three ways they personally use or make music.</p>	<p>Look for examples of people making music in everyday situations like work (African Postal Workers from Grade Three STM series, Chili's commercial) and play (rhythm of a bouncing ball, jumping rope, running.)</p>

UNDERSTANDING THE RELATIONSHIP BETWEEN MUSIC AND OTHER CONTENT AREAS

Fourth Grade

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>5.4 Learners develop an awareness of the connections between music and other content areas.</p>		<p>Refer to Curriculum Integration in the classified index of the Third Grade TE of STM.</p>

<p>The learner will:</p> <p>5.4.1 discover and detail relationship between music and other content areas such as math and science, etc.) (Extended)</p> <p>5.4.2 identify and know about two major composers from the Romantic period and Twentieth Century and study their lives in relation to other major historical events of their time period. (Extended)</p>	<p>5.4.1 Student can identify at least one connection between: music and science (acoustics), music and math (counting, values, meter groupings, fractions), music and literature (words/text), music and history (historical figures and events), music and art (form and contrast), music and dance (forms like ABA and Rondo)</p>	<p>Possible Romantic Period composer to study are Beethoven, Tschaikovsky, Brahms.</p> <p>Possible Twentieth Century composer to study are Copland, Bartok, and Debussy.</p>
<p>5.5 Learners develop an awareness of the vocational and avocational possibilities in music.</p> <p>Learners will;</p> <p>5.5.1 explore different career opportunities related to the music field. (<i>Essential</i>)</p>	<p>5.5.1 The student will write an in-depth report on one music related career and present the report to the class.</p>	<p>Refer to the Careers section of the classified index in the Fourth Grade TE of STM.</p>