







HPS Scope and Sequence  
 Elementary Music 4th Grade  
 Revised 05/2012

| Standard or GLCE #   | K-5 Music Standards   | What this means... Student will...   | Semester S1 - S2 | # of Lessons | Music Vocabulary   | Formative Assessment(s)   |
|--|---|--|------------------|--------------|--|---|
|  <b>4th Grade Music</b>  |   |  |                  |              |  |   |
| <b>Content Standard 1: All students will apply skills and knowledge to perform in the arts</b>   |   |  |                  |              |  |   |
| ART.M.I.EL.1   | Sing and play independently with accurate rhythm, pitch, intonation, with appropriate timbre, technique, and tempo within various musical contexts. | I.4.1 Sing and play in a small group with accurate pitch, intonation, rhythm, and technique within various music contexts. | Y                |              | <b>Perform:</b><br>Eighth Rest, Half Rest, Whole Rest, Minor Scale, Double Bar, Repeat Sign, Time Signature<br><br><b>Create:</b><br><b>Analyze:</b><br>Theme & Variation, Coda, D.S.(Del Signo), D.C. (Del Capo)<br><br><b>Analyze In Context</b><br><b>Connect To Arts</b> | Performance: Auditory Observations<br>Concerts/Informances Visual Observations<br>Formative:<br>" I Can" Statements Group Discussions Summative:<br>Rubrics Grading Systems Written Assessments |
| ART.M.I.EL.2   | Sing from memory and play a varied repertoire of music representing genres and styles from diverse cultures.  | I.4.2 Expand repertoire.   | Y                |              |  |   |
| ART.M.I.EL.3   | Sing expressively with appropriate dynamics, phrasing, and interpretation.  | I.4.3 Sing and play with understanding, expressively with appropriate dynamics, phrasing and interpretation.               | Y                |              |  |   |
| ART.M.I.EL.4   | Sing an ostinato.   | I.4.4 Sing a melody in a small group.  | S2               | 2            |  |   |
| ART.M.I.EL.5   | Demonstrate ensemble techniques by blending timbre, matching dynamic levels, and responding to the cues of the conductor.                           | I.4.5 Blend timbres and match dynamic levels in the group in response to the cues of the conductor.                        | S1               | 2            |  |   |
| ART.M.I.EL.6   | Demonstrate technical skills on rhythmic, melodic, and harmonic instruments.  | I.4.6 Play rhythmic, melodic, and harmonic instruments.  | S1               | 2            |  |   |
| ART.M.I.EL.7   | Perform rhythmic and melodic patterns when presented aurally.   | I.4.7 Perform with accuracy, rhythmic, and melodic patterns.   | S1               | 1            |  |   |
| ART.M.I.EL.8   | Perform independent instrumental parts while other students sing or play contrasting parts.   | I.4.8 Play instrumental parts independently while other students sing a contrasting part.                                  | S2               | 2            |  |   |
| ART.M.I.EL.9   | Use a system to read rhythmic notation in various meters.   | I.4.9 Use a system to read quarter notes and rests, eighth notes and rests, half notes and rests, whole notes and rests.   | Y                |              |  |   |
| ART.M.I.EL.10  | Use a system to read pitch notation in various tonalities.  | I.4.10 Use a system to read pitch notation for a minor scale.  | Y                |              |  |   |
| ART.M.I.EL.11  | Recognize the basic expressive markings of music and demonstrate their understanding through performance.   | I.4.11 Recognize the basic expressive markings of music.   | S1               | 2            |  |   |



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|  <b>4th Grade Music</b>  |  |   |                  |              |                  |   |
| <b>Content Standard 2: All students will apply skills and knowledge to create in the arts.</b>   |  |   |                  |              |                  |   |
| ART.M.II.EL.1  | Create through exploration, improvisation, and composition, rhythmic and melodic ostinati accompaniments.                                      | II.4.1 Create through exploration, improvisation, and composition, rhythmic and melodic ostinati accompaniments.  | S2               | 2            |                  | Performance: Auditory Observations<br>Concerts/Informances Visual Observations<br>Formative: " I Can" Statements Group Discussions Summative: Rubrics Grading Systems Written Assessments |
| ART.M.II.EL.2  | Create through exploration, improvisation, and composition, answers in the same style to given rhythmic and melodic phrases.                   | II.4.2 Create through exploration, improvisation, and composition, answers that are rhythmic and melodic.   | S2               | 2            |                  |   |
| ART.M.II.EL.3  | Create through exploration, improvisation, and composition, simple rhythmic variations and simple melodic embellishments on familiar melodies. | II.4.3 Create through exploration, improvisation, and composition, melodic embellishments on familiar melodies.   | S2               | 2            |                  |   |
| ART.M.II.EL.4  | Create and arrange songs and instrumental pieces within specified guidelines.  | II.4.4 Arrange songs in various ways.   | S2               | 3            |                  |   |
| ART.M.II.EL.5  | Use a variety of traditional and non-traditional sound sources and electronic media when composing, arranging, and improvising.                | II.4.5 Use a variety of traditional and non-traditional sound sources and electronic media when composing, arranging, and improvising appropriate to 4th grade. | S2               | 1            |                  |   |
| ART.M.II.EL.6  | Create and arrange music to accompany readings, dramatizations, or visual media.   | II.4.6 Add vocal, instrumental, and physical responses to a selection presented in 4th grade.   | S2               | 1            |                  |   |

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|  <b>4th Grade Music</b>  |   |   |                  |              |                  |  |
| <b>Content Standard 3: All students will analyze, describe and evaluate works of art.</b>  |   |   |                  |              |                  |  |
| ART.M.III.EL.1   | Identify music forms when presented aurally.  | III.4.1 Identify theme and variation, coda, D.S. (Del Segno), D.C. (Da Capo), and other forms when presented aurally.             | S2               | 2            |                  | Performance: Auditory Observations<br>Concerts/Informances Visual Observations<br>Formative:<br>" I Can" Statements Group Discussions Summative: Rubrics Grading Systems Written Assessments |
| ART.M.III.EL.2   | Use invented or standard notation to transcribe music.  | III.4.2 Use invented or standard notation to transcribe increasingly difficulty rhythms and melodies.                             | S2               | 1            |                  |  |
| ART.M.III.EL.3   | Understand and respect that there are different responses to specific art works in a global community.                        | III.4.3 Describe the music performed and presented in 4th grade by moving, drawing, or through other appropriate responses.       | S1               | 1            |                  |  |
| ART.M.III.EL.4   | Use music vocabulary to analyze, describe, and evaluate music.  | III.4.4 In small groups, use music vocabulary to analyze, describe, and evaluate music.   | Y                |              |                  |  |
| ART.M.III.EL.5   | Identify and describe a variety of sound sources, including orchestral, band, electronic, world instruments, and voices.      | III.4.5 Identify the timbre of non-western instruments.   | S1               | 3            |                  |  |
| ART.M.III.EL.6   | Devise criteria for objective evaluations of performances and compositions.   | III.4.6 Devise student-created criteria for objective evaluation of performances and compositions.                                | Y                |              |                  |  |
| ART.M.III.EL.7   | Explain, using music vocabulary, personal aesthetic response to music.  | III.4.7 Use music vocabulary and aesthetic vocabulary to describe personal response to music.                                     | S1               | 1            |                  |  |
| <b>Content Standard 4: All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.</b>  |   |   |                  |              |                  |  |
| ART.M.IV.EL.1  | Describe distinguishing characteristics of representative music genres and styles from various historic periods and cultures. | IV.4.1 Describe distinguishing instrumentation of music genres and styles from various cultures.                                  | Y                |              |                  | Performance: Auditory Observations<br>Concerts/Informances Visual Observations<br>Formative:<br>" I Can" Statements Group Discussions Summative: Rubrics Grading Systems Written Assessments |
| ART.M.IV.EL.2  | Describe how elements of music are used in examples from world cultures.  | IV.4.2 Describe how elements of music are used in examples from world cultures, using music performed and presented in 4th grade. | Y                |              |                  |  |
| ART.M.IV.EL.3  | Demonstrate audience appropriate behavior for the context and style of music performed.                                       | IV.4.3 Demonstrate audience appropriate behavior for the context and style of music presented and performed in 4th grade.         | S1               | 2            |                  |  |

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|  <b>4th Grade Music</b>  |  |  |                  |              |                  |   |
| <b>Content Standard 5: All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.</b>        |  |  |                  |              |                  |   |
| ART.M.V.EL.1   | Observe and identify similarities and differences in the meanings of common vocabulary used in the various arts. | V.4.1 Observe and identify similarities and differences in the meanings of common vocabulary used in the various 4th grade arts. | Y                |              |                  | Performance: Auditory Observations<br>Concerts/Informances<br>Visual Observations |
| ART.M.V.EL.2   | Observe and identify cross-curricular connections.   | V.4.2 Observe and identify cross-curricular connections within the 4th grade curriculum.   | S1               | 3            |                  | Formative:<br>" I Can" Statements Group   |
| ART.M.V.EL.3   | Discuss the various rationales for using music in daily experiences.   | V.4.3 Discuss the various rationales for using music in daily experiences.   | S1               | 1            |                  | Discussions Summative:<br>Rubrics Grading<br>Systems Written<br>Assessments       |



Notes: