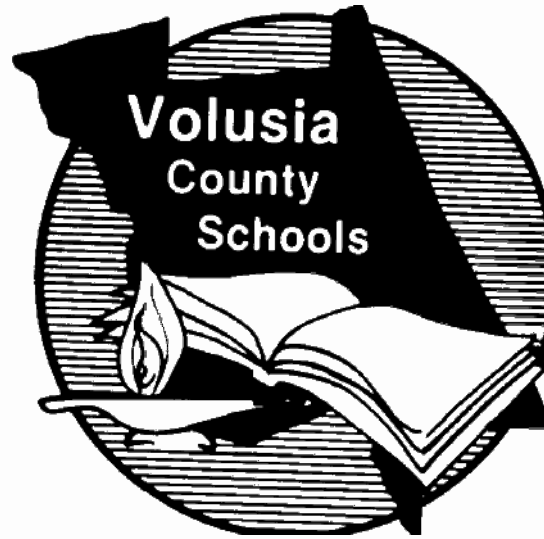


2017-2018
Elementary Music

CURRICULUM MAPS



Course Number 5013100
4th Grade (Intermediate Music 2)

Vision Statement of Volusia County Schools
Through the individual commitment of all, our students will graduate
with the knowledge, skills, and values necessary to be successful contributors
to our democratic society.

The School District of Volusia County

The School Board of Volusia County

Mrs. Melody Johnson, Chairman

Mrs. Linda Cuthbert, Vice Chairman

Mrs. Ida Wright

Dr. John Hill

Mr. Carl Persis

Superintendent of Schools

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Ms. Teresa Marcks

Director K-12 Curriculum

Ms. Rachael Hazel

Performing Arts Specialist

Dr. Monty R. Musgrave

Interpreting the Curriculum Maps

Measurement Topic: The overarching organizational structure used to group content/concepts within the curriculum map for assessment purposes

Pacing: The recommended time period within the year for instruction related to the essential questions to occur

Essential Questions: The overarching question(s) that will serve to guide instruction and to push students to higher levels of thinking. Essential questions should guide students to the heart of the big idea or content and should meet the following characteristics:

- A. Endurance: important for the long term
- B. Leverage: applicable to or connected with many academic disciplines or concepts
- C. Readiness for the next level of learning: prepares students for success in the next grade/course
- D. Clarity: provides clear and common understanding
- E. Measurable: able to be assessed

Concepts/Content: A list of the big ideas, broad topics, or major underlying concepts covered in the development of the essential questions **Learning**

Targets/Skills: The content knowledge, processes, and enabling skills that will ensure successful mastery of the essential questions **Benchmarks:** The Sunshine State Next Generation Standards aligned with the learning targets and skills (see next page)

Key Terminology: The content vocabulary and other key terms and phrases with which students should be familiar and that support mastery of the learning targets, skills and essential questions

Activities and Resources: A suggested listing of high quality, appropriate materials, strategies, lessons, textbooks, videos and other media sources that are aligned with the learning targets, skills and essential questions

Assessment: A list of district-required and optional classroom assessments that are aligned with the learning targets, skills and essential questions. Assessments should include formative assessments to monitor progress and inform instruction as well as summative assessments for grading and reporting purposes.

The curriculum maps for elementary music are divided into four sections, which align with the Big Ideas of the NGSSS: C – Critical Thinking and Reflection; S – Skills, Techniques, and Processes; O – Organizational Structure; H – Historical and Global Connections; F – Innovation, Technology, and the Future. It is common practice that many or most of the Big ideas, and the concepts associated with them, are taught simultaneously in every lesson (hence the “Spiral Curriculum”). The purpose of delineation into separate sections is is for assessment purposes. Teachers are encouraged to use most or all the maps simultaneously. Further, the lessons provided in each map (which align with the Organizing Principles) are suggestions; teachers may use additional or substitute lessons/materials provided the learning targets, vocabulary, standards, and essential questions are addressed. It is hoped that by using this format, teachers will focus assessments guided by the learning targets of the maps while continuing to provide a comprehensive course of music study.

NEXT GENERATION SUNSHINE STATE STANDARDS USERS' GUIDE

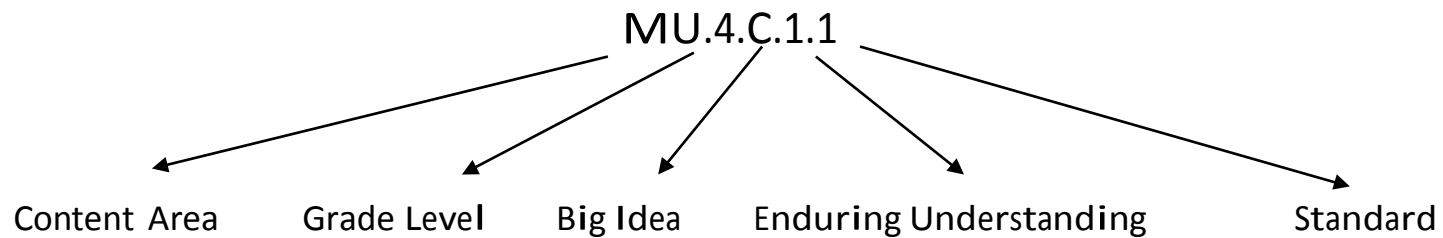
FOR ALL USERS:

A coding system is used in all curriculum guides to identify NGSSS and Course Content Statements.

Benchmark
Code:

For easy reference, each strand, standard, and benchmark has been assigned a unique identification code.

For
example:



Big Ideas

C – Critical Thinking and Reflection

S – Skills, Techniques, and Processes

O – Organizational Structure




H – Historical and Global Connections

F – Innovation, Technology, and the Future

The first two letters of the code identify the content area (e.g., MU for music). The next number(s) identify the grade level. The next letter (C, S, O, H, or F) identifies the big idea. The next number identifies the enduring understanding, and the last number identifies the benchmark under the grade cluster within the standard.

ELEMENTARY MUSIC CURRICULUM MAP

4th Grade

MEASUREMENT TOPIC:	Exploring Meter & Rhythm	PACING:	Nine Weeks (Map A)
ESSENTIAL QUESTIONS: Does the student...	<ul style="list-style-type: none"> Maintain a steady beat? Sing and play songs with rhythmic accuracy? Recognize various rhythmic combinations and patterns, both aurally and visually? Read and write rhythms in various meters? 		
CONCEPTS /CONTENT	ACTIVITIES	STANDARDS	KEY TERMINOLOGY
Beat Duration Meter Pattern	Singing <ul style="list-style-type: none"> Read and sing various rhythm patterns in various meters Read and sing songs with tied notes Playing <ul style="list-style-type: none"> Play accompaniments that include various rhythm patterns Play simple ostinato by ear on classroom instruments Perform rhythmic rounds, canons, or layered ostinati in various meters Moving <ul style="list-style-type: none"> Move to show various meters Perform body percussion ostinatos in various meters Listening <ul style="list-style-type: none"> Aurally identify various rhythm patterns and meters Aurally identify various rhythm patterns and meters in a given musical example Reading <ul style="list-style-type: none"> Read rhythm patterns in various meters Writing <ul style="list-style-type: none"> Write simple rhythmic phrases Compose a piece using familiar rhythm patterns Creating <ul style="list-style-type: none"> Create original movements to accompany songs in various meters Analyzing <ul style="list-style-type: none"> Analyze a piece of music to find specific rhythm patterns and meters Compare and contrast music in different meters Identify rhythmic patterns and compare to patterns in other subject areas Discuss behaviors that make one a success in music class and in life 	MU.4.C.1.1 MU.4.C.1.2 MU.4.S.3.2 MU.4.S.3.4 MU.4.S.3.5 MU.4.O.1.1 MU.4.H.3.1 MU.4.F.3.1	Beat Tie    2/4, 3/4, 4/4, 6 Time signature Bar Line Measure Rhythmic combinations Ostinato Syncopation

ELEMENTARY MUSIC CURRICULUM MAP

4th Grade

MEASUREMENT TOPIC: Exploring Meter & Rhythm

Nine Weeks
(Map A)

Suggested Modules and Lessons

Module 1 - Rhythm

1

Welcome to Music!

Explore beat vs rhythm, orient students to the music classroom, and prepare them for a successful year.

2

Terrific Triplets

Introduce students to triplet rhythms and combinations using triplets.

3

Super Sixteenth Notes

Provide an opportunity for students to sing, play, create and move to sixteenth note rhythms.

Assessment: Lesson 3 (8) Rhythm Assessment

Module 4 - Duration

10

Duration Review

Reinforce rhythms by playing instruments and moving.

11

Dotted Quarter Notes

Introduce and play dotted quarter notes in a recorder duet.

12

Tied Notes

Introduce tied notes and strengthen students' understanding of conducting patterns.

Assessment: Lesson 12 (7) Duration Assessment

Benchmark Descriptions

MU.4.C.1.1 Develop effective listening strategies and describe how they can support appreciation of musical works.

MU.4.C.1.2 Describe, using correct music vocabulary, what is heard in a specific musical work.

MU.4.S.3.2 Play rounds, canons, or layered ostinati on classroom instruments.

MU.4.S.3.4 Play simple ostinati, by ear, using classroom instruments.

MU.4.S.3.5 Notate simple rhythmic phrases and extended pentatonic melodies

MU.4.O.1.1 Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.

MU.4.H.3.1 Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.

MU.4.F.3.1 Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom.

NOTES:

ELEMENTARY MUSIC CURRICULUM MAP

4th Grade

MEASUREMENT TOPIC:	Exploring Tone Color	PACING:	Nine Weeks (Map B)
<p>ESSENTIAL QUESTIONS:</p> <p>Does the student...</p>	<ul style="list-style-type: none"> • Aurally recognize various vocal and instrumental sounds and families? • Aurally and visually recognize various musical ensembles? • Aurally and visually identify instruments from various cultures? • Demonstrate appropriate vocal/ instrumental techniques? • Recognize various composers /performers? • Recognize various musical styles? • Recognize various musical textures? 		
CONCEPTS /CONTENT	ACTIVITIES	STANDARDS	KEY TERMINOLOGY
<p>Timbre</p> <p style="padding-left: 20px;">Vocal</p> <p style="padding-left: 20px;">Instrumental</p> <p style="padding-left: 20px;">Electronic</p> <p style="padding-left: 20px;">Texture</p>	<p>Singing</p> <ul style="list-style-type: none"> • Sing songs with multiple parts that create different textures • Sing songs with appropriate vocal quality, intonation, and diction • Sing songs from different cultures <p>Playing</p> <ul style="list-style-type: none"> • Play instruments of various combinations that create different textures • Play instruments of various timbres <p>Moving</p> <ul style="list-style-type: none"> • Move to songs that reflect Florida history (e.g. Seminole Duck Dance) <p>Listening</p> <ul style="list-style-type: none"> • Identify vocal parts as soprano, alto, tenor, or bass • Classify orchestral and band instruments as brass, woodwind, percussion, string, or keyboard. • Identify instrumental ensembles • Identify instruments of various cultures • Listen to music related to Florida history <p>Reading</p> <ul style="list-style-type: none"> • Read and describe how a composer affected the music of their time <p>Creating</p> <ul style="list-style-type: none"> • Explore a cultural tradition's music by improvising in its style and with its instruments if available (e.g. drum circle from Africa or Blues style with aab form and E minor blues scale GAB B flat DE) <p>Analyzing</p> <ul style="list-style-type: none"> • Describe different vocal and instrumental timbres and textures • Describe the timbres of various cultural instruments • Compare characteristics of different styles of music • Discuss musical careers 	<p>MU.4.C.1.1</p> <p>MU.4.C.1.2</p> <p>MU.4.C.1.3</p> <p>MU.4.C.1.4</p> <p>MU.4.O.1.1</p> <p>MU.4.H.1.1</p> <p>MU.4.H.1.2</p> <p>MU.4.H.1.3</p> <p>MU.4.H.2.1</p> <p>MU.4.H.2.2</p> <p>MU.4.F.2.1</p> <p>MU.4.H.3.1</p>	<p>Soprano, Alto, Tenor, Bass voices</p> <p>Vocal Blending</p> <p>A Capella</p> <p>Song styles: opera, musical theater, gospel, popular</p> <p>String, woodwind, brass, percussion, keyboard</p> <p>Ensembles: orchestra, Concert Band, Jazz Band</p> <p>Cultural instruments; Gamelan, Indian and Chinese instruments</p> <p>Electric and Bass guitar</p> <p>Ostinato</p> <p>Bordun</p> <p>Partner Songs</p> <p>Echo Songs</p> <p>Rounds and canons</p> <p>Counter melody</p>

ELEMENTARY MUSIC CURRICULUM MAP

4th Grade

MEASUREMENT
TOPIC:

Exploring Tone Color

Nine Weeks
(Map B)

Module 2 - Singing

4

Octaves, Descants, & Patriotic Music

Recognize and sing low and high voices (including descants), and use them in patriotic music.

5

Singing Triads

Sing Major and Minor tonic, dominant triads, and the home tone.

6

Part Singing and Florida History

Refine part singing skills using part songs and canons.

Assessment: Lesson 6 (8) Singing Assessment

Module 7 - Instruments

19

Orchestral and Concert Band Instruments

Explore the orchestra and concert band instruments.

20

Guitars and Fretted Instruments

Promote students' understanding of guitars and fretted instruments.

21

Playing Fretted Instruments

Invite students to listen to, study, and play fretted instruments.

Benchmark Descriptions

MU.4.C.1.1 Develop effective listening strategies and describe how they can support appreciation of musical works.

MU.4.C.1.2 Describe, using correct music vocabulary, what is heard in a specific musical work.

MU.4.C.1.3 Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard.

MU.4.C.1.4 Identify and describe the four primary voice parts, i.e., soprano, alto, tenor, bass.

MU.4.O.1.1 Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.

MU.4.H.1.1 Examine and describe a cultural tradition, other than one's own, learned through its musical style and/or use of authentic instruments.

MU.4.H.1.2 Describe the influence of selected composers on the musical works and practices or traditions of their time.

MU.4.H.1.3 Identify pieces of music that originated from cultures other than one's own.

MU.4.H.2.1 Perform, listen to, and discuss music related to Florida's history.

MU.4.H.2.2 Identify ways in which individuals of varying ages and cultures experience music.

MU.4.H.3.1 Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.

MU.4.F.2.1 Describe roles and careers of selected musicians.

NOTES:

ELEMENTARY MUSIC CURRICULUM MAP

4th Grade

MEASUREMENT TOPIC:	Exploring Melody, Harmony, and Form	PACING:	Nine Weeks (Map C)
ESSENTIAL QUESTIONS: Does the student...	<ul style="list-style-type: none"> • Recognize the difference between high and low sounds visually, aurally and/or through movement? • Recognize same/different pitch patterns visually, aurally and/or through movement? • Demonstrate knowledge of the musical staff (lines and spaces) in treble clef? • Recognize differences / similarities in musical forms aurally and/or through movement? • Demonstrate ability to sing on pitch with appropriate tone quality? 		
CONCEPTS /CONTENT	ACTIVITIES	STANDARDS	KEY TERMINOLOGY
Pitch and Direction Tonality Pattern Harmony Form	Singing <ul style="list-style-type: none"> • Sing songs of various forms • Sing rounds, canons, and or partner songs • Sing songs with a countermelody • Sing songs and match pitch with appropriate tone quality Playing <ul style="list-style-type: none"> • Play ostinatos that create harmony • Play melodic ostinatos, canons, or rounds • Play songs that contain I-V Chord Progression Moving <ul style="list-style-type: none"> • Perform contrasting movements to show various forms Listening <ul style="list-style-type: none"> • Perform hand movements to show melodic contour • Identify Theme and Variation form Reading <ul style="list-style-type: none"> • Read music from staff notation • Read extended pentatonic patterns • Read and sing songs in different keys Writing <ul style="list-style-type: none"> • Compose melodies in do pentatonic and la pentatonic • Compose melodic ostinatos Creating <ul style="list-style-type: none"> • Create movements to show melodic sequence • Create melodies and describe the melodic contour • Arrange melodic patterns from familiar song to make a new melody • Create variation of a melody by changing the ending, a phrase of the melody Analyzing <ul style="list-style-type: none"> • Compare and contrast harmonies created through various means— accompaniments, partner singing, rounds, counter melodies and chordal harmonies supporting melodies 	MU.4.C.1.1 MU.4.C.1.2 MU.4.S.1.2 MU.4.S.2.1 MU.4.S.3.1 MU.4.S.3.2 MU.4.S.3.3 MU.4.S.3.4 MU.4.S.3.5 MU.4.O.1.1 MU.4.O.2.1 MU.4.H.3.1	Melodic Imitation Melodic Contour Unison Octave Harmony Counter melody intonation Pitch letter names Leger lines and spaces The Staff Pentatonic Key Signature Major / minor Two- part singing 1 st and 2 nd endings Repetition / contrast Ostinato AB, ABA Introduction, Coda Theme and Variations

ELEMENTARY MUSIC CURRICULUM MAP

4th Grade

Nine Weeks
(Map C)

EASUREMENT
TOPIC:

Exploring Melody, Harmony, and Form

Suggested Modules and Lessons

Module 2 - Singing

4 **Octaves, Descants, & Patriotic Music**

Recognize and sing low and high voices (including descants), and use them in patriotic music.

5 **Singing Triads**

Sing Major and Minor tonic, dominant triads, and the home tone.

6 **Part Singing and Florida History**

Refine part singing skills using part songs and canons.

Assessment: Lesson 6 (7)

Module 3 - Melody

7 **Ascending and Descending Scales**

Recognize and perform melodies based on ascending and descending scales.

8 **Major and Minor Melodies**

Develop students' ability to aurally identify and perform music that contains major melodies, minor melodies, or a combination of the two.

9 **Melodic Ostinatos**

Expand students' abilities to understand and perform a melodic ostinato.

Assessment: Lesson 9 (7)

Module 5 - Notation

13 **Keeping Up With the Score**

Reinforce students' understanding of major vs minor and reading musical notation.

14 **Getting to Know E and D**

Introduce pitches E and D on the recorder.

15 **Giving Thanks**

Promote students' use of notation by singing and playing instruments on a song about Thanksgiving.

Assessment: Lesson 15 (5)

Module 8 - Chords and Harmony

22 **Major and Minor Chords**

Explore the effects that major and minor tonalities have on music through singing and composing.

23 **Playing Chords and Harmony**

Explore adding harmony to an existing piece of music.

24 **Playing Accompaniment Parts**

Understanding of and appreciation for the musicianship required to serve in accompaniment roles.

Benchmark Descriptions

- MU.4.C.1.1 Develop effective listening strategies and describe how they can support appreciation of musical works.
- MU.4.C.1.2 Describe, using correct music vocabulary, what is heard in a specific musical work.
- MU.4.S.1.2 Create melodic patterns using a variety of sound sources.
- MU.4.S.2.1 Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.
- MU.4.S.3.1 Sing rounds, canons, and/or partner songs in an appropriate range, using proper vocal technique and maintaining pitch.
- MU.4.S.3.2 Play rounds, canons, or layered ostinati on classroom instruments.
- MU.4.S.3.3 Perform extended pentatonic melodies at sight.
- MU.4.S.3.4 Play simple ostinati, by ear, using classroom instruments.
- MU.4.S.3.5 Notate simple rhythmic phrases and extended pentatonic melodies using traditional notation.
- MU.4.O.1.1 Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.
- MU.4.O.2.1 Create variations for selected melodies.
- MU.4.H.3.1 Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.

ELEMENTARY MUSIC CURRICULUM MAP

4th Grade

MEASUREMENT TOPIC:	Exploring Expressive Qualities		PACING:	Nine Weeks (Map D)
ESSENTIAL QUESTIONS: Does the student...	<ul style="list-style-type: none"> • Recognize and demonstrate differing dynamics, tempos, and articulations? • Recognize and demonstrate concepts of mood aurally or through purposeful movement? • Recognize and demonstrate expressivity through musical performance? • Recognize and demonstrate appropriate performance behaviors (as participants and audience)? • Demonstrate how to evaluate music and music performance? 			
CONCEPTS /CONTENT	ACTIVITIES	STANDARDS	KEY TERMINOLOGY	
Dynamics Tempo Articulation Mood	Singing <ul style="list-style-type: none"> • Perform songs using appropriate dynamics, tempo, articulation, style, and mood • Rehearse a song in “chunks” to aid in memorization by noting its form Playing <ul style="list-style-type: none"> • Play songs using appropriate dynamics, tempo, articulation, style, or mood Moving <ul style="list-style-type: none"> • Move to show appropriate dynamics, tempo, articulation, style, or mood • Move to show accents, accelerando, ritardando Listening <ul style="list-style-type: none"> • Listen and identify various dynamics, tempos, and articulations Reading <ul style="list-style-type: none"> • Read and identify dynamic, tempo, and articulation markings Writing <ul style="list-style-type: none"> • Add expressive element symbols to poem or musical piece and explain one's choices Creating <ul style="list-style-type: none"> • Improvise by changing one phrase in a familiar song • Compose a class composition (traditional or nontraditional) with expression markings • Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement and explain choices Analyzing <ul style="list-style-type: none"> • Listen to and compare expressive devices in various songs • Listen /observe and evaluate individual and class performances • Analyze appropriateness of expressive choices • Explain how the lyrics or expressive elements affect the mood of music • Explain how expressive elements affect reactions to music • Discuss safe, legal ways to download songs and other media 	MU.4.C.1.1 MU.4.C.1.2 MU.4.C.2.1 MU.4.C.2.2 MU.4.C.3.1 MU.4.S.1.1 MU.4.S.1.3 MU.4.O.1.1 MU.4.O.3.1 MU.4.O.3.2 MU.4.F.1.1 MU.4.H.3.1 MU.4.F.3.2	P, f, mp, mf, pp, ff Crescendo, decrescendo Subito, mezzo Dynamic Changes Appropriateness of dynamic choices Allegro, Moderato, Adagio, presto Fermata Accelerando, ritardando Appropriateness of tempo choices Legato, staccato Accents Pizzicato, arco Slur Marcato Appropriateness of articulation choices Variety of moods	

ELEMENTARY MUSIC CURRICULUM MAP

4th Grade

MEASUREMENT
TOPIC:

Exploring Expressive Qualities

Nine Weeks
(Map D)

Suggested Modules and Lessons

Module 9 - The Romantic Period

25 Time Machine
Review various eras of musical styles and focus on the Romantic period.

26 Making Music in the Romantic Period
Introduce Romantic period music.

27 Telling a Story with Music
Introduce the concept of musical themes or motifs in order to tell a story.

Module 12 - Year-End Review

34 Keyword and Activity Review
Review keywords and favorite songs learned during the school year through singing, playing, and moving.

35 Year-End Assessment and Favorite Song Review
Assess students' knowledge of keywords and concepts learned during the school year.

36 Family Day
Showcase students' musical progress made during the course of the school year.

Module 11 - The Rap Project

31 Dynamic Rapping
Experience the process of composing a rap.

32 Rap Rehearsals
Help students finalize preparations for performing an original rap composition.

33 Rap It Up (The Performance)
Provide performance experiences, both as a performer and audience member.

Assessment: Lesson 27 (9)

Module 10 - The Rap Project

28 The Rap Project
Recall the musical elements needed to compose, write, and perform a simple rap as a small group.

29 Creating My Rap
Compose, write and perform a simple rap as a small group.

30 Rhymes, Rhythm, and Rap
Experience composing a backing track and creating lyrics.

Benchmark Descriptions

- MU.4.C.1.1 Develop effective listening strategies and describe how they can support appreciation of musical works.
- MU.4.C.1.2 Describe, using correct music vocabulary, what is heard in a specific musical work.
- MU.4.C.2.1 Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.
- MU.4.C.2.2 Critique specific techniques in one's own and others' performances using teacher-established criteria.
- MU.4.C.3.1 Describe characteristics that make various musical works appealing.
- MU.4.S.1.1 Improvise phrases, using familiar songs.
- MU.4.S.1.3 Arrange a familiar song for voices or instruments by manipulating form.
- MU.4.O.1.1 Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.
- MU.4.O.3.1 Identify how expressive elements and lyrics affect the mood or emotion of a song.
- MU.4.O.3.2 Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.
- MU.4.H.3.1 Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.
- MU.4.F.1.1 Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.
- MU.4.F.3.2 Discuss the safe, legal way to download songs and other media.



ELEMENTARY MUSIC CURRICULUM MAP

4TH GRADE



First Nine Weeks

Module 1 - Rhythm

Welcome to Music!

1 Explore beat vs rhythm, orient students to the music classroom, and prepare them for a successful year.

Terrific Triplets

2 Introduce students to triplet rhythms and combinations using triplets.

Super Sixteenth Notes

3 Provide an opportunity for students to sing, play, create and move to sixteenth note rhythms.

Module 2 - Singing

Octaves, Descants, & Patriotic Music

4 Recognize and sing low and high voices (including descants), and use them in patriotic music.

Singing Triads

5 Sing Major and Minor tonic, dominant triads, and the home tone.

Part Singing and Florida History

6 Refine part singing skills using part songs and canons.

Module 3 - Melody

Ascending and Descending Scales

7 Recognize and perform melodies based on ascending and descending scales.

Major and Minor Melodies

8 Develop students' ability to aurally identify and perform music that contains major melodies, minor melodies, or a combination of the two.

Melodic Ostinatos

9 Expand students' abilities to understand and perform a melodic ostinato.

Second Nine Weeks

Module 4 - Duration

Duration Review

10 Reinforce rhythms by playing instruments and moving.

Dotted Quarter Notes

11 Introduce and play dotted quarter notes in a recorder duet.

Tied Notes

12 Introduce tied notes and strengthen students' understanding of conducting patterns.

Module 5 - Notation

Keeping Up With the Score

13 Reinforce students' understanding of major vs minor and reading musical notation.

Getting to Know E and D

14 Introduce pitches E and D on the recorder.

Giving Thanks

15 Promote students' use of notation by singing and playing instruments on a song about Thanksgiving.

Module 6 - Articulation & Tempo

Articulation Review

16 Introduction to new articulation terms, and tempo review.

Tricky Tempos

17 Analyze and perform a song with tempo variations.

Timbre

18 Explore timbre in holiday music.

Third Nine Weeks

Module 7 - Instruments

Orchestral and Concert Band Instruments

19 Explore the orchestra and concert band instruments.

Guitars and Fretted Instruments

20 Promote students' understanding of guitars and fretted instruments.

Playing Fretted Instruments

21 Invite students to listen to, study, and play fretted instruments.

Module 8 - Chords and Harmony

Major and Minor Chords

22 Explore the effects that major and minor tonalities have on music through singing and composing.

Playing Chords and Harmony

23 Explore adding harmony to an existing piece of music.

Playing Accompaniment Parts

24 Understanding of and appreciation for the musicianship required to serve in accompaniment roles.

Module 9 - The Romantic Period

Time Machine

25 Review various eras of musical styles and focus on the Romantic period.

Making Music in the Romantic Period

26 Introduce Romantic period music.

Telling a Story with Music

27 Introduce the concept of musical themes or motifs ~~in order to~~ tell a story.

Fourth Nine Weeks

Module 10 - The Rap Project

The Rap Project

28 Recall the musical elements needed to compose, write, and perform a simple rap as a small group.

Creating My Rap

29 Compose, write and perform a simple rap as a small group.

Rhymes, Rhythm, and Rap

30 Experience composing a backing track and creating lyrics.

Module 11 - The Rap Project

Dynamic Rapping

31 Experience the process of composing a rap.

Rap Rehearsals

32 Help students finalize preparations for performing an original rap composition.

Rap It Up (The Performance)

33 Provide performance experiences, both as a performer and audience member.

Module 12 - Year-End Review

Keyword and Activity Review

34 Review keywords and favorite songs learned during the school year through singing, playing, and moving.

Year-End Assessment and Favorite Song Review

35 Assess students' knowledge of keywords and concepts learned during the school year.

Family Day

36 Showcase students' musical progress made ~~during the course of~~ the school year.

Florida Standard Benchmarks

LAFS.4.RL.1	Key Ideas and Details
LAFS.4.RL.1.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
DA.4.H.3.3	Describe how dance and music can each be used to interpret and support the other.
SC.4.P.10.3	Investigate and explain that sound is produced by vibrating objects and that pitch depends on how fast or slow the object vibrates.
LAFS.4.SL.1	Comprehension and Collaboration
LAFS.4.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
LAFS.4.SL.1.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.4.SL.1.3	Identify the reasons and evidence a speaker provides to support particular points.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.K12.MP.7	Look for and make use of structure.
PE.4.M.1.10	Perform two or more dances accurately.
PE.4.C.2.2	Understand the importance of safety rules and procedures in all physical activities, especially those that are high risk.

ASSESSMENT RUBRIC

4 Points (ADVANCED)	A score of four is a response in which the student demonstrates a thorough understanding of the music concepts and/or procedures embodied in the task. The student has responded correctly to the task, used musically sound procedures, and provided clear and complete explanations and interpretations.
3 Points (PROFICIENT)	A score of three is a response in which the student demonstrates a proficient understanding of the music concepts and/or procedures embodied in the task. The students' response to the task is essentially correct with the musical procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of musical procedures or indications of some misunderstanding of the underlying music concepts and/or procedures.
2 Points (BASIC)	A score of two indicates that the student has demonstrated only a partial understanding of the music concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the students' work lacks an essential understanding of the underlying music concepts.
1 Point (EMERGING)	A score of one indicates that the student has demonstrated a very limited understanding of the music concepts and/or procedures embodied in the task. The students' response is incomplete and exhibits many flaws. Although the students' response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete.

Course Number: 5013100	
Course Path: TBA	
Course Title: Intermediate Music 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: Intermed. Music 2	
Course Length: Year	
Course Status: DRAFT – State Board approval pending	
<p>Course Description: Fourth-grade* students in music class explore artistic intent by investigating the inventive development of ideas, applying musicianship skills and techniques while engaging in the creation and interpretation of the arts. They analyze the characteristics of musical structures from simple to complex to build understanding and respect for the creative process. As they examine the significant cultural contributions in the arts throughout history, particularly in Florida, they become increasingly able to identify the connections among music and other fields of study. Music students also develop knowledge of careers in, and related to, the arts as they explore the impact of music on the local and global economies of the 21st century and strengthen personal skills for success throughout school and beyond.</p>	
<p>General Notes: All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>* Intermediate Music 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the intermediate grades. Music teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group’s prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.</p> <p>Examples:</p> <ul style="list-style-type: none"> • A 3rd grade class that may or may not have taken Music previously should be enrolled in Intermediate Music 1 and progress through the series in subsequent grades. • 4th graders beginning formal instruction in Music for the first time may be enrolled, as a class, in Intermediate Music 1, and must then progress to Intermediate Music 2 in the following year. 	
Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.	
<p>CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.</p>	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.4.C.1.1	Develop effective listening strategies and describe how they can support appreciation of musical works.
MU.4.C.1.2	Describe, using correct music vocabulary, what is heard in a specific musical work.
MU.4.C.1.3	Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard.
MU.4.C.1.4	Identify and describe the four primary voice parts, i.e., soprano, alto, tenor, bass.
Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision- making skills, is central to artistic growth.	
MU.4.C.2.1	Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.
MU.4.C.2.2	Critique specific techniques in one's own and others' performances using teacher- established criteria.

The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.4.C.3.1	Describe characteristics that make various musical works appealing.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.4.S.1.1	Improvise phrases, using familiar songs.
MU.4.S.1.2	Create melodic patterns using a variety of sound sources.
MU.4.S.1.3	Arrange a familiar song for voices or instruments by manipulating form.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.4.S.2.1	Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.4.S.3.1	Sing rounds, canons, and/or partner songs in an appropriate range, using proper vocal technique and maintaining pitch.
MU.4.S.3.2	Play rounds, canons, or layered ostinati on classroom instruments.
MU.4.S.3.3	Perform extended pentatonic melodies at sight.
MU.4.S.3.4	Play simple ostinati, by ear, using classroom instruments.
MU.4.S.3.5	Notate simple rhythmic phrases and extended pentatonic melodies using traditional notation.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.4.O.1.1	Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.4.O.2.1	Create variations for selected melodies.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.4.O.3.1	Identify how expressive elements and lyrics affect the mood or emotion of a song.
MU.4.O.3.2	Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.4.H.1.1	Examine and describe a cultural tradition, other than one's own, learned through its musical style and/or use of authentic instruments.
MU.4.H.1.2	Describe the influence of selected composers on the musical works and practices or traditions of their time.
MU.4.H.1.3	Identify pieces of music that originated from cultures other than one's own.

The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.4.H.2.1	Perform, listen to, and discuss music related to Florida's history.
MU.4.H.2.2	Identify ways in which individuals of varying ages and cultures experience music.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.4.H.3.1	Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.4.F.1.1	Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.4.F.2.1	Describe roles and careers of selected musicians.
The 21 st -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.4.F.3.1	Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom.
MU.4.F.3.2	Discuss the safe, legal way to download songs and other media.