

MUSIC CURRICULUM MAP

Fourth Grade (Band)

	First Trimester	Second Trimester	Third Trimester
Time Frame/Month	September-November	November-February	February-June
Skills Taught	<ul style="list-style-type: none"> • Familiarity with each member of the brass, woodwind & percussion instrument families • Physical characteristics for playing each instrument • Instrument care • Posture • Instrument holding/hand position techniques • Embouchure (mouth position) • Breath control • Rhythms (notes/rests): Quarter, half, whole • Lines and spaces on music staff (treble and bass clefs) • Time signature: 4/4 • Unison playing • Key Signature: B-flat concert • First 5 notes/fingerings • Percussion stickings (RLRL, etc.) • How to practice for best results • Bells and snare drum (percussion) • Musical signs & terms: repeat sign, fermata, double bar • Historical/Cultural elements: Mozart, folk music • Improve organizational skills: e.g. name on everything, having all necessary materials each day, awareness of performance dates, etc. • Dealing with braces 	<ul style="list-style-type: none"> • Continue reinforcing and building upon previous skills & knowledge • Introduce sheet music for Winter Concert • Following conducting patterns and cues • Independent section parts • Key Signature: F concert • Additional notes/fingerings for concert material • Tonguing notes (brass/woodwind) • Multiple bounce strokes (percussion) • Additional percussion instruments: Bass drum, cymbal, sleigh bells, tambourine, triangle, tom-tom, bongos • Timbre (tone quality) • Historical/Cultural elements: Hanukkah, African • Adding measure numbers for rehearsal/time efficiency • Musical signs & terms: Breath mark • Stage deportment • Audience etiquette 	<ul style="list-style-type: none"> • Continue reinforcing and building upon previous skills & knowledge • Tempo: Allegro, moderato, andante • Introduce sheet music for Spring Concert • Dynamics: Forte, mezzo forte, piano • Extending range & endurance • Embouchure strengthening techniques • Additional notes/fingerings for concert material • Additional key signatures: E-flat concert, F concert

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Strategies	<ul style="list-style-type: none"> • Clapping and counting rhythms • Teacher modeling & demonstration • Using slower tempo • Isolating smaller groups of notes • Students say note names while fingering • Games • Listening to recordings • Peer mentoring 	<ul style="list-style-type: none"> • Clapping and counting rhythms • Teacher modeling & demonstration • Using slower tempo • Isolating smaller groups of notes • Students say note names while fingering • Games • Listening to recordings • Peer mentoring 	<ul style="list-style-type: none"> • Clapping and counting rhythms • Teacher modeling & demonstration • Using slower tempo • Isolating smaller groups of notes • Students say note names while fingering • Games • Listening to recordings • Peer mentoring
Resources	<ul style="list-style-type: none"> • Method book • Sheet music • Flash cards • A/V materials • Guest performers/clinicians 	<ul style="list-style-type: none"> • Method book • Sheet music • Flash cards • A/V materials • Guest performers/clinicians 	<ul style="list-style-type: none"> • Method book • Sheet music • Flash cards • A/V materials • Guest performers/clinicians
Assessments	<ul style="list-style-type: none"> • In-class playing assignments/tests • Monitoring daily & weekly progress • Real-time assessment on full band, small group and solo bases 	<ul style="list-style-type: none"> • In-class playing assignments/tests • Monitoring daily & weekly progress • Real-time assessment on full band, small group and solo bases • Winter Concert 	<ul style="list-style-type: none"> • In-class playing assignments/tests • Monitoring daily & weekly progress • Real-time assessment on full band, small group and solo bases • Spring Concert
Music Standards			
1. Expression of Music	<ul style="list-style-type: none"> • Perform using accurate production techniques • Perform a variety of rhythmic, melodic and harmonic patterns • Perform extended melodies from the treble staff using traditional notation 	<ul style="list-style-type: none"> • Perform using accurate production techniques • Perform a variety of rhythmic, melodic and harmonic patterns • Perform extended melodies from the treble staff using traditional notation 	<ul style="list-style-type: none"> • Perform using accurate production techniques • Perform a variety of rhythmic, melodic and harmonic patterns • Perform extended melodies from the treble staff using traditional notation
2. Creation of Music	<ul style="list-style-type: none"> • Improvise simple musical phrases • Notate simple musical selections 	<ul style="list-style-type: none"> • Improvise simple musical phrases • Notate simple musical selections 	<ul style="list-style-type: none"> • Improvise simple musical phrases • Notate simple musical selections

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3. Theory of Music	<ul style="list-style-type: none"> Application and demonstration of the use of more advanced dynamics, tempo, meter and articulation using appropriate music vocabulary Identification of aural and visual notations of basic musical forms Analyze vocal and instrumental examples 	<ul style="list-style-type: none"> Application and demonstration of the use of more advanced dynamics, tempo, meter and articulation using appropriate music vocabulary Identification of aural and visual notations of basic musical forms Analyze vocal and instrumental examples 	<ul style="list-style-type: none"> Application and demonstration of the use of more advanced dynamics, tempo, meter and articulation using appropriate music vocabulary Identification of aural and visual notations of basic musical forms Analyze vocal and instrumental examples
4. Aesthetic Valuation of Music	<ul style="list-style-type: none"> Explain personal preferences for specific music Comprehend and respect the musical values of others considering cultural context as an element of musical evaluation and meaning 	<ul style="list-style-type: none"> Explain personal preferences for specific music Comprehend and respect the musical values of others considering cultural context as an element of musical evaluation and meaning 	<ul style="list-style-type: none"> Explain personal preferences for specific music Comprehend and respect the musical values of others considering cultural context as an element of musical evaluation and meaning
Process Skills			
1. Critical Thinking & Reasoning	X	X	X
2. Information on Literacy		X	X
3. Collaboration	X	X	X
4. Self-direction	X	X	X
5. Invention		X	X
Vocabulary	Brass, woodwind, percussion, embouchure, rhythm, pitch, treble clef, bass clef, time signature, key signature, solo, duet, ensemble, double bar, repeat sign, fermata, staff, measure/bar, ledger lines, flat sign, melody, beat, note, rest, sticking, ligature	Dynamics, tempo, breath mark, sharp sign, rudiment, flam, multiple bounce roll, tonguing, timbre, etiquette, harmony, chord, measure number, alternate sticking, call time, prodigy, chops	Natural sign, piano, forte, mezzo forte, allegro, moderato, andante, range, endurance, simile