

Fourth Grade Curriculum Map for Bemidji District Music K-12 Scope and Sequence

| Grade 4 | Brief Description | Standard Benchmarks The student will: | Assessment Activities | Evaluation Criteria |
|-------------------|---|---|--|--|
| Semester 1 | <p>On-going:</p> <p>a. Simple rhythmic and melodic patterns</p> <p>b. Sing and play alone and in groups</p> <p>c. Increase musical literacy</p> <ul style="list-style-type: none"> ● Melody <ul style="list-style-type: none"> ○ Letter name recognition ○ Read and notate music ● Rhythm <ul style="list-style-type: none"> ○ Duration of notes and rests ● Dynamics ● Form <p>Focus on:</p> <ul style="list-style-type: none"> ▪ Recorder technique <ul style="list-style-type: none"> ○ Playing position ○ Tonguing ○ Breathing ○ Tone quality ○ Fingering notes C-D¹ | <p>Foundations:</p> <p>2.1</p> <p>2.2</p> <p>Create/Make:</p> <p>Present/Perform</p> <p>1.1</p> <p>Respond/Critiques:</p> | <p>Foundations Benchmark 2.1(lines and spaces) Learning goal: Student will identify treble clef note names using letters.</p> <p>1. Assessment Activity: Paper and pencil test Identify the letter names of notes on a staff given to you by your teacher.</p> <p>Fondations benchmark 2.2(time signature) Learning Goal: Student will demonstrate knowledge of meter/time signatures and bar line placement in standard music notation.</p> <p>2. Assessment Activity: Paper and pencil test Identifies meter/time signature and fill in barlines.</p> <p>Fondations Benchmark 2.2(play alone) Present/Perform Benchmark 1.1(play alone and in groups) Learning Goal: Student will perform a simple recorder melody.</p> <p>3. Assessment Activity: Play alone and in a small group a simple 3 to 5 note melody on recorder.</p> | <p>4, 3, 2, 1</p> <p>Answer Key (1 & 2)</p> <p>3. Scoring criteria: Alone:</p> <ul style="list-style-type: none"> ● Playing position is correct ✓Hand position ✓Posture/stance ● Tongue is used to articulate ● Breath is controlled ● Rhythm is correct ● Fingering is correct for the notes ● Beat is steady <p>In a small group (y/n):</p> <ul style="list-style-type: none"> ● Group maintains a steady beat ● Entrances and cut-offs are together ● Eyes focused on appropriate place |

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| Grade 4 | Brief Description | Standard Benchmarks The student will: | Assessment Activities | Evaluation Criteria |
|-------------------|--|--|---|---|
| Semester 2 | <p>On-going:</p> <p>a. Simple rhythmic and melodic patterns</p> <p>b. Sing and play alone and in groups</p> <p>c. Increase musical literacy</p> <ul style="list-style-type: none"> ● Melody <ul style="list-style-type: none"> ○ Letter name recognition ○ Read and notate music ● Rhythm <ul style="list-style-type: none"> ○ Duration of notes and rests ● Dynamics ● Form <p>d. Recorder technique</p> <ul style="list-style-type: none"> ○ Playing position ○ Tonguing ○ Breathing ○ Tone quality ○ Fingering notes C-D¹ <p>Focus on:</p> <ul style="list-style-type: none"> ▪ Composition ▪ Peer feedback ▪ Self-reflection ▪ Revision | <p>Foundations</p> <p>1.1</p> <p>1.2</p> <p>1.3</p> <p>3.1</p> <p>3.2</p> <p>Create/Make</p> <p>1.1</p> <p>Perform/Present</p> <p>Respond/Critiques</p> <p>1.1</p> | <p>Foundations Benchmark 2.1(notation) Create/Make 1.1(compose melody) Learning Goal: Student will compose and notate an eight beat melody.</p> <p>Assessment Activity: Performance Assessment: Compose a melody from a given rhythm of at least 8 beats to express a musical idea. Your melody must be playable and use steps, skips and repeated notes or patterns.</p> <p>Foundations Benchmark 1.1, 1.2, 1.3, 3.1(historical), 3.2(music communicates) Respond/Critique Benchmark 1.1 Learning Goal: The student will attend an orchestra concert after studying about the pieces to be performed. Afterwards the student will complete a written response to music using the elements of music vocabulary words, including a personal response to the concert performance. Floating Assessment*: fourth and fifth grade every other year Extended written response: Justify a personal response to the Bemidji Symphony Orchestra Children’s Concert performance using the format provided by your teacher. (Note to teachers: Worksheets will change each year to accommodate the variety of concert repertoire but must include: a.) genre, musical styles, historical traditions; b.) elements of music including melody, rhythm, harmony, dynamics, tone color, texture, tempo and form. The concert critique will focus on how music communicates meaning, interpretation and personal reaction.</p> <p>Teacher note: Make a word wall with music vocabulary that can be started and added to over the year.</p> | <p>4, 3, 2, 1</p> <p>Compose /notate a melody</p> <ul style="list-style-type: none"> ● Notation of melody is accurate ● Melody matches the rhythm ● Melody has steps, skips, repeated notes or patterns ● Melody ends on tonal center <p>Concert Worksheets Critique:</p> <ul style="list-style-type: none"> ● Personal response is supported with examples from the concert ● Used five of the seven elements of music (vocabulary) to describe a selection of their choice. |