

**LITCHFIELD PUBLIC SCHOOLS**  
**Core Curriculum Scope and Sequence**  
**Music- 4<sup>th</sup> Grade (Beginning) Band**

	<b>CT Frameworks/ Standards</b>	<b>Content and Skill Objectives</b> Students will be able to:	<b>Assessments</b>	<b>Resources</b>
<b>Unit 1</b>  <b>Foundations</b>  <b>4 Weeks</b>	<p>2a. Perform on pitch, in rhythm with appropriate dynamics and timbre and maintain a steady tempo.</p> <p>2b. Perform easy rhythmic melodic chordal patterns accurately and independently on rhythmic, melodic harmonic classroom instruments.</p> <p>2c. Perform expressively a varied repertoire of music representing diverse genres and styles.</p> <p>3c. Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.</p> <p>5a. Read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.</p> <p>5b. Use a system (that is, syllables, numbers or letters) to read simple pitch notation in the treble clef in major keys.</p> <p>5c. Identify symbols and traditional terms referring to dynamics, tempo</p>	<p>- Count, clap, and play a variety of rhythmic patterns.</p> <p>- Assemble/disassemble instrument correctly.</p> <p>-Identify and define music notation symbols in band literature and on written exams.</p> <p>- Perform up to 4 notes on a wind instrument (if applicable).</p> <p>-Sight read short exercises and songs from <i>Standard of Excellence</i> book.</p> <p>-Individually perform prepared scales and exercises with appropriate technical accuracy and expression.</p> <p>-Analyze auditory examples of passages from book and other auditory examples.</p>	<p>Continuous visual and aural assessment of individual, small group, and ensemble performance.</p> <p>Individual playing assessment, graded with a scoring rubric.</p> <p>Written rhythm/notation test.</p>	<p><i>Standard of Excellence Book 1</i></p> <p>Written rhythm/notation assessments</p> <p>Playing assessment rubric</p>

	<p>and articulation and interpret them correctly when performing.</p> <p>6a. Demonstrate perceptual skills by moving in response to, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.</p>			
<p><b>Unit 2</b></p> <p><b>Introducing Winter Concert Repertoire</b></p> <p><b>3 Weeks</b></p>	<p>2e. Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.</p> <p>2f. Perform independent instrumental parts while other students sing or play contrasting parts.</p> <p>5b. Use a system (that is, syllables, numbers or letters) to read simple pitch notation in the treble clef in major keys.</p> <p>5d. Use standard symbols to notate meter, rhythm, pitch and dynamics in simple patterns presented by the teacher.</p> <p>6d. Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.</p>	<p>- Identify and play up to (but not limited to) 5 different notes (if applicable).</p> <p>-Clap rhythms and identify melodies played by other instruments.</p> <p>-Analyze how the use of specific musical elements in each piece enhance the effectiveness of the piece.</p> <p>-Describe the historical and cultural background of each piece and its composer.</p>	<p>Individual aural responses to guided questions about the played examples.</p> <p>Short written notational quizzes.</p> <p>Short playing tests bi-weekly</p>	<p><i>Standard of Excellence Book 1</i></p> <p>Winter concert repertoire</p>

<p><b>Unit 3</b></p> <p><b>Rehearse Winter Concert Repertoire</b></p> <p><b>7 Weeks</b></p>	<p>2a. Perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position and good breath.</p> <p>2c. Perform music representing diverse genres and cultures, with expression appropriate for the work being performed.</p> <p>2e. Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.</p> <p>5a. Read whole, half, quarter, eighth, and dotted notes and rests in 2/4, 3/4, 4/4, time signatures.</p>	<p>-Perform easy rhythmic, melodic and chordal patterns accurately and independently on rhythmic, melodic.</p> <p>- Perform level 1/2 repertoire with rhythmic and note accuracy.</p>	<p>Rhythmic echo quizzes as well as continued playing tests and notational quizzes</p>	<p><i>Standard of Excellence Book 1</i></p> <p>Winter concert repertoire</p> <p>Written notational tests</p>
<p><b>Unit 4</b></p> <p><b>Evaluate Winter Concert</b></p> <p><b>1 Week</b></p>	<p>6b. Demonstrate perceptual skills by moving in response to, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.</p> <p>7a. Devise criteria for evaluating performances and composition.</p> <p>7b. Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.</p>	<p>-Objectively self-evaluate individual and group performance at the winter concert.</p> <p>-Create and respond to specific criteria for evaluating the performance, including dynamics, intonation, rhythm, tone, and note accuracy.</p>	<p>Written self-evaluation response sheets.</p> <p>Individual aural responses to the recording of the winter concert.</p> <p>Individual aural responses to guided self-evaluation questions after listening to the recording of the winter concert.</p>	<p>Digital Recorder</p> <p>Recording of winter concert performance</p> <p>Self-evaluation response worksheets</p>

<p><b>Unit 5</b> <b>Expansion of Range &amp; Literacy</b> <b>6 Weeks</b></p>	<p>2a. Perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.</p> <p>2b. Perform independent instrumental parts while other students sing or play contrasting parts.</p> <p>3a. Improvise “answers” in the same style to given rhythmic and melodic phrases.</p> <p>3c. Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.</p> <p>5b. Use a system (that is, syllables, numbers or letters) to read simple pitch notation in the treble clef in major keys.</p> <p>5d. Use standard symbols to notate meter, rhythm, pitch and dynamics in simple patterns presented by the teacher.</p>	<p>-Play up to 10 different notes on wind instruments (if applicable).</p> <p>-Continue to demonstrate proper assembly/disassembly of instrument.</p> <p>-Demonstrate proper articulation (tonguing, slurring, ties).</p> <p>-Demonstrate understanding of dotted half-notes as well as four (4) consecutive eight-notes.</p> <p>-Matching pitch and rhythms of played examples</p> <p>-Understand terms such as “flat” and “sharp” when referencing note accidentals.</p>	<p>Written assignments found within <i>Standard of Excellence Book 1</i></p> <p>Rhythmic echo quizzes as well as continued playing tests and notational quizzes</p>	<p><i>Standard of Excellence Book 1</i></p>
<p><b>Unit 6</b> <b>Rehearse Spring Concert Repertoire</b> <b>10 Weeks</b></p>	<p>2a. Perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position and good breath.</p> <p>2c. Perform music representing diverse genres and cultures, with</p>	<p>-Perform easy rhythmic, melodic and chordal patterns accurately and independently on rhythmic, melodic.</p> <p>-Perform level 1/2-1 repertoire with rhythmic and note accuracy.</p> <p>-Demonstrate good posture while</p>	<p>Rhythmic echo quizzes as well as continued playing tests and notational quizzes</p> <p>Written assignments found within <i>Standard of Excellence Book 1</i></p>	<p><i>Standard of Excellence Book 1</i></p> <p>Spring concert repertoire</p> <p>Written notational tests</p>

	<p>expression appropriate for the work being performed.</p> <p>2e. Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.</p> <p>3c. Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.</p> <p>5a. Read whole, half, quarter, eighth, and dotted notes and rests in 2/4, 3/4, 4/4, time signatures.</p> <p>6d. Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.</p>	<p>performing.</p> <p>-Demonstrate the ability to perform using proper breath control and finger positioning.</p> <p>- Echo rhythmic and melodic auditory examples.</p>		
<p><b>Unit 7</b> <b>Evaluate</b> <b>Spring</b> <b>Concert</b> <b>1 Week</b></p>	<p>6b. Demonstrate perceptual skills by moving in response to, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.</p> <p>7a. Devise criteria for evaluating performances and composition.</p> <p>7b. Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.</p>	<p>-Objectively self-evaluate individual and group performance at the spring concert.</p> <p>-Create and respond to specific criteria for evaluating the performance, including dynamics, intonation, rhythm, tone, and note accuracy</p>	<p>Individual aural responses to the recording of the spring concert</p> <p>Individual aural responses to guided self-evaluation questions after listening to the recording of the spring concert.</p>	<p>Digital Recorder</p> <p>Recording of spring concert performance</p>

<p><b>Unit 8</b> <b>Year End</b> <b>Review</b> <b>3 Weeks</b></p>	<p>2d. Echo short rhythms and melodic patterns.</p> <p>2e. Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.</p> <p>5a. Read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.</p> <p>6c. Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances;</p>	<p>-Perform a number of song selections (from Standard of Excellence Book 1) including but limited to Saw Mill Creek.</p> <p>-Identify all notes learned throughout the year, including proper fingering(s)/position(s)</p> <p>-Define terminology (such as forte, piano, crescendo...etc.)</p> <p>-Evaluate student performances of selected songs from Standard of Excellence.</p>	<p>Saw Mill Creek (page 20 from <i>Standard of Excellence Book 1</i>)</p> <p>Written vocabulary, notation, rhythmic quizzes.</p>	<p>Standard of Excellence Book 1</p> <p>Rubric for end of the year performance of Saw Mill Creek.</p>
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