

# Fourth Grade Scope & Sequence

Adopted 2015, Revised 2018

TEKS	BISD Clarification	Clarification Documents
See Clarification Document (SCD)		
4.1A = Categorize and explain a variety of musical sounds, including those of children's voices and soprano and alto adult voices	SATB (Opera)	<a href="#">4.1A Clarification Document</a>
4.1B = Categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion, keyboard and electronic instruments, and instruments of various cultures	Multiple instruments from each family	<a href="#">4.1B Clarification Document</a>
4.1C = Use known music symbols and terminology referring to rhythm, melody, timbre, form, tempo, dynamics, including crescendo and decrescendo, and articulation, including staccato and legato to explain musical sounds presented aurally		<a href="#">4.1C Clarification Document</a>
4.1D = Identify and label small and large musical forms such as ABAC, AB, ABA and rondo presented aurally in simple songs and larger works	<u>D.C. al fine, coda</u>	<a href="#">4.1D Clarification Document</a>
<b>Foundations: music literacy</b> . The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples.		
4.2A = Read, write and reproduce rhythmic patterns using standard notation, including separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate	<u>McHose or Eastman,</u> depending on feeder group:  Haltom & Birdville: MCHose Richland: Eastman	<a href="#">4.2A Clarification Document</a>

4.2B = Read, write and reproduce extended pentatonic melodic patterns using standard staff notation	S, L, D R M <u>F S L D'</u> ; <u>treble clef absolute pitch</u> ; Curwen hand signs	<u>4.2B Clarification Document</u>
4.2C = Identify new and previously learned music symbols and terms referring to tempo, dynamics, including crescendo and decrescendo, and articulation, including staccato and legato	A tempo	<u>4.2C Clarification Document</u>

Creative expression: The student performs a varied repertoire of developmentally appropriate music in informal or formal settings.		
4.3A = Sing or play classroom instruments independently or in groups with accurate intonation and rhythm	<u>Partner songs, Part singing (bass vs. treble), songs that reinforce known pitches &amp; rhythms, Recorder</u>	<u>4.3A Clarification Document</u>
4.3B = Sing or play a varied repertoire of music such as American and Texan folk songs and folk songs representative of local cultures independently or in groups	See Clarification Document (SCD)	<u>4.3B Clarification Document</u>
4.3C = Move alone and with others to a varied repertoire of music using gross motor, fine motor, locomotor and non-locomotor skills and integrated movement such as hands and feet moving together	<u>Folk dance &amp; play parties</u>	<u>4.3C Clarification Document</u>
4.3D = Perform various folk dances and play parties	SCD	<u>4.3D Clarification Document</u>
4.3E = Perform simple partwork, including rhythmic and melodic ostinati, derived from known repertoire	SCD	<u>4.3E Clarification Document</u>
4.3F = Interpret through performance new and previously learned music symbols and terms referring to tempo, dynamics, including crescendo and decrescendo, and articulation, including staccato and legato	SCD	<u>4.3F Clarification Document</u>
Creative expression: The student creates and explores new musical ideas within specified guidelines.		
4.4A = Create rhythmic phrases through improvisation or composition	Utilize <u>eighth- and sixteenth- note combinations, dotted half note, 3/4 meter</u>	<u>4.4A Clarification Document</u>

4.4B = Create melodic phrases through improvisation or composition	4 to 16 measures utilizing S, L, D R M F S L D' and Do clef; use Curwen hand signs	<a href="#"><u>4.4B Clarification Document</u></a>
4.4C = Create simple accompaniments through improvisation or composition	Use voice, melodic instruments, and rhythmic instruments to create patterns such as ostinatos, bourdons, etc)	<a href="#"><u>4.4C Clarification Document</u></a>

<b>Historical and cultural relevance:</b> The student examines music in relation to history and cultures.		
4.5A = Perform a varied repertoire of songs, movement and musical games representative of diverse cultures such as historical folk songs of Texas, Hispanic and American Indian cultures in Texas	SCD	<a href="#">4.5A Clarification Document</a>
4.5B = Perform music representative of America and Texas, including “Texas, Our Texas”	SCD	<a href="#">4.5B Clarification Document</a>
4.5C = Identify and describe music from diverse genres, styles, periods and cultures	<u>Opera</u>	<a href="#">4.5C Clarification Document</a>
4.5D = Examine the relationships between music and interdisciplinary concepts	Math (counting measures, fractions); language arts (reading comprehension); science (sounds of instruments); social studies (enhance academic), include visual art, theatre, opera, and dance	<a href="#">4.5D Clarification Document</a>
<b>Critical evaluation and response:</b> The student listens to, responds to, and evaluates music and musical performances.		
4.6A = Exhibit audience etiquette during live and recorded performances	Attend performances in classroom or off campus ( <b>opera</b> ); attention to appropriate types of responses	<a href="#">4.6A Clarification Document</a>
4.6B = Recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary	Utilize recorded music, teacher performance, peer performance	<a href="#">4.6B Clarification Document</a>
4.6C= Describe specific musical events in aural examples such as changes in timbre, form, tempo, dynamics, or articulation using appropriate vocabulary	Utilize recorded music, teacher performance, peer performance	<a href="#">4.6C Clarification Document</a>

4.6D= Respond verbally and through movement to short musical examples	Utilize recorded music, teacher performance, peer performance	<a href="#"><u>4.6D Clarification Document</u></a>
4.6E= Describe a variety of compositions and formal or informal musical performances using specific music vocabulary	Utilize recorded music, teacher performance, peer performance	<a href="#"><u>4.6E Clarification Document</u></a>
4.6F= Justify personal preferences for specific music works and styles using music vocabulary	Utilize recorded music, teacher performance, peer performance	<a href="#"><u>4.6F Clarification Document</u></a>