



Fourth Grade • First Quarter Pacing Guide



Music

Introduction to Your Music Pacing Guide

Pacing Guides create a realistic time frame for instruction and assessment. They establish paced student learning expectations and provide a starting point for the implementation of the Elementary General Music Curriculum.

The following tips may be helpful as you begin using the Pacing Guide:

- Introduce 9-week content skills according to the Pacing Guide, incorporating yearlong concepts.
- Once a skill is mastered, continue to practice it.
- Continue to reinforce skills and concepts throughout the year until mastery is achieved.
- Skills can be introduced earlier than listed, but no later, and can be assessed at any point after introduction.
- Compare your current pace to the Pacing Guide and adjust as needed.
- Become familiar with sequencing at previous and subsequent grade levels.
- The following website, can be used to find more information and to better understand standards:
<http://www.nafme.org/my-classroom/standards/core-music-standards/>
- An electronic version of the Pacing Guides can be found on the Lansing School District homepage, www.lansingschools.net, under Quicklinks.

* List your recommended resources.



Yvonne Caamal Canul
Superintendent

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Many thanks to...
the teachers and administrators
who helped develop and revise
the pacing guides.

This Music Pacing Guide is based on the National and Michigan Elementary General Music Standards. The I CAN statements are tailored to the needs of the students in the Lansing School District.

Fourth Grade

Music

First Quarter

Perform

Create

Analyze

Analyze in Context

Analyze and Make Connections

Standard I

Apply skills and knowledge to perform in the arts.

Standard II

Apply skills and knowledge to create in the arts.

Standard III

Analyze, describe, and evaluate works of art.

Standard IV

Understand, analyze, and describe the arts in historical, social, and cultural contexts.

Standard V

Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

ART.M.I.4.1

I CAN learn new music.

ART.M.I.4.4

I CAN sing a melody in a small group.

ART.M.I.4.8

I CAN play instrumental parts while other students sing a contrasting part.

ART.M.I.4.9

I CAN read quarter notes and rests, eighth notes and rests, half notes and rests, whole notes and rests

ART.M.II.4.6

I CAN add vocal, instrumental, and physical responses to music.

ART.M.III.4.7

I CAN describe how I respond to music using music vocabulary.

ART.M.IV.4.3

I CAN show appropriate audience behavior.



Fourth Grade • Second Quarter



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Fourth Grade

Music

Second Quarter

<p>Perform</p> <p>Standard I Apply skills and knowledge to perform in the arts.</p>	<p>Create</p> <p>Standard II Apply skills and knowledge to create in the arts.</p>	<p>Analyze</p> <p>Standard III Analyze, describe, and evaluate works of art.</p>	<p>Analyze in Context</p> <p>Standard IV Understand, analyze, and describe the arts in historical, social, and cultural contexts.</p>	<p>Analyze and Make Connections</p> <p>Standard V Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.</p>
<p>ART.M.I.4.1</p> <p><input type="checkbox"/> I CAN sing and play in a small group with accuracy and good technique within various music settings.</p> <p>ART.M.I.4.3</p> <p><input type="checkbox"/> I CAN sing and play with understanding, expressively with appropriate dynamics, phrasing and interpretation.</p> <p>ART.M.I.4.5</p> <p><input type="checkbox"/> I CAN blend timbres and match dynamic levels in the group in response to the cues of the conductor.</p> <p>ART.M.I.4.6</p> <p><input type="checkbox"/> I CAN play rhythmic, melodic, and harmonic instruments.</p> <p>ART.M.I.4.7</p> <p><input type="checkbox"/> I CAN perform rhythmic and melodic patterns with accuracy.</p> <p>ART.M.I.4.10</p> <p><input type="checkbox"/> I CAN read pitch notation for a minor scale.</p>		<p>ART.M.II.4.3</p> <p><input type="checkbox"/> I CAN describe music by moving, drawing, or other appropriate responses.</p> <p>ART.M.III.4.4</p> <p><input type="checkbox"/> I CAN discuss music in small groups using music vocabulary.</p>		<p>ART.M.V.4.1</p> <p><input type="checkbox"/> I CAN identify similarities and differences in the meanings of vocabulary used in the various arts.</p> <p>ART.M.V.4.3</p> <p><input type="checkbox"/> I CAN discuss the reasons for using music in daily experiences.</p>

Resources*



Fourth Grade • Third Quarter



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Third Quarter

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<p>ART.M.I.4.11 <input type="checkbox"/> I CAN recognize the basic expressive markings of music.</p>	<p>ART.M.II.4.1 <input type="checkbox"/> I CAN create rhythmic and melodic ostinati accompaniments.</p> <p>ART.M.II.4.2 <input type="checkbox"/> I CAN create answers that are rhythmic and melodic.</p> <p>ART.M.II.4.3 <input type="checkbox"/> I CAN create melodic embellishments on familiar melodies.</p>	<p>ART.M.III.4.5 <input type="checkbox"/> I CAN identify the timbre of instruments from other parts of the world.</p>	<p>ART.M.IV.4.1 <input type="checkbox"/> I CAN describe the instrumentation of different kinds of music.</p> <p>ART.M.IV.4.2 <input type="checkbox"/> I CAN describe how elements of music are used in music from world cultures.</p>	



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ART.M.II.4.4

I CAN arrange songs in various ways.

ART.M.II.4.5

I CAN use different sound sources and electronic media when composing, arranging, and improvising.

ART.M.III.4.1

I CAN identify different forms when listening to music.

ART.M.III.4.2

I CAN notate rhythms and melodies.

ART.M.III.4.6

I CAN create a fair system for evaluating music.

ART.M.V.4.2

I CAN identify cross-curricular connections.