

## GRADE FOUR INSTRUMENTAL MUSIC CURRICULUM MAP

	Content	Skills	Assessment	Activities/Resources
<b>August</b>	<u>1<sup>ST</sup> QUARTER</u>			
<b>September</b>	<p>Start-up Procedures</p> <p>Program Requirements</p> <p>Basic Skills/ Musicianship</p>	<p>Select Instrument Choice Read/understand lesson Schedule Assemble Instrument</p> <p>Complete Practice Sheets Demonstrate good attendance Establish a practice routine</p> <p>Become familiar with chosen instrument, embouchure formation, ability to produce a sound, proper hand/playing position.</p>	<p>Orientation Meetings</p> <p>Oral feedback during weekly lessons.</p> <p>Evaluate Lesson preparation weekly</p> <p>Record practice time weekly</p>	<p>Instrument Demonstration</p> <p>Instrument Distribution/Acquisition</p> <p>Welcome to Band Handouts</p> <p>Music &amp; Arts Contracts</p> <p>Rotating Lesson Schedules</p> <p>Practice Sheets</p> <p>Getting Started Handouts</p>
<b>October</b>	Symbols and Terms	Demonstrate understanding by identifying and performing musical examples containing: 1 <sup>st</sup> three notes whole notes/rests, staff, treble clef, time signature barlines and measures	Quarterly Performance Evaluation - #7	<p>Music Concepts Handouts</p> <p>Method Book -Standard of Excellence Book I</p> <p>Performance Checklist</p> <p>Quarterly Progress Report</p>

	<b>Content</b>	<b>Skills</b>	<b>Assessment</b>	<b>Activities/Resources</b>
<b>November</b>	<p align="center"><b><u>2<sup>ND</sup> QUARTER</u></b></p> <p>* Incorporate and perform previously learned skills and concepts</p> <p>Folk Songs</p> <p>Symbols and Terms</p>	<p>Play music of Wales, England, France, America, Norway, and Mexico</p> <p>Demonstrate understanding by identifying and performing musical examples containing: half notes/rests, quarter notes/rests, fermatta, breath mark, soli, solo, tutti, common time, repeat sign</p>	<p>Oral feedback during weekly lessons.</p> <p>Evaluate Lesson preparation weekly</p> <p>Record practice time weekly</p>	<p>Method Book –Standard of Excellence Book I</p> <p>Excellerators</p>
<b>December</b>	<p>Two-part playing</p> <p>Composing/Theory</p> <p>Program Commitment</p>	<p>Play basic duet</p> <p>Complete a musical sample given A time signature.</p> <p>Demonstrate commitment and dedication through practice sheets, lesson attendance, and lesson performance</p>		
<b>January</b>	<p>Increase Playing Range</p> <p>Major Scales</p> <p align="center"><b><u>3<sup>RD</sup> QUARTER</u></b></p> <p>* Incorporate and perform previously learned skills and concepts</p>	<p>Begin work on 1<sup>st</sup> Major Scale</p>	<p>Teacher/Peer Oral Assessment</p> <p>Quarterly Performance Evaluation - #17,20,27, or 34</p> <p>Quarterly Scale Requirement</p>	<p>Quarterly Progress Report</p>

		<b>Content</b>	<b>Skills</b>	<b>Assessment</b>	<b>Activities/Resources</b>
<b>February</b>		Symbols and Terms	Demonstrate understanding by identifying and performing musical examples containing: eighth notes, flats, sharps, key signatures, divisi, ties, unison, one measure repeats, 2/4	Oral feedback during weekly lessons.  Evaluate Lesson preparation weekly  Record practice time weekly	Method Book –Standard of Excellence Book I  Excellerators  Scale Sheets  Band Selections  #40 in Method Book
		Theory/Composition	Demonstrate understanding of note value equivalencies	Balance the scales	
		Composer Exposure	Play music of Rossini	Tell 3 facts	
		Folk Songs	Play a West Indian folk song		
<b>March</b>		Beginning Ensemble Experience	Start/stop together Maintain steady beat Adjust balance Follow all notational symbols and terms in band selections	Taped Performance Evaluation on #46,48,51, or 53	Quarterly Progress Report
		Program Commitment	Demonstrate commitment and dedication through practice sheets, lesson attendance, and lesson performance		
<b>April</b>		<b><u>4<sup>TH</sup> QUARTER</u></b> *I ncorporate and perform previously learned skills and concepts			
		Symbols and Terms	Demonstrate understanding by identifying and performing musical examples containing: eighth notes, pick-up notes, and slurs		

		<b>Content</b>	<b>Skills</b>	<b>Assessment</b>	<b>Activities/Resources</b>
<b>May</b>		<p>Theory/Composition</p> <p>Concert Preparation</p> <p>Program Commitment</p>	<p>Complete a recognizable composition with correct melody and notation</p> <p>Start/stop together Maintain steady beat Adjust balance Follow all notational symbols and terms in band selections</p> <p>Demonstrate commitment and dedication through practice sheets, lesson attendance, and lesson performance</p>	<p>Method Book #60 (Star Search)</p> <p>Performance Evaluation - #64</p> <p>Quarterly Scale Requirements</p> <p>Concert Selections Evaluation</p>	<p>Method Book -Standard of Excellence Book I</p> <p>Excellerators</p> <p>Performance Checklist</p> <p>Scale Sheets</p> <p>Band Selections</p> <p>Assessment Chart</p> <p>Spring Concert Selections</p>
<b>June</b>		<p>Continued practice with 2-part playing (Duets)</p> <p>Composer Exposure</p>	<p>Continued improvement with playing independence</p> <p>Play music of Brahms and Mozart</p>	<p>Tell 3 facts</p>	<p>Quarterly Progress Report</p> <p>Summer Practice Chart</p> <p>Private Instructor Handout</p>