August/September:

Grade 4 Scope & Sequence

*Songs:*

1. Patriotic Packet
* America the Beautiful (Sign Language)
* America (My Country Tis of Thee (Sign Language)
* Rest of Packet EXCEPT for “Fifty Nifty”
1. Hispanic Heritage Packet
* De Colores
* Mama Paquita
* Rest of Packet EXCEPT for “Cielito Lindo”

*Movement:*

1. Les Saluts
2. I Let Her Go Go
3. En La Feria de San Juan

*Instrumental/Readiness:*

1. Recorder Readiness – Rhythm Sticks
* Left hand on top
* Tonguing (echo Lev 1&2 patterns)
* B-A-G fingerings
1. Recorder (same as above)

*Tonal Development:*

Echo Level 1 tonal patterns with hand signs

*Rhythmic Development:*

Read Level 1 and 2 Patterns (Classroom Percussion)

Echo Level 1 Triple Patterns (Speech & Classroom Percussion)

*Listening:*

1. Mañana Iguana
2. Strings and Things

*Vocabulary:*

1. Review names and members of instrument families
2. Voice Family
3. Acapella
4. Vocal Percussion

*STEAM:*

Reinforce concepts of:

1. Vibration
2. Amplification
3. Acoustic
4. Electric
5. Sound Wave
6. Frequency

through singing and classroom instruments.

Grade 4 Scope & Sequence (Cont.)

*October:*

*Songs:*

1. Hispanic Heritage Packet
2. Mongolian Night Song (SL)
3. Ghost of John (Round)
4. Review: Skin and Bones
5. Review: Halloween Night

*Movement:*

 El Marunguey

*Instrumental Readiness:*

 Recorder

* Review hold, tonguing & BAG fingerings
* Introduce Low E
* Rote/Prenotation BAG Songs
	+ Kuma San
	+ Hot Cross Buns
	+ Skin and Bones

*Tonal Development:*

 *Same as previous*

*Rhythmic Development:*

 Recorder

* Read/Play Level 1 and 2 duple patterns on 1 pitch on the recorder – NOT ON A STAFF!!!
* Echo Level 1 triple patterns on 1 pitch.

*Listening:*

Danse Macabre (Listening Map)

Examples of Plena from Puerto Rico (You Tube)

Music from the Caribbean (Discovery Education Videos)

*Vocabulary:*

1. *Plena*
2. *Call & Response*
3. *Round*

*STEAM:*

 Same as previous

Grade 4 Scope & Sequence (Cont.)

*November:*

*Songs:*

 Thanksgiving Packet

* There’s a Big Fat Turkey
* Turkey Song
* Shoo, Turkey
* Rest of Packet

*Movement:*

 Mince Pie or Pudding

*Instrumental Readiness:*

1. Same as previous
2. Mongolian Night Song – Rote
3. Introduce High C
4. See Rhythmic Dev.

*Tonal Development:*

 Informal Assessment:

* T. sing Level 1 patterns on a NEUTRAL SYLLABLE (loo or la) with hand signs. S. (group) responds with solfege syllables. If 80% of students succeed, move on to next step. If not, continue to echo syllables for another month and try to assess again.
* Next Step: Remove the hand signs and repeat with neutral syllables. If 80% can perform the correct syllables, introduce notation for level 1 patterns they have internalized. Introduce notation in E Major first. (line notes seem to be easier). Don’t bother with discussing the treble clef or key signatures yet. Move on to F Major (space notes), then G Major in subsequent lessons. Do not sing in C Major – this will have them singing in the break/transition zone between the chest and head voice.
* If they are reading the triads in E Major, then begin to echo level 2 tonal patterns. Introduce Re first, then add Fa in subsequent lessons.

*Rhythmic Development:*

 Recorder:

* Play level 1 and 2 patterns, (NOT ON A STAFF) assigning different pitches to boys vs. girls to create harmony: B/G, G/low E. Add accompaniment once they are confident to make things more interesting*.*
* Echo level 1 triple patterns with harmony listed above.
* Echo level 1b duple patterns (half & whole notes)

*Listening:*

 *Vocal Percussion/Beat Boxing (YouTube)*

*Vocabulary:*

1. *Vocal Percussion*
2. *Line Note*
3. *Space Note*
4. *Key Signature – “tells us where Do is”*

*STEAM:*

Same as previous

Grade 4 Scope & Sequence (Cont.)

*December:*

*Songs:*

 Winter Packet

*Movement:*

 Ah Poor Bird (Round)

*Instrumental Readiness:*

Recorder:

* (Same as Previous)
* Introduce High D

Gathering Drums

* Echo patterns
* Improvisation (see grade 3)

*Tonal Development:*

Same as previous

*Rhythmic Development:*

1. Informally assess level 2b Duple patterns.
2. If at 80%, then introduce notation.

*Listening:*

Acapella groups (Pentatonix) on Youtube- covers of holiday songs.

*Vocabulary:*

1. Acapella
2. Voice Family
3. Soprano
4. Alto
5. Tenor
6. Bass

*STEAM:*

1. Vibration
2. Amplification
3. Vocal Cords/Folds
4. Larynx
5. Vocal Apparatus Video (Youtube)

Grade 4 Scope & Sequence (Cont.)

*January:*

*Songs:*

 Black History Packet

1. Martin’s Cry (Sign Language)
2. Oh Won’t You Sit Down?
3. Swing Low Sweet Chariot (SL)
4. This Train
5. Good News (Review)

*Movement:*

 Way Down Yonder in the Brickyard

*Instrumental/Readiness:*

1. Same as previous
2. Recorder: Add High C
3. See Tonal Dev.

*Tonal Development:*

1. Same as previous
2. Play Level 1 and 2 Patterns on a staff – start with B, A & G: (one note at a time).

*Rhythmic Development:*

1. Same as previous
2. Introduce notation for level 1b duple patterns

*Listening:*

*Arrangement of one of the spirituals listed above.*

*Vocabulary:*

1. Code Song
2. Partner Song
3. Call & Response
4. Arrangement
5. Treble Clef: “gives the lines & spaces their letter names”

*STEAM:*

 Same as previous

Grade 4 Scope & Sequence (Cont.)

*February:*

*Songs:*

 Black History Packet

1. Previous Songs PLUS
2. Oh When the Saints (Partner Song with This Train & Swing Low…
3. Pay Me My Money Down

*Movement:*

 Zudeo

*Instrumental/Readiness:*

Same as previous

Recorder

1. Refrain of “Oh Won’t You Sit Down” – Rote
2. Q&A – BAG Combos
3. Introduce Low D
4. Start recorder method book

*Tonal Development:*

Same as previous

*Rhythmic Development:*

Same as previous

*Listening:*

*Jazz standard(s) with many instruments improvising, including voice. Recording or a video.*

*Vocabulary:*

1. Previous terms
2. Improvisation

*STEAM:*

 Same as previous

Grade 4 Scope & Sequence (Cont.)

*March:*

*Songs:*

 Grade 4 Packet

1. Susanna
2. Ida Red (S. identify DMS pattern in score)
3. Sarasponda
4. Old Dan Tucker

*Movement:*

 John Kanaka

*Instrumental/Readiness:*

Recorder

* Same as previous

Melodic/Pitched Percussion

1. Introduce/demonstrate mallet hold.
2. Echo rhythms with mallet only on table or floor: simultaneous hands first, then alternating.
3. Echo rhythms or say your name (black keys only or choose open 5ths/major 3rds to avoid dissonance. Play the tonic major chord as accompaniment.
4. Play to the beat with classroom songs in the same keys. Use simultaneous hands first, then alternating.

*Tonal Development:*

Same as previous

*Rhythmic Development:*

Same as previous

*Listening:*

 *Banjo*

*Vocabulary:*

1. *Folk Song*
2. *Bluegrass*

*STEAM:*

Whales and the Whaling Industry (Discovery Education Videos)

Grade 4 Scope & Sequence (Cont.)

*April:*

*Songs:*

Grade 4 Packet

* Old Joe Clark

Opera Funtime Workbook – Aida

* Glory to Egypt

*Movement:*

 Hop Up and Jump Up

*Instrumental/Readiness:*

Same as previous

*Tonal Development:*

Same as previous

*Rhythmic Development:*

1. Same as previous
2. Q&A on pitched percussion

*Listening:*

 *Glory to Egypt - Aida*

*Vocabulary:*

1. Opera
2. Composer
3. Opera House
4. Verdi
5. Ancient Egypt
6. Archaeologist
7. Hieroglyphics

*STEAM:*

 *Maps of Europe and Egypt*

 *Nile River (Discovery Ed Videos)*

 *Time Lines*

Grade 4 Scope & Sequence (Cont.)

*May:*

*Songs/Activities:*

Opera Funtime Workbook – Aida

*Movement:*

 All previous 4th grade movement songs

*Instrumental/Readiness:*

Same as previous

*Tonal Development:*

Same as previous

*Rhythmic Development:*

Same as previous

*Vocabulary:*

 Same as previous

Listening:

 Aida: Act 2 Video

*STEAM:*

Desert climate