



Stockton Unified School District  
Curriculum Map

General Music

Grade 4

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
	<b>Second Six Weeks</b>			
1	<b>I. RHYTHM</b> A. 4-Beat Notated Patterns (Quarter, Two Eighths, Quarter Rest, Half Note) 1. Body percussion, instruments 2. Aural identification B. 2-Part Rhythmic Canons 1. Body percussion/speech C. Ostinato 1. Performance	Aurally identify 4-beat rhythmic patterns	"Bedbugs and Beetles", Carol King (Appendix)	<u>Math</u> : patterns
1	<b>II. MELODY</b> A. Melodic Direction/Contour 1. Identification of highest/lowest pitches 2. Ascending/descending patterns 3. Movement response B. Major/Minor Pentatons 1. Performance 2. Visual identification	Identify shape of melodic phrases	"I Don't Care if the Rain Comes Down" - STM Grade 4 "Black and Gold", Carol King (Appendix) "Tomcat" – <i>Recorder Routes</i> , Carol King	<u>Language Arts</u> : critical listening <u>Science</u> : classifying
1	<b>III. HARMONY</b> A. Level Bordun Accompaniment 1. Performance			<u>Math</u> : patterns
1, 2	<b>IV. FORM</b> A. Like and Different Phrases 1. Rhythmic echoes 2. Phrase awareness			<u>Language Arts</u> : compare/contrast
1, 3	<b>V. EXPRESSIVE QUALITIES</b> A. Movement to Show Contrast 1. Body shapes, movement			<u>Language Arts</u> : compare/contrast <u>Art</u> : visual reasoning

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3	<p style="text-align: center;"><b>Second Six Weeks</b></p> <p><b>VI. ANALYSIS</b></p> <p>A. Student Performance Assessment</p> <ol style="list-style-type: none"> <li>1. Teacher-made rubric</li> </ol> <p>B. Comparison of Rhythmic and Melodic Phrases</p> <ol style="list-style-type: none"> <li>1. Description of phrases</li> </ol>			<p><u>Language Arts</u>: compare/contrast</p> <p><u>Math</u>: drawing conclusions</p>
1, 4	<p style="text-align: center;"><b>Third Six Weeks</b></p> <p><b>I. RHYTHM</b></p> <p>A. 8-Beat Rhythmic Ostinato</p> <ol style="list-style-type: none"> <li>1. Speech, body percussion, instruments</li> <li>2. Creation</li> </ol> <p>B. Movement/Dance – Step-Close, Step-Touch, Step-Back, Step-Cross, Grapevine</p> <ol style="list-style-type: none"> <li>1. Performance demonstration</li> </ol>	<p>Create, write and perform 8-beat (ostinato) patterns using quarter, two eighths, quarter rest, and half note</p>	<p>“Canon in D”, Pachelbel <i>Bach on Wood</i>, or “Misirlou”, RM #9</p>	<p><u>Math</u>: pattern, spatial relationships</p>
1, 4	<p><b>II. MELODY</b></p> <p>A. Solfege and Hand Signs for Low Sol and Low La</p> <ol style="list-style-type: none"> <li>1. Echoing patterns</li> <li>2. Vocal performance in a song</li> <li>3. Pitched instruments</li> </ol>			<p><u>Language Arts</u>: shared/choral reading, fluency</p> <p><u>Math</u>: organizing information</p>

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	<b>Third Six Weeks</b>				
1	<b>III. HARMONY</b> A. Cross-Over Bordun Accompaniment 1. Performance B. Melodic Ostinato 1. Vocal, instrumental	Perform melodic ostinati accompaniment, maintaining tempo	"Cotton-Eyed Joe", arr. Carol King (Appendix) "Hey, Ho! Nobody Home" - STM Grade 4	<u>Math</u> : patterns	
2	<b>IV. FORM</b> A. Introduction, Interlude, and Coda 1. Speech/song, instruments 2. Creation			<u>Language Arts</u> : poetry, shared/choral reading <u>Math</u> : sequencing, classifying	
2	<b>V. EXPRESSIVE QUALITIES</b>				
2	<b>VI. ANALYSIS</b>				
	<b>Fourth Six Weeks</b>				
1	<b>I. RHYTHM</b> A. Traditional Notation – Whole Notes 1. Vocal, instrumental, movement 2. Visual identification B. Measures and Bar Lines 1. Visual identification				<u>Language Arts</u> : poetry, speech, shared/choral reading <u>Math</u> : patterns <u>Language Arts</u> : organizing information

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	<b>Fourth Six Weeks</b>			
1	<p><b>II. MELODY</b></p> <p>A. Steps and Repeated Tones</p> <ol style="list-style-type: none"> <li>1. Vocal, instrumental</li> <li>2. Identification</li> </ol> <p>B. Partner Songs</p> <ol style="list-style-type: none"> <li>1. Performance</li> </ol> <p>C. B-A-G Patterns from Notation</p> <ol style="list-style-type: none"> <li>1. Identification</li> <li>2. Performance from notation</li> </ol> <p><b>III. HARMONY</b></p>			<u>Science</u> : classifying
1, 3, 4	<p><b>IV. FORM</b></p> <p>A. Rhythmic Question and Answer</p> <ol style="list-style-type: none"> <li>1. Body percussion, unpitched instruments</li> </ol> <p>B. Movement Question and Answer</p> <ol style="list-style-type: none"> <li>1. Partners</li> </ol> <p>C. Rondo</p> <ol style="list-style-type: none"> <li>1. Speech/singing, movement/instruments</li> </ol>	Performance of rhythmic question and answer	<p>“Chicken on the Fencepost” - STM (2000 Edition) Grade 3</p> <p>“Jubilee” (Appendix)</p>	<p><u>Language Arts</u>: question/answer, speech</p> <p><u>Social Studies</u>: making decisions</p> <p><u>Math</u>: using models</p>
1, 3, 4	<p><b>V. EXPRESSIVE QUALITIES</b></p> <p>A. B Section of a Dance</p> <ol style="list-style-type: none"> <li>1. Student creation</li> </ol>			<u>Math</u> : spatial relationship patterns
3, 4	<p><b>VI. ANALYSIS</b></p> <p>A. Sectional Form</p> <ol style="list-style-type: none"> <li>1. Analysis and labeling</li> </ol>	Analyze and label sections of a listening example	<p>“In a Mountain Path” (ABA) – STM Grade 4</p> <p>“Spinning Song” (Rondo) – <i>Bach on Wood</i></p>	<u>Language Arts</u> : critical listening, compare/contrast

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	<b>Fifth Six Weeks</b>			
1, 4	<b>I. RHYTHM</b> A. Traditional Notation – Four Sixteenth Notes <ol style="list-style-type: none"> <li>1. Echoing with body percussion, instruments</li> <li>2. Speech/Song</li> <li>3. Visual identification</li> <li>4. Performance from notation, using body percussion, instruments</li> </ol>			<u>Language Arts</u> : shared/choral reading <u>Math</u> : fractions
1	<b>II. MELODY</b> A. Pentatonic Patterns Including High Do <ol style="list-style-type: none"> <li>1. Solfege, hand signs</li> <li>2. Performance of song</li> <li>3. Visual identification of high Do</li> </ol>			<u>Math</u> : patterns
1	<b>III. HARMONY</b> A. 2- or 3-Part Vocal Canon <ol style="list-style-type: none"> <li>1. Performance</li> </ol>		"Scotland's Burning" – STM Grade 3	
1	<b>IV. FORM</b>			
1, 2, 4	<b>V. EXPRESSIVE QUALITIES</b> A. Sudden and Gradual Dynamic Changes <ol style="list-style-type: none"> <li>1. Aural analysis</li> </ol> B. Expressive Development of Poetry/Song <ol style="list-style-type: none"> <li>1. Dynamics</li> </ol>	Group performance of selected dynamic markings applied to poetry or song	Haiku (Appendix)	<u>Science</u> : making observations <u>Language Arts</u> : description, critical listening, poetry, speech
3	<b>VI. ANALYSIS</b> A. Student Performance Assessment <ol style="list-style-type: none"> <li>1. Creation and application of student-created rubric</li> </ol>			<u>Language Arts</u> : audience awareness <u>Math</u> : drawing conclusions <u>Science</u> : making observations

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	<div style="border: 1px solid black; padding: 2px; display: inline-block;"><b>Sixth Six Weeks</b></div>			
2, 4	<p><b>I. RHYTHM</b></p> <p>A. 2/4 And 3/4 Meters</p> <ol style="list-style-type: none"> <li>1. Vocal performance</li> <li>2. Rhythmic echo – body percussion, instruments</li> <li>3. Performance of strong/weak beats – body percussion, instruments</li> <li>4. Performance of 3/4 accompaniment</li> <li>5. Bar line placement (2/4, 3/4)</li> </ol> <p>B. Notation – Dotted Half Note</p> <ol style="list-style-type: none"> <li>1. Performance</li> <li>2. Identification</li> </ol>		<p>“Hi! Ho! The Rattlin’ Bog” – STM Grade 4</p> <p>“Minuet” - <i>Bach on Wood</i></p> <p>“Train Is A-Comin’” - STM Grade 4 SR</p> <p>“All Through the Night” – <i>Recorder Routes</i>, Carol King</p>	
1, 4	<p><b>II. MELODY</b></p> <p>A. Hand Signs and Scale Position for Fa and Ti</p> <ol style="list-style-type: none"> <li>1. Diatonic patterns – vocal, instrumental</li> <li>2. Diatonic songs</li> </ol> <p>B. B-A-G-E Patterns from Notation</p> <ol style="list-style-type: none"> <li>1. Performance (instrumental)</li> </ol>	Perform B-A-G-E patterns from notation on staff	<p>“Hot Cross Buns” – STM Grade 3</p> <p>“Acka Backa” - <i>Recorder Routes</i>, Carol King</p>	<p><u>Language Arts</u>: shared/ choral reading, organizing information</p>
	<p><b>III. HARMONY</b></p>			<p><u>Social Studies</u>: sequencing</p>
	<p><b>IV. FORM</b></p>			
	<p><b>V. EXPRESSIVE QUALITIES</b></p> <p>A. Band vs. Orchestra</p> <ol style="list-style-type: none"> <li>1. Listening examples</li> <li>2. Description</li> </ol>			<p><u>Language Arts</u>: compare/ contrast, critical listening</p> <p><u>Science</u>: classify</p>
	<p><b>VI. ANALYSIS</b></p>			

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