

## RCPS Grade 4 Curricular Framework

Musical element	Application	Vocabulary
<p style="text-align: center;"><b>Sing</b></p> <ul style="list-style-type: none"> <li>•Vocal development</li> <li>•Melodic awareness</li> <li>•Harmony</li> <li>•Create</li> </ul>	<ul style="list-style-type: none"> <li>•sing alone and with others to expand vocal range</li> <li>•identify major/minor tonality</li> <li>•perform in rounds/partner songs with increasing complexity</li> <li>•improvise melodies</li> </ul>	<ul style="list-style-type: none"> <li>•major/minor</li> </ul>
<p style="text-align: center;"><b>Play</b></p> <ul style="list-style-type: none"> <li>•Technique</li> <li>•Rhythm</li> <li>•Melody</li> <li>•Harmony</li> <li>•Create</li> </ul>	<ul style="list-style-type: none"> <li>•describe and demonstrate proper instrument technique and care: recorder</li> <li>•demonstrate appropriate articulation (tonguing): legato, staccato</li> <li>•play alone and with others rhythmic patterns adding to previous knowledge: dotted quarter, single eighth note</li> <li>•perform melodies on recorder: B, A, G, E, D, C', D' using proper fingering</li> <li>•play 2-part recorder pieces as a class</li> <li>•play rounds/canons on recorder</li> <li>•improvise question and answer phrases and short melodies using recorder</li> </ul>	<ul style="list-style-type: none"> <li>•recorder</li> <li>•tone</li> <li>•tonguing</li> <li>•legato, staccato</li> <li>•ta-m ti/dotted quarter, eighth note</li> <li>•fingering</li> <li>•duet</li> <li>•canon</li> </ul>

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<p style="text-align: center;"><b>Listen</b></p> <ul style="list-style-type: none"> <li>•Form</li> <li>•Expressive Elements</li> <li>•Timbre</li> <li>•Respond</li> </ul>	<ul style="list-style-type: none"> <li>•identify phrase structure of simple melodies</li> <li>•identify and assign dynamics and tempo using musical terminology</li> <li>•identify woodwind and brass instruments and characteristics of each</li> <li>•critique group and solo performances using specific criteria</li> </ul>	<ul style="list-style-type: none"> <li>•dynamics: crescendo, decrescendo,</li> <li>•tempo: ritardando, accelerando</li> <li>•tone color</li> <li>•band</li> </ul>
<p style="text-align: center;"><b>Read/Write</b></p> <ul style="list-style-type: none"> <li>•Notation</li> <li>•Identify music symbols</li> <li>•Create</li> </ul>	<ul style="list-style-type: none"> <li>•identify low D and middle C on staff</li> <li>•transition from syllabic to numeric rhythm reading</li> <li>•sight read rhythmic and/or melodic patterns with increased complexity</li> <li>•identify music symbols: fermata, crescendo, decrescendo, coda, fine, D.C. al fine, segno, D.S. al coda</li> <li>•compose rhythm and melodic patterns with increased complexity</li> </ul>	<ul style="list-style-type: none"> <li>•ledger line</li> <li>•1, 1+, 1e+a</li> <li>•fermata, coda, fine, D.C. al fine, segno, D.S. al coda</li> </ul>