

# 4th Grade American Online School

## MUSIC EDUCATION CURRICULUM

### Exploring Sound, Skill, and Self Through Music

Version May/2025

## 1. Introduction

### The Role of Music Education in 4th Grade

The 4th Grade Music curriculum nurtures musical understanding through performance, notation, and personal expression. Students develop their ability to read music, use their voice with control and emotion, and play instruments with increasing skill. They learn to listen critically, create collaboratively, and appreciate music's role across cultures and life experiences.

By the end of this course, students will:

- ✓ Read and perform rhythmic and melodic notation.
- ✓ Sing in tune with confidence and expression.
- ✓ Play classroom instruments in ensemble settings.
- ✓ Reflect on music listening experiences and respond creatively.
- ✓ Explore personal voice and musical identity.

## 2. Core Competence Areas

### MUS.1 Instrumental Understanding and Performance

#### Learning Outcomes

By the end of this course, students will be able to:

- ✓ **Identify and classify musical instruments by family and sound production.**
- ✓ **Demonstrate correct technique and rhythm while playing classroom instruments.**
- ✓ **Play simple melodies and rhythmic accompaniments collaboratively.**

#### Competencies

##### MUS.1.A.1 – Exploring instruments and sound families.

- Identify string, wind, brass, percussion, and keyboard instruments.
- Describe timbre and function in orchestras and ensembles.

##### MUS.1.A.2 – Playing with coordination and precision.

- Use xylophones, recorders, and drums to practice rhythmic and melodic patterns.
- Perform as part of duos, trios, or small ensembles.

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### MUS.2 Singing and Musical Literacy

#### Learning Outcomes

By the end of this unit, students will be able to:

- ✓ **Sing melodies in unison and simple rounds or two-part harmonies.**
- ✓ **Apply solfège, note reading, and rhythmic syllables in performance.**
- ✓ **Follow musical cues, dynamics, and phrasing.**

#### Competencies

##### MUS.2.A.1 – Reading and performing from notation.

- Identify pitches on the treble clef (C–G), note values, rests, time signatures.
- Sing exercises and songs using visual scores and movement.

### **MUS.2.A.2 – Singing with vocal technique and expression.**

- Use proper posture, breath support, and diction.
  - Perform seasonal songs, folk tunes, or classroom-created melodies.
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## **MUS.3 Music Listening and Response**

### **Learning Outcomes**

By the end of this unit, students will be able to:

- ✓ **Analyze elements of music (tempo, dynamics, pitch, form, mood).**
- ✓ **Describe and compare music from different cultures and genres.**
- ✓ **Use movement, drawing, and discussion to reflect on musical meaning.**

### **Competencies**

#### **MUS.3.A.1 – Listening actively and analytically.**

- Respond to orchestral works, global music, and contemporary pieces.
- Identify ABA form, crescendo, contrast, and thematic material.

#### **MUS.3.A.2 – Expressing musical interpretation.**

- Create journal entries, artwork, or dance based on listening experiences.
  - Discuss emotional reactions and personal connections.
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## **MUS.4 Creativity and Personal Voice**

### **Learning Outcomes**

By the end of this unit, students will be able to:

- ✓ **Improvise short rhythmic or melodic patterns.**
- ✓ **Compose and notate original phrases using learned symbols.**
- ✓ **Reflect on their musical preferences and performance growth.**

## Competencies

### **MUS.4.A.1 – Creating and improvising with intent.**

- Use instruments and voice to invent motifs or rhythms.
- Collaborate in small groups to build compositions.

### **MUS.4.A.2 – Exploring self through musical expression.**

- Write and share “My Voice” compositions based on identity or themes.
  - Discuss how music expresses individual and community stories.
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## 3. Assessment and Evaluation

### **Formative Assessments – Skill Practice and Reflection**

- ✓ Solfège drills, rhythm clapping, echo songs.
- ✓ Listening response sheets.
- ✓ Recorder practice logs.

### **Summative Assessments – Performance and Composition**

- ✓ Group Instrumental Performance (rubric-based).
- ✓ Sight-Singing and Note Reading Quiz.
- ✓ Original Music Composition with Reflection.

### **Authentic Assessment – Showcase and Process**

- ✓ Mini-Concert or Class “Music Museum” Exhibition.
  - ✓ “My Voice” Reflection Presentation.
  - ✓ Peer and self-assessment rubrics.
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## 4. Instructional Strategies for Online Learning

### **Exploration Through Play and Sound**

- ✓ Use boomwhackers, body percussion, and improvised instruments.
- ✓ Encourage creative risk-taking and pattern-making.

## **Blended Literacy and Music Integration**

- ✓ Connect music to poetry, rhythm in language, and storytelling.
- ✓ Explore links to history and global studies (e.g., instruments of Asia, music of protest).

## **Technology and Tools**

- ✓ Use Chrome Music Lab, Flat.io, or Noteflight for composition.
- ✓ Play along with online tutorials or live backing tracks.

## **Learning Culture**

- ✓ Foster joy, respect, and active participation.
- ✓ Encourage constructive feedback and performance reflection.
- ✓ Celebrate every student's unique musical path.

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