# Exploratory Music Grade 4
## Year at a Glance 2022-2023

<table>
<thead>
<tr>
<th>Exploratory Music</th>
<th>Duration</th>
<th>State Anchor Standards</th>
<th>Big Ideas/ Enduring Understandings</th>
<th>Essential Questions</th>
<th>Summative Assessment</th>
</tr>
</thead>
</table>
| Introductory Unit - Sound | First 3 – 4 weeks of school | 1, 2, 11 | - Properties of sound include vibration, pitch, and frequency  
- Percussion instruments produce sound by striking, shaking, and/or scraping  
- Distinguish the difference between high, medium, and low pitch  
- Apply percussion characteristics to create percussion instruments  
- Perform an ostinato pattern on various percussion instruments | - What is sound?  
- What is music? | Tests & Quizzes  
- Introductory Unit  
- Introductory Unit Performance Assessment |
| Woodwind Unit     | 12 weeks       | 4, 5, 9, 10, 11         | - Visually and aurally identify instruments within the family  
- That instruments have evolved over time  
- How to sequence the steps to assemble the parts of the clarinet mouthpiece  
- How to sequence the steps to produce a characteristic sound with proper embouchure on the clarinet  
- How to demonstrate proper playing position  
- How to distinguish by sound, the voices of the woodwind instruments  
- Accuracy in performing pitches (G, F, and E) and rhythms by reading standard notation  
- How to perform using a steady tempo with no starts or stops | - What is music?  
- Why does each voice and instrument have its own timbre?  
- How is personal preference for music developed? | Tests & Quizzes  
- Woodwind Unit  
- Clarinet Performance Assessment |

Baltimore County Public Schools  
Office of Music and Dance Education
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| Brass Unit        | 12 Weeks | 4, 5, 9, 10, 11        | • Visually and aurally identify instruments within the family  
• How to distinguish the difference between muted and unmuted brass instruments  
• That instruments have evolved over time  
• The four elements needed to play a brass instrument  
• How to sequence the steps to produce a characteristic sound with proper embouchure on the trumpet  
• How to demonstrate proper playing position  
• How to distinguish by sound, the voices of the brass instruments  
• Accuracy in performing pitches (E, D, and C) and rhythms by reading standard notation  
• How to perform using a steady tempo with no starts or stops | • What is music?  
• Why does each voice and instrument have its own timbre?  
• How is personal preference for music developed? | • Tests & Quizzes  
– Brass Unit  
• Trumpet Performance Assessment |
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<tbody>
<tr>
<td>String Unit</td>
<td>12 Weeks</td>
<td>4, 5, 9, 10, 11</td>
<td>• Visually and aurally identify instruments within the family</td>
<td>• What is music?</td>
<td>• Tests &amp; Quizzes – String Unit</td>
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<tr>
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<td>• How to identify the parts of the violin and bow</td>
<td>• Why does each voice and instrument have its own timbre?</td>
<td>• Violin Performance Assessment</td>
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<td></td>
<td></td>
<td>• That instruments have evolved over time</td>
<td>• How is personal preference for music developed?</td>
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<td>• How the length, thickness, and tension of a string affect the pitch</td>
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<td>• How to distinguish between pizzicato and arco</td>
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<td>• How to demonstrate proper playing position</td>
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<td>• How to perform both pizzicato and arco on the violin</td>
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<td>• Accuracy in performing open string pitches and rhythms by reading standard notation</td>
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<td>• How to perform using a steady tempo with no starts or stops</td>
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