

Fourth Grade Music

Unit Title: Unit 1 - Where In The World?

Stage 1: Desired Results

Standards & Indicators:

NJSLS for Visual and Performing Arts

Artistic Process - Creating

- Anchor Standard 1: Generating and conceptualizing ideas.
 - *Performance Expectations*
 - 1.3A.5.Cr1a - Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
- Anchor Standard 2: Organizing and developing ideas.
 - *Performance Expectations*
 - 1.3A.5.Cr2a - Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
 - 1.3A.5.Cr2b - Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.
- Anchor Standard 3: Refining and completing products.
 - *Performance Expectations*
 - 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
 - 1.3A.5.Cr3b - Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.

Artistic Process - Performing

- Anchor Standard 4: Selecting, analyzing, and interpreting work.
 - *Performance Expectations*
 - 1.3A.5.Pr4a - Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
 - 1.3A.5.Pr4b - Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
 - 1.3A.5.Pr4c - Analyze selected music by reading and performing using standard notation.
 - 1.3A.5.Pr4d - Explain how context (e.g., personal, social, cultural, historical) informs performances
 - 1.3A.5.Pr4e - Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
 - 1.3A.5.Pr5a - Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance
 - 1.3A.5.Pr5b - Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
 - *Performance Expectations*
 - 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
 - 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
- Anchor Standard 6: Conveying meaning through art.
 - *Performance Expectations*
 - 1.3A.5.Pr6a - Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation
 - 1.3A.5.Pr6b - Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

Artistic Process - Responding

- Anchor Standard 7: Perceiving and analyzing products.
 - *Performance Expectations*
 - 1.3A.5.Re7a - Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

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- 1.3A.5.Re7b - Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
- Anchor Standard 8: Applying criteria to evaluate products.
 - *Performance Expectations*
 - 1.3A.5.Re8a - Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.
- Anchor Standard 9: Interpreting intent and meaning.
 - *Performance Expectations*
 - 1.3A.5.Re9a - Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.

Artistic Process - Connecting

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
 - *Performance Expectations*
 - 1.3A.5.Cn10a - Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
 - *Performance Expectations*
 - 1.3A.5.Cn11a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

NJSLS for Visual and Performing Arts - Media Arts

Artistic Process - Creating

- Anchor Standard 1: Generating and conceptualizing ideas.
 - *Performance Expectations*
 - 1.2.5.Cr1d: Collaboratively form ideas, plans, and models to prepare for media artwork.
 - 1.2.5.Cr1e: Model ideas and plans in an effective direction.
 - 1.2.5.Cr1f: Brainstorm goals and plans for a media art audience.
- Anchor Standard 2: Organizing and developing ideas.
 - *Performance Expectations*
 - 1.2.5.Cr2a: Collaboratively form ideas, plans and models to prepare for media artwork.
 - 1.2.5.Cr2b: Model ideas, plan in an effective direction.
 - 1.2.5.Cr2c: Brainstorm goals and plans for a media art audience.
- Anchor Standard 3: Refining and completing products.
 - *Performance Expectations*
 - 1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.

Artistic Process - Producing

- Anchor Standard 4: Selecting, analyzing, and interpreting work.
 - *Performance Expectations*
 - 1.2.5.Pr4a: Practice combining various academic arts, media forms, and content into unified media artworks such as animation, music, and dance.
 - 1.2.5.Pr4b: Demonstrate understanding of combining a variety of academic, arts and content with an emphasis on coordinating elements into a comprehensive media artwork.
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
 - *Performance Expectations*
 - 1.2.5.Pr5a: Develop and enact a variety of roles to practice foundational artistic, design, technical, organizational, and soft skills in producing media artworks.
- Anchor Standard 6: Conveying meaning through art.
 - *Performance Expectations*
 - 1.2.5.Pr6b: Identify and compare experiences and benefits of presenting media artworks.

Artistic Process - Responding

- Anchor Standard 7: Perceiving and analyzing products.
 - *Performance Expectations*
 - 1.2.5.Re7a: Identify, describe, explain and differentiate how messages and meaning are created by components in media artworks.
- Anchor Standard 8: Interpreting intent and meaning.
 - *Performance Expectations*

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- 1.2.5.Re8a: Determine, explain and compare personal and group reactions and interpretations of a variety of media artworks, considering their personal and cultural perception, intention and context.
 - Anchor Standard 9: Applying criteria to evaluate products.
 - Performance Expectations
 - 1.2.5.Re9a: Develop and apply specific criteria to evaluate media art works and production processes with developed criteria, considering context and artistic goals.

Artistic Process - Connecting

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
 - *Performance Expectations*
 - 1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events.
- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
 - *Performance Expectations*
 - 1.2.5.Cn11a: Identify, explain, research and show how media artworks and ideas relate to personal, social and community life (e.g., exploring online behavior, fantasy and reality, commercial and information purposes, history, ethics).

Central Idea / Enduring Understanding:

- The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources .
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential/Guiding Question:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do we judge the quality of musical work(s) and performance(s)?
- How do we discern the musical creators' and performers' expressive intent?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? How does tempo effect music and my physical response to it?

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Content:

- Beat, Duration, Meter, Conducting
- Phrase, Pitch, Melody, Call-and-Response
- Light and Heavy Register, Tone Color, Timbre
- Quarter, Eighth, Half, Coda, Bar Line, Measure
- Solfeggio, pitch syllables, staff, ledger line, melody, phrase, melodic shape
- Form, Section, Repetition, Melody
- Phrase, Rhythm, Solfeggio, Music Notation

Skills (Objectives):

- Clap the steady beat, clap a varied rhythm, conduct in a 2/4 pattern.
- Signal to show recognition of phrases in a song. Move to show recognition of phrases of different lengths.
- Speak and sing in lighter and heavier voices. Describe sounds with colorful language.
- Create a rhythmic coda in a 4/4 or 2/4 piece. Indicate placement of bar lines in a 4/4 rhythm
- Match a melody to the shape it resembles most. Sing a melody from music notation with correct solfeggio syllables.
- Signal to indicate that two phrases are different. Assign A or B to the sections of a melody
- To review songs, skills and concepts learned in Unit 1 and to test students' ability to: Identify phrases, read rhythms in 4/4 and 2/4, and recognize patterns using do re mi so la from staff notation

Interdisciplinary Connection(s):

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the music discipline incorporates:

- Social games and activities that focus on community and working together.
- Emotional expression through music.
- Sound and science connection.

NJSLS for Literacy

- **L.RF.4.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- **L.RF.4.4.** Read with sufficient accuracy and fluency to support comprehension.
- **SL.PE.4.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.AS.4.6.** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
- **L.KL.4.1.** -Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.WF.4.2** -Demonstrate command of the conventions of encoding and spelling.
- **L.VL.4.2.** -Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.KL.4.1.A.** -Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

NJSLS for Mathematical Practice

- 1. - Make sense of problems and persevere in solving them.
- 2. - Reason abstractly and quantitatively.
- 5. - Use appropriate tools strategically.
- 6. - Attend to precision.

NJSLS for Career Readiness, Life Literacies, and Key Skills

- 9.1.5.CR.1 - Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.2.5.CAP.1 - Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.3 - Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

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- 9.2.5.CAP.4 - Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
- 9.4.5.CI.3 - Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.CI.4 - Research the development process of a product and identify the role of failure as a part of the creative process.
- 9.4.5.DC.1 - Explain the need for and use of copyrights.
- 9.4.5.DC.2 - Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
- 9.4.5.DC.4 - Model safe, legal, and ethical behavior when using online or offline technology.
- 9.4.5.GCA.1 - Analyze how culture shapes individual and community perspectives and points of view.

Stage 2: Assessment Evidence

Performance Task(s):

- Formative Assessment
- Rhythmic Accuracy
- Performance
- Self-Assessment
- Pitch Awareness
- Participation
- End-of-Marking Period Assessment

Other Evidence:

- Class-Work Review
- Teacher Observation
- Group & Cooperative Work
- Instrument and Singing Performance

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Session 1.1 Duration and Meter:

- Review and build upon some essential musical skills and knowledge learned from the previous year during this lesson by focusing on duration of rhythmic notes, 2/4 and 4/4 meters, and basic conducting skills.

Session 1.2 Who's Phrase Is It Anyway? :

- Demonstrate an understanding of a musical phrase
- Isolate and highlight a phrase in a song
- Review pitch and melody, and how these elements of music affect what we call a phrase.

Session 1.3 The Colors of Music:

- Use descriptive vocabulary to describe the sounds encountered in music and in everyday life.
- Use two different vocal registers to perform a musical or speech piece.

Session 1.4 Time Out For Rhythms:

- Review some of the notes already learned (quarter, eighth, half)
- Review meters, measures and bar lines.
- Sight-read rhythmic notation
- Create a rhythmic coda while adhering to the rules of rhythm.

Session 1.5 Melodies Take Shape:

- Understand pitch placement in physical space
- Recognize the shapes that phrases and melodies take.

Resources:

Session 1.1:

- Music books
- Music Recordings
- Optional Drum, or other unpitched instrument
- Resource Master 1.1

Session 1.2:

- Music books
- Music Recordings
- Singing Master S.4.2
- Orff Orchestration O.2

Session 1.3:

- Music books
- Music Recordings

Session 1.4:

- Music books
- Music Recordings
- Optional Drum, or other unpitched instrument
- Resource Master 1.2
- Resource Master 1.3

Session 1.5:

- Music books
- Music Recordings
- Orff Orchestration 1.4

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- Review and reinforce solfeggio syllables
- Listen to a melody that uses 3-4 notes, and match that melody to a given shape
- Sing that melody using music notation.

Session 1.6 Just To Inform you:

- Recognize examples of music from notable composers based on organization and arrangement
- Understand pattern recognition and repetition by critically listening to and assigning sections to various parts of music as it relates to form.

Session 1.7 Unit 1 Assessment

- Review lessons 1-6
- Show mastery of material taught

- Resource Master 1.4

Session 1.6:

- Music books
- Music Recordings
- Optional Drum, or other unpitched instrument
- Resource Master 1.5
- Resource Master 1.6
- Listening Map Transparency T.1
- Listening Map Transparency T.2

Session 1.7:

- Music books
- Music Recordings
- Optional 4-5 tennis balls and map of the world
- Resource Master 1.9
- Resource Master 1.10
- Resource Master TA.1
- Paper copies of the assessment

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Pitched instruments • Two part harmony • Visual Presentation • Opportunity to Assist Peers • Solo Demonstrations for Class • Independent Study • Accelerated Study • Use of technology • Student Choice 	<ul style="list-style-type: none"> • Pitched instruments • Two part harmony • Visual Presentation • Use of a Variety of Media to Present Information • Flexible grouping • Kinesthetic activity • Mnemonics • Feedback • Use of technology • Student Choice • Guided Practice 	<ul style="list-style-type: none"> • Unpitched instruments • Speak-Sing • Visual Presentation • Use of a Variety of Media to Present Information • Flexible grouping • Kinesthetic activity • Mnemonics • Feedback • Use of technology • Student Choice • Highlighting key points • Chunking • Rhythm Games • Word Banks 	<ul style="list-style-type: none"> • Unpitched instruments • Speak Sing • Visual Presentation • Use of a Variety of Media to Present Information • Flexible grouping • Kinesthetic activity • Mnemonics • Feedback • Use of technology • Student Choice • Highlighting key points • Chunking • Additional Rhythm Games • Extra Teacher Assistance • Reduced Workload

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Unit Title: Unit 2 - Traveling On

Stage 1: Desired Results

Standards & Indicators:

NJSLS for Visual and Performing Arts

Artistic Process - Creating

- Anchor Standard 1: Generating and conceptualizing ideas.
 - *Performance Expectations*
 - 1.3A.5.Cr1a - Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
- Anchor Standard 2: Organizing and developing ideas.
 - *Performance Expectations*
 - 1.3A.5.Cr2a - Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
 - 1.3A.5.Cr2b - Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.
- Anchor Standard 3: Refining and completing products.
 - *Performance Expectations*
 - 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
 - 1.3A.5.Cr3b - Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.

Artistic Process - Performing

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 - 1.3A.5.Pr4c - Analyze selected music by reading and performing using standard notation.
 - 1.3A.5.Pr4d - Explain how context (e.g., personal, social, cultural, historical) informs performances
 - 1.3A.5.Pr4e - Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
 - 1.3A.5.Pr5a - Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance
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 - 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
- Anchor Standard 6: Conveying meaning through art.
 - *Performance Expectations*
 - 1.3A.5.Pr6a - Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation
 - 1.3A.5.Pr6b - Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

Artistic Process - Responding

- Anchor Standard 7: Perceiving and analyzing products.
 - *Performance Expectations*
 - 1.3A.5.Re7a - Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

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- 1.3A.5.Re7b - Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
- Anchor Standard 8: Applying criteria to evaluate products.
 - *Performance Expectations*
 - 1.3A.5.Re8a - Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.
- Anchor Standard 9: Interpreting intent and meaning.
 - *Performance Expectations*
 - 1.3A.5.Re9a - Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.

Artistic Process - Connecting

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
 - *Performance Expectations*
 - 1.3A.5.Cn10a - Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
 - *Performance Expectations*
 - 1.3A.5.Cn11a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

NJSLS for Visual and Performing Arts - Media Arts

Artistic Process - Creating

- Anchor Standard 1: Generating and conceptualizing ideas.
 - *Performance Expectations*
 - 1.2.5.Cr1d: Collaboratively form ideas, plans, and models to prepare for media artwork.
 - 1.2.5.Cr1e: Model ideas and plans in an effective direction.
 - 1.2.5.Cr1f: Brainstorm goals and plans for a media art audience.
- Anchor Standard 2: Organizing and developing ideas.
 - *Performance Expectations*
 - 1.2.5.Cr2a: Collaboratively form ideas, plans and models to prepare for media artwork.
 - 1.2.5.Cr2b: Model ideas, plan in an effective direction.
 - 1.2.5.Cr2c: Brainstorm goals and plans for a media art audience.
- Anchor Standard 3: Refining and completing products.
 - *Performance Expectations*
 - 1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.

Artistic Process - Producing

- Anchor Standard 4: Selecting, analyzing, and interpreting work.
 - *Performance Expectations*
 - 1.2.5.Pr4a: Practice combining various academic arts, media forms, and content into unified media artworks such as animation, music, and dance.
 - 1.2.5.Pr4b: Demonstrate understanding of combining a variety of academic, arts and content with an emphasis on coordinating elements into a comprehensive media artwork.
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
 - *Performance Expectations*
 - 1.2.5.Pr5a: Develop and enact a variety of roles to practice foundational artistic, design, technical, organizational, and soft skills in producing media artworks.
- Anchor Standard 6: Conveying meaning through art.
 - *Performance Expectations*
 - 1.2.5.Pr6b: Identify and compare experiences and benefits of presenting media artworks.

Artistic Process - Responding

- Anchor Standard 7: Perceiving and analyzing products.
 - *Performance Expectations*
 - 1.2.5.Re7a: Identify, describe, explain and differentiate how messages and meaning are created by components in media artworks.
- Anchor Standard 8: Interpreting intent and meaning.
 - *Performance Expectations*

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- 1.2.5.Re8a: Determine, explain and compare personal and group reactions and interpretations of a variety of media artworks, considering their personal and cultural perception, intention and context.
- Anchor Standard 9: Applying criteria to evaluate products.
 - Performance Expectations
 - 1.2.5.Re9a: Develop and apply specific criteria to evaluate media art works and production processes with developed criteria, considering context and artistic goals.

Artistic Process - Connecting

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
 - *Performance Expectations*
 - 1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events.
- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
 - *Performance Expectations*
 - 1.2.5.Cn11a: Identify, explain, research and show how media artworks and ideas relate to personal, social and community life (e.g., exploring online behavior, fantasy and reality, commercial and information purposes, history, ethics).

Central Idea / Enduring Understanding:

- The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources .
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential/Guiding Question:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do we judge the quality of musical work(s) and performance(s)?
- How do we discern the musical creators' and performers' expressive intent?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? How does tempo effect music and my physical response to it?

Fourth Grade Music

Content:

- Tonal center, Melody
- Sixteenth notes, Folktales, Folk music
- Orchestra, Instrument Families
- Sixteenth Notes, Upbeat
- Treble clef, Lower Register
- Overture, Motive, Interlude

Skills (Objectives):

- Signal to identify visual representation that matches melodic counter. Hum the tonal center of a song.
- Signal when a rhythm pattern with sixteenth notes is heard. Match word patterns with sixteenth note-durations to rhythm patterns.
- Identify a family of instruments by sound.
- Accurately clap a rhythm containing sixteenth notes on both the up and down beats.
- Sing and play with pitch syllables
- Define overture, interlude. Create a rhythm with a partner containing syncopated sixteenth notes and modify if.

Interdisciplinary Connection(s):

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the music discipline incorporates:

- Social games and activities that focus on community and working together.
- Emotional expression through music.
- Sound and science connection.

NJSLS for Literacy

- **L.RF.4.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- **L.RF.4.4.** Read with sufficient accuracy and fluency to support comprehension.
- **SL.PE.4.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.AS.4.6.** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
- **L.KL.4.1.** -Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.WF.4.2** -Demonstrate command of the conventions of encoding and spelling.
- **L.VL.4.2.** -Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.KL.4.1.A.** -Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

NJSLS for Mathematical Practice

- 1. - Make sense of problems and persevere in solving them.
- 2. - Reason abstractly and quantitatively.
- 5. - Use appropriate tools strategically.
- 6. - Attend to precision.

NJSLS for Career Readiness, Life Literacies, and Key Skills

- 9.1.5.CR.1 - Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.2.5.CAP.1 - Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.3 - Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4 - Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
- 9.4.5.Cl.3 - Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.Cl.4 - Research the development process of a product and identify the role of failure as a part of the creative process.
- 9.4.5.DC.1 - Explain the need for and use of copyrights.
- 9.4.5.DC.2 - Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.

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- 9.4.5.DC.4 - Model safe, legal, and ethical behavior when using online or offline technology.
- 9.4.5.GCA.1 - Analyze how culture shapes individual and community perspectives and points of view.

Stage 2: Assessment Evidence

Performance Task(s):

- Formative Assessment
- Rhythmic Accuracy
- Performance
- Self-Assessment
- Pitch Awareness
- Participation
- End-of-Marking Period Assessment

Other Evidence:

- Class-Work Review
- Teacher Observation
- Group & Cooperative Work
- Instrument and Singing Performance

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Session 2.1 Home Sweet Tonal Home:

- Understand the concept of tonal centers by using allusions to wandering cowboys playing music under the stars, dreaming of settling down.
- Find the tonal home (center) of each song listened to during the lesson, and recognize how its melody moves around it.

Session 2.2 Story Singing Rhythms:

- Understand the concept of music as necessary entertainment before the age of electricity and as a medium for storytelling
- Give rhythmic note pattern reviews.

Session 2.3 Families Of Instruments:

- Recognize the different classifications of instruments known as families.
- Learn a new culturally Latino song.
- Listen to excerpts of various instruments
- Discuss how these instrument families are alike, different, and how they fit in the orchestra.

Session 2.4 Upbeat and Sixteenth Notes:

- Recognize two essential skills in rhythmic performance, the upbeat and the sixteenth note.
- Recognize you can split the beat into equal and unequal parts using sixteenth notes, and by extension presents the topic of the upbeat.
- Reinforce the understanding of these concepts with a new and an old song and rhythm activities.

Session 2.5 Low La, Low So:

- Understand that the stretching of the staff continues by adding two notes already learned, this time down an octave.
- Sing a song that dips into the lower register in order to further grasp the continuum of music notes.
- Use a pitched instrument and solfeggio.

Resources:

Session 2.1:

- Music books
- Music Recordings
- Orff Orchestration O.4
- Optional Recorder Master R.2 (Pitches A B)

Session 2.2:

- Music books
- Music Recordings
- Resource Master 2.1
- Optional Recorder Master R.3 (Pitches A B)

Session 2.3:

- Music books
- Music Recordings
- Resource Master 2.2
- Listening Map T.3
- Musical Instruments Masters - Brass, Percussion, String, Woodwind

Session 2.4:

- Music books
- Music Recordings
- Resource Master 2.3
- Resource Master 2.4

Session 2.5:

- Music books
- Music Recordings
- Resource Master 2.5
- Resource Master 2.6
- Orff Orchestration O.5

Fourth Grade Music

Session 2.6 Overture Of The Rhythms: <ul style="list-style-type: none"> Understand the role of overtures in music history while putting an emphasis on the rhythms learned within the unit. Practice the variability of the sixteenth note by playing fun, interactive partner-based rhythm games. Define and understand an interlude. 	Session 2.6: <ul style="list-style-type: none"> Music books Music Recordings Resource Master 2.8
Session 2.7 Assessment For Unit 2 <ul style="list-style-type: none"> Review the songs, skills and concepts learned in Unit 2 and Show mastery of material covered in lesson 	Session 2.7: <ul style="list-style-type: none"> Music books Music Recordings Resource Master 2.9 Resource Master 2.10 Resource Master TA.1

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> Pitched instruments Two part harmony Visual Presentation Opportunity to Assist Peers Solo Demonstrations for Class Independent Study Accelerated Study Use of technology Student Choice 	<ul style="list-style-type: none"> Pitched instruments Two part harmony Visual Presentation Use of a Variety of Media to Present Information Flexible grouping Kinesthetic activity Mnemonics Feedback Use of technology Student Choice Guided Practice 	<ul style="list-style-type: none"> Unpitched instruments Speak-Sing Visual Presentation Use of a Variety of Media to Present Information Flexible grouping Kinesthetic activity Mnemonics Feedback Use of technology Student Choice Highlighting key points Chunking Rhythm Games Word Banks 	<ul style="list-style-type: none"> Unpitched instruments Speak Sing Visual Presentation Use of a Variety of Media to Present Information Flexible grouping Kinesthetic activity Mnemonics Feedback Use of technology Student Choice Highlighting key points Chunking Additional Rhythm Games Extra Teacher Assistance Reduced Workload

Unit Title: Unit 3 - Just Imagine

Stage 1: Desired Results

Standards & Indicators:

NJSLS for Visual and Performing Arts

Artistic Process - Creating

- Anchor Standard 1: Generating and conceptualizing ideas.
 - Performance Expectations*
 - 1.3A.5.Cr1a - Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
- Anchor Standard 2: Organizing and developing ideas.
 - Performance Expectations*
 - 1.3A.5.Cr2a - Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.

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- 1.3A.5.Cr2b - Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.
- Anchor Standard 3: Refining and completing products.
 - *Performance Expectations*
 - 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
 - 1.3A.5.Cr3b - Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.

Artistic Process - Performing

- Anchor Standard 4: Selecting, analyzing, and interpreting work.
 - *Performance Expectations*
 - 1.3A.5.Pr4a - Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
 - 1.3A.5.Pr4b - Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
 - 1.3A.5.Pr4c - Analyze selected music by reading and performing using standard notation.
 - 1.3A.5.Pr4d - Explain how context (e.g., personal, social, cultural, historical) informs performances
 - 1.3A.5.Pr4e - Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
 - 1.3A.5.Pr5a - Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance
 - 1.3A.5.Pr5b - Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
 - *Performance Expectations*
 - 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
 - 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
- Anchor Standard 6: Conveying meaning through art.
 - *Performance Expectations*
 - 1.3A.5.Pr6a - Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation
 - 1.3A.5.Pr6b - Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

Artistic Process - Responding

- Anchor Standard 7: Perceiving and analyzing products.
 - *Performance Expectations*
 - 1.3A.5.Re7a - Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
 - 1.3A.5.Re7b - Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
- Anchor Standard 8: Applying criteria to evaluate products.
 - *Performance Expectations*
 - 1.3A.5.Re8a - Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.
- Anchor Standard 9: Interpreting intent and meaning.
 - *Performance Expectations*
 - 1.3A.5.Re9a - Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.

Artistic Process - Connecting

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
 - *Performance Expectations*
 - 1.3A.5.Cn10a - Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Fourth Grade Music

- *Performance Expectations*
 - 1.3A.5.Cn11a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

NJSLS for Visual and Performing Arts - Media Arts

Artistic Process - Creating

- Anchor Standard 1: Generating and conceptualizing ideas.
 - *Performance Expectations*
 - 1.2.5.Cr1d: Collaboratively form ideas, plans, and models to prepare for media artwork.
 - 1.2.5.Cr1e: Model ideas and plans in an effective direction.
 - 1.2.5.Cr1f: Brainstorm goals and plans for a media art audience.
- Anchor Standard 2: Organizing and developing ideas.
 - *Performance Expectations*
 - 1.2.5.Cr2a: Collaboratively form ideas, plans and models to prepare for media artwork.
 - 1.2.5.Cr2b: Model ideas, plan in an effective direction.
 - 1.2.5.Cr2c: Brainstorm goals and plans for a media art audience.
- Anchor Standard 3: Refining and completing products.
 - *Performance Expectations*
 - 1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.

Artistic Process - Producing

- Anchor Standard 4: Selecting, analyzing, and interpreting work.
 - *Performance Expectations*
 - 1.2.5.Pr4a: Practice combining various academic arts, media forms, and content into unified media artworks such as animation, music, and dance.
 - 1.2.5.Pr4b: Demonstrate understanding of combining a variety of academic, arts and content with an emphasis on coordinating elements into a comprehensive media artwork.
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
 - *Performance Expectations*
 - 1.2.5.Pr5a: Develop and enact a variety of roles to practice foundational artistic, design, technical, organizational, and soft skills in producing media artworks.
- Anchor Standard 6: Conveying meaning through art.
 - *Performance Expectations*
 - 1.2.5.Pr6b: Identify and compare experiences and benefits of presenting media artworks.

Artistic Process - Responding

- Anchor Standard 7: Perceiving and analyzing products.
 - *Performance Expectations*
 - 1.2.5.Re7a: Identify, describe, explain and differentiate how messages and meaning are created by components in media artworks.
- Anchor Standard 8: Interpreting intent and meaning.
 - *Performance Expectations*
 - 1.2.5.Re8a: Determine, explain and compare personal and group reactions and interpretations of a variety of media artworks, considering their personal and cultural perception, intention and context.
- Anchor Standard 9: Applying criteria to evaluate products.
 - *Performance Expectations*
 - 1.2.5.Re9a: Develop and apply specific criteria to evaluate media art works and production processes with developed criteria, considering context and artistic goals.

Artistic Process - Connecting

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
 - *Performance Expectations*
 - 1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events.
- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
 - *Performance Expectations*
 - 1.2.5.Cn11a: Identify, explain, research and show how media artworks and ideas relate to personal, social and community life (e.g., exploring online behavior, fantasy and reality, commercial and information purposes, history, ethics).

Fourth Grade Music

Central Idea / Enduring Understanding:

- The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources .
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential/Guiding Question:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do we judge the quality of musical work(s) and performance(s)?
- How do we discern the musical creators' and performers' expressive intent?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? How does tempo effect music and my physical response to it?

Content:

- Repeated Notes, Step, Skip
- Meter, Duration, Syncopation
- Dynamics
- Solfeggio
- Dotted Quarter, 6/8, Meter, Rhythm
- Key Signature, Flat, Harmony

Skills (Objectives):

- Indicate whether a melody moves by repeated notes, steps or skips.
- Pat two equal sounds to a beat with a song. Recognize where the division of equal sounds per beat changes from two to three and vice versa.
- Perform a poem/song with expressive dynamics and movement.
- Sing melodic phrases using pitch letter names including C and F.
- Speak/clap rhythm patterns from notation in 6/8 meter.
- Signal when harmonic changes occur in a song

Interdisciplinary Connection(s):

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the music discipline incorporates:

- Social games and activities that focus on community and working together.

Fourth Grade Music

- Emotional expression through music.
- Sound and science connection.

NJSLS for Literacy

- **L.RF.4.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- **L.RF.4.4.** Read with sufficient accuracy and fluency to support comprehension.
- **SL.PE.4.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.AS.4.6.** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
- **L.KL.4.1.** -Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.WF.4.2** -Demonstrate command of the conventions of encoding and spelling.
- **L.VL.4.2.** -Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.KL.4.1.A.** -Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

NJSLS for Mathematical Practice

- **1.** - Make sense of problems and persevere in solving them.
- **2.** - Reason abstractly and quantitatively.
- **5.** - Use appropriate tools strategically.
- **6.** - Attend to precision.

NJSLS for Career Readiness, Life Literacies, and Key Skills

- 9.1.5.CR.1 - Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.2.5.CAP.1 - Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.3 - Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4 - Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
- 9.4.5.CI.3 - Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.CI.4 - Research the development process of a product and identify the role of failure as a part of the creative process.
- 9.4.5.DC.1 - Explain the need for and use of copyrights.
- 9.4.5.DC.2 - Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
- 9.4.5.DC.4 - Model safe, legal, and ethical behavior when using online or offline technology.
- 9.4.5.GCA.1 - Analyze how culture shapes individual and community perspectives and points of view.

Stage 2: Assessment Evidence

Performance Task(s):

- Formative Assessment
- Rhythmic Accuracy
- Performance
- Self-Assessment
- Pitch Awareness
- Participation
- End-of-Marking Period Assessment

Other Evidence:

- Class-Work Review
- Teacher Observation
- Group & Cooperative Work
- Instrument and Singing Performance

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Unit 3: Just Imagine

Resources:

Materials for Unit 3:

Fourth Grade Music

Session 3.1 Pitch, Repeat, Steps and Skips:

- Recognize the three most common types of movements for notes - steps, skips, and repeats.
- Understand note movement by identifying each type when encountered through song repetition and visual diagrams.

Session 3.2 Duration of Notes:

- Use two and three beat note patterns while singing and/or playing.
- Understand number ratios and note durations using different meters and notes,

Session 3.3 Dynamics In A Performance:

- Understand dynamics in a performance
- Perform a speech-piece or song as their creative muse would care to
- Use appropriate dynamics to reflect the lyrics being spoken or sung to emphasize the meaning of the song.

Session 3.4 Solfeggio In C:

- Understand Solfeggio notes while in the key of C.
- Understand pitch notes Do and Fa (C and F respectively).

Session 3.5 6/8 Rhythms and Note Patterns:

- Learn the 6/8 time signature.
- Learn the common note configurations encountered in that time signature
- Learn how those configurations differ from one another.
- Use speech-pieces, rhythm clapping, singing, and movement games to become more comfortable with this common time signature.

Session 3.6 and 3.7 Changing Harmonies:

- Recognize that Harmony is the combination of notes and colors in music.
- Use pitched instruments to demonstrate harmony.
- Sing to demonstrate harmony
- Demonstrate, through repertoire and visual diagrams, harmony's power to create interesting and creative soundscapes.

Session 3.8 Unit Assessment

- Review songs, skills and concepts learned in Unit 3
- Identify melodic movement by repeated notes, steps, and skips
- Identify Fa
- Recognize patterns using C and F from staff notation
- Read rhythms in 6/8 meter.

Session 3.1:

- Music books
- Music Recordings
- Resource Master 3.1
- Orff Orchestration O.6

Session 3.2:

- Music books
- Music Recordings
- Orff Orchestration O.7
- Listening Map Transparency T.5
- Singing Master S.4.3
- 1 or more Triangles

Session 3.3:

- Music books
- Music Recordings
- Singing Master S.4.4

Session 3.4:

- Music books
- Music Recordings
- Resonator bells or other pitched instruments
- Resource Master 3.2
- Resource Master 3.3

Session 3.5:

- Music books
- Music Recordings
- Optional Claves, Maracas, Guiros
- Resource Master 3.4
- Resource Master 3.5

Session 3.6 and 3.7:

- Music books
- Music Recordings
- Pitched bells or other pitched instruments

Session 3.8:

- Music books
- Music Recordings
- Resource Master 3.8
- Resource Master 3.9
- Resource Master TA.1

Fourth Grade Music

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Pitched instruments • Two part harmony • Visual Presentation • Opportunity to Assist Peers • Solo Demonstrations for Class • Independent Study • Accelerated Study • Use of technology • Student Choice 	<ul style="list-style-type: none"> • Pitched instruments • Two part harmony • Visual Presentation • Use of a Variety of Media to Present Information • Flexible grouping • Kinesthetic activity • Mnemonics • Feedback • Use of technology • Student Choice • Guided Practice 	<ul style="list-style-type: none"> • Unpitched instruments • Speak-Sing • Visual Presentation • Use of a Variety of Media to Present Information • Flexible grouping • Kinesthetic activity • Mnemonics • Feedback • Use of technology • Student Choice • Highlighting key points • Chunking • Rhythm Games • Word Banks 	<ul style="list-style-type: none"> • Unpitched instruments • Speak Sing • Visual Presentation • Use of a Variety of Media to Present Information • Flexible grouping • Kinesthetic activity • Mnemonics • Feedback • Use of technology • Student Choice • Highlighting key points • Chunking • Additional Rhythm Games • Extra Teacher Assistance • Reduced Workload

Unit Title: Unit 4 - Connections

Stage 1: Desired Results

Standards & Indicators:

NJSLS: Visual and Performing Arts

Artistic Process - Creating

- Anchor Standard 1: Generating and conceptualizing ideas.
 - *Performance Expectations*
 - 1.3A.5.Cr1a - Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
- Anchor Standard 2: Organizing and developing ideas.
 - *Performance Expectations*
 - 1.3A.5.Cr2a - Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
 - 1.3A.5.Cr2b - Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.
- Anchor Standard 3: Refining and completing products.
 - *Performance Expectations*
 - 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
 - 1.3A.5.Cr3b - Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.

Artistic Process - Performing

- Anchor Standard 4: Selecting, analyzing, and interpreting work.
 - *Performance Expectations*
 - 1.3A.5.Pr4a - Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.

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- 1.3A.5.Pr4b - Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
- 1.3A.5.Pr4c - Analyze selected music by reading and performing using standard notation.
- 1.3A.5.Pr4d - Explain how context (e.g., personal, social, cultural, historical) informs performances
- 1.3A.5.Pr4e - Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
- 1.3A.5.Pr5a - Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance
- 1.3A.5.Pr5b - Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
 - *Performance Expectations*
 - 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
 - 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
- Anchor Standard 6: Conveying meaning through art.
 - *Performance Expectations*
 - 1.3A.5.Pr6a - Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation
 - 1.3A.5.Pr6b - Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

Artistic Process - Responding

- Anchor Standard 7: Perceiving and analyzing products.
 - *Performance Expectations*
 - 1.3A.5.Re7a - Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
 - 1.3A.5.Re7b - Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
- Anchor Standard 8: Applying criteria to evaluate products.
 - *Performance Expectations*
 - 1.3A.5.Re8a - Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.
- Anchor Standard 9: Interpreting intent and meaning.
 - *Performance Expectations*
 - 1.3A.5.Re9a - Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.

Artistic Process - Connecting

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
 - *Performance Expectations*
 - 1.3A.5.Cn10a - Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
 - *Performance Expectations*
 - 1.3A.5.Cn11a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

NJSLS for Visual and Performing Arts - Media Arts

Artistic Process - Creating

- Anchor Standard 1: Generating and conceptualizing ideas.
 - *Performance Expectations*
 - 1.2.5.Cr1d: Collaboratively form ideas, plans, and models to prepare for media artwork.
 - 1.2.5.Cr1e: Model ideas and plans in an effective direction.
 - 1.2.5.Cr1f: Brainstorm goals and plans for a media art audience.
- Anchor Standard 2: Organizing and developing ideas.
 - *Performance Expectations*

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- 1.2.5.Cr2a: Collaboratively form ideas, plans and models to prepare for media artwork.
 - 1.2.5.Cr2b: Model ideas, plan in an effective direction.
 - 1.2.5.Cr2c: Brainstorm goals and plans for a media art audience.
- Anchor Standard 3: Refining and completing products.
 - *Performance Expectations*
 - 1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.

Artistic Process - Producing

- Anchor Standard 4: Selecting, analyzing, and interpreting work.
 - *Performance Expectations*
 - 1.2.5.Pr4a: Practice combining various academic arts, media forms, and content into unified media artworks such as animation, music, and dance.
 - 1.2.5.Pr4b: Demonstrate understanding of combining a variety of academic, arts and content with an emphasis on coordinating elements into a comprehensive media artwork.
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
 - *Performance Expectations*
 - 1.2.5.Pr5a: Develop and enact a variety of roles to practice foundational artistic, design, technical, organizational, and soft skills in producing media artworks.
- Anchor Standard 6: Conveying meaning through art.
 - *Performance Expectations*
 - 1.2.5.Pr6b: Identify and compare experiences and benefits of presenting media artworks.

Artistic Process - Responding

- Anchor Standard 7: Perceiving and analyzing products.
 - *Performance Expectations*
 - 1.2.5.Re7a: Identify, describe, explain and differentiate how messages and meaning are created by components in media artworks.
- Anchor Standard 8: Interpreting intent and meaning.
 - *Performance Expectations*
 - 1.2.5.Re8a: Determine, explain and compare personal and group reactions and interpretations of a variety of media artworks, considering their personal and cultural perception, intention and context.
- Anchor Standard 9: Applying criteria to evaluate products.
 - *Performance Expectations*
 - 1.2.5.Re9a: Develop and apply specific criteria to evaluate media art works and production processes with developed criteria, considering context and artistic goals.

Artistic Process - Connecting

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
 - *Performance Expectations*
 - 1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events.
- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
 - *Performance Expectations*
 - 1.2.5.Cn11a: Identify, explain, research and show how media artworks and ideas relate to personal, social and community life (e.g., exploring online behavior, fantasy and reality, commercial and information purposes, history, ethics).

Central Idea / Enduring Understanding:

- The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources .
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and

Essential/Guiding Question:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

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<p>the context for a performance influence the selection of repertoire.</p> <ul style="list-style-type: none"> • To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response. • Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. • The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. • Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. • Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. • Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. 	<ul style="list-style-type: none"> • How do individuals choose music to experience? How does understanding the structure and context of music inform a response? • How do we judge the quality of musical work(s) and performance(s)? • How do we discern the musical creators' and performers' expressive intent? • How do musicians make meaningful connections to creating, performing, and responding? • How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? How does tempo effect music and my physical response to it?
<p>Content:</p> <ul style="list-style-type: none"> • Sharp • Vibrations, Octave, Vocables • Spiritual, Vocal Chords, Timbre • Tie • Octave, Ostinato, Solfeggio • Chord, Chord Root 	<p>Skills (Objectives):</p> <ul style="list-style-type: none"> • Clap a <i>short long short</i> rhythmic pattern. Identify a sharp in a music selection. • Signal to show recognition of octaves used in a song • Signal to show when there is a change of voices singing • Identify the measures in which the <i>short long short</i> pattern occurs containing a tie • I can identify octaves in a musical piece, and I can perform/sing them. • Signal to show when a chord is heard. Signal to show when a chord is changed.
<p>Interdisciplinary Connection(s):</p> <p>Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the music discipline incorporates:</p> <ul style="list-style-type: none"> • Social games and activities that focus on community and working together. • Emotional expression through music. • Sound and science connection. <p>NJSLS for Literacy</p> <ul style="list-style-type: none"> • L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. • L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension. • SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. • SL.AS.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and 	

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situation.

- **L.KL.4.1.** -Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.WF.4.2** -Demonstrate command of the conventions of encoding and spelling.
- **L.VL.4.2.** -Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.KL.4.1.A.** -Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

NJSLS for Mathematical Practice

- **1.** - Make sense of problems and persevere in solving them.
- **2.** - Reason abstractly and quantitatively.
- **5.** - Use appropriate tools strategically.
- **6.** - Attend to precision.

NJSLS for Career Readiness, Life Literacies, and Key Skills:

- 9.1.5.CR.1 - Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.2.5.CAP.1 - Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.3 - Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4 - Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
- 9.4.5.CI.3 - Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.CI.4 - Research the development process of a product and identify the role of failure as a part of the creative process.
- 9.4.5.DC.1 - Explain the need for and use of copyrights.
- 9.4.5.DC.2 - Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
- 9.4.5.DC.4 - Model safe, legal, and ethical behavior when using online or offline technology.
- 9.4.5.GCA.1 - Analyze how culture shapes individual and community perspectives and points of view.

Stage 2: Assessment Evidence

Performance Task(s):

- Formative Assessment
- Rhythmic Accuracy
- Performance
- Self-Assessment
- Pitch Awareness
- Participation
- End-of-Marking Period Assessment

Other Evidence:

- Class-Work Review
- Teacher Observation
- Group & Cooperative Work
- Instrument and Singing Performance

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Session 4.1 Rhythm All Around:

- Read music notation
- Review what a sharp is in music, what it does, and what it looks like in a key signature.
- Master the concept of the *short long short* rhythmic pattern through culturally diverse songs and activities

Session 4.2 Leapin' Links:

- Understand the fundamentals of music
- Understand vibrations and pitch correlation
- Understand how octaves function via vibrational frequencies.

Resources:

Session 4.1:

- Music books
- Music Recordings
- Resource Master 4.1

Session 4.2:

- Music books
- Music Recordings
- Resource Master 4.2
- Orff Orchestration O.9

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- Sing and play music containing octaves, the teacher has a chance to explain

Session 4.3 Timbres and Cultures:

- Explore the powerful genre of spirituals
- Understand culture, timbre, and vocal production
- Explore how different cultures exploit the various timbres of the human voice.

Session 4.4 Music Ties Us Together:

- Understand the rhythmic pattern of *short long short* while adding a twist, or rather a tie.
- Create rhythms we've already encountered using music notation and song selection.

Session 4.5 More About Octaves:

- Review and reinforce the understanding of the concept of octave.
- Detect octaves when listening
- Play and or sing octaves.

Session 4.6 and 4.7 Voices In Harmony:

- Understand the concept of chords: what they are and how they are constructed.
- Experience through activities, listening or singing, hearing and identifying combinations of notes.

Session 4.8 Unit 4 Assessment:

- Review songs, skills and concepts learned in Unit 4
- Show mastery in recognizing patterns using octaves.
- Read and perform the *short long short* rhythmic pattern.

Session 4.3:

- Music books
- Music Recordings
- Orff Orchestration O.10

Session 4.4:

- Music books
- Music Recordings
- Resource Master 4.3
- Resource Master 4.4
- Optional Hand drums
- Optional Stones, Bean bags, or Paper wadded into balls

Session 4.5:

- Music books
- Music Recordings
- Resource Master 4.5
- Resource Master 4.6
- Listening Map Transparency T.7
- Optional resonator bells/pitched percussion

Session 4.6 and 4.7:

- Music books
- Music Recordings
- Resource Master 4.7
- Optional Resonator bells, autoharps, ukuleles or guitars

Session 4.8:

- Music books
- Music Recordings
- Resource Master 4.9
- Resource Master 4.10
- Resource Master TA.1

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Pitched instruments • Two part harmony • Visual Presentation • Opportunity to Assist Peers • Solo Demonstrations for Class • Independent Study • Accelerated Study • Use of technology • Student Choice 	<ul style="list-style-type: none"> • Pitched instruments • Two part harmony • Visual Presentation • Use of a Variety of Media to Present Information • Flexible grouping • Kinesthetic activity • Mnemonics • Feedback • Use of technology • Student Choice 	<ul style="list-style-type: none"> • Unpitched instruments • Speak-Sing • Visual Presentation • Use of a Variety of Media to Present Information • Flexible grouping • Kinesthetic activity • Mnemonics • Feedback • Use of technology • Student Choice 	<ul style="list-style-type: none"> • Unpitched instruments • Speak Sing • Visual Presentation • Use of a Variety of Media to Present Information • Flexible grouping • Kinesthetic activity • Mnemonics • Feedback • Use of technology

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	<ul style="list-style-type: none"> Guided Practice 	<ul style="list-style-type: none"> Highlighting key points Chunking Rhythm Games Word Banks 	<ul style="list-style-type: none"> Student Choice Highlighting key points Chunking Additional Rhythm Games Extra Teacher Assistance Reduced Workload
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Fourth Grade Music Scope and Sequence

	THEME TOTAL	CUMULATIVE TOTAL
Unit One – Where in the World?	7 days	--
Unit Two – Traveling On	7 days	14 days
Unit Three – Just Imagine	8 days	22 days
Unit Four – Connections	8 days	30 days
CATEGORY TOTALS	30 days	

Notes: There are 30 Music sessions during the course of the year.