

Englewood Public School District
Music
Grade 4
General Music

Unit 1: The Creative Process

NEW JERSEY CONTENT STANDARDS

- 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.
- 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.
- 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Overview: Students will learn performance technique and music notation to include: concert pitches: F, Eb, D, C, Bb, G Rhythms: Quarter note, Quarter Rest, Half Note, Half Rest, Whole Note, Whole Rest

Time Frame: First Marking Period

Enduring Understandings: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music.

Essential Questions:

What is music?

Is music its own language?

Why is rhythm important?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>1.1.5.B.1: Identify the elements of music in response to aural prompts and printed music notational systems.</p> <p>1.1.5.B.2: Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.</p> <p>1.3.5.B.1 Sing or play music from complex notation, using notation systems in treble and bass clef, <u>mixed meter</u>, and <u>compound meter</u>.</p> <p>1.3.5.B.2 Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.</p>	<p>Topics – Concert Pitches: F, Eb, D, C, Bb, G Rhythms: Quarter note, Quarter Rest, Half Note, Half Rest, Whole Note, Whole Rest</p> <p>SWBAT – Identify and perform steady beat and off-beat in duple (2/4, 3/4, 4/4) and compound (6/8) meter.</p> <p>Read and perform: syncopated rhythms, dotted eighth-note/sixteenth note rhythms.</p>	<p>Students will learn basic music symbols and their use (staff, ledger lines, measures, bar lines, treble clef, bass clef, time signature, sharp sign, flat sign, natural sign, repeat sign, double bar, breath mark, key signature, pick-up note, and fermata).</p> <p>Students will describe values of basic notes and rests (quarter note, 81 quarter rest, half note, half rest, whole note, whole rest, line notes and space notes).</p>	<p>Intro. To instruments: http://lessonplanspage.com/musicintrotoinstrumentsactivityidea45-htm/</p> <p>Musical symbols: http://lessonplanspage.com/musicmusicalsymbolsboxgame39-htm/</p> <p>Musical symbols: http://lessonplanspage.com/musicmusicaltwisternotesandrestnameandsymbolrecognitiongameideak8-htm/</p> <p>Syncopation: https://www.bethsnotesplus.com/2015/03/syncopation-songs-visuals.html</p> <p>Syncopated Rhythms: http://wvsokids.org/wp-content/uploads/Lesson-14-Syncopated-Straw-RUMPEL.pdf</p> <p>Harmony: https://caldwellorganizedchao</p>	<p>Benchmark Assessment:</p> <ul style="list-style-type: none"> Common formative Assessment <p>Formative:</p> <ul style="list-style-type: none"> Observation Question and answer group discussion Reflections Self-Assessment Peer Assessment <p>Summative: Evaluation of student playing or singing with others and/or alone.</p> <p>Reading So, Mi, La, pitches</p> <p>Reading of musical notation</p> <p>Posters of symbols and notes</p> <p>Alternative Assessments:</p>
	<p>Identify introduction, interlude, coda, D.C. al fine (ABA); first and second endings.</p>	<p>Students in small groups will create posters demonstrating understanding of music symbols and basic notes connecting them to their origin in music history.</p>		
	<p>Identify, read, and sing: melodic patterns using “Sol,-La,-Do-Re-Mi-Fa-So-La-Do’ including upward/downward melodic intervals by skip, step and leap.</p>	<p>NJSLSA.SL1., 6.1.4.D.20, NJSLSA.L3, NJSLSA.SL2</p> <p>Students will explain and demonstrate the concept of harmony. NJSLSA.L6.</p>		
	<p>Identify/read the home tone as Do and as La; tonic note of scale; monophonic,</p>	<p>Students will demonstrate skip, step and leaps.</p>		

homophonic, and polyphonic textures; and identify the I, IV, and V7 chords.

s.blogspot.com/2017/01/how-to-teach-beginning-harmony.html

Melodic Intervals:
www2.gvsu.edu/beec/Do%20I%20hear%20a%20Melody.doc

Notes of the scale:
<https://www.khanacademy.org/humanities/music/music-basics2/reading-music2/v/lesson-1-staff-names-of-notes-treble-clef>

20 Quick Formative Assessments from the art of education:

- Outcome Sentences
- Pair-Share
- 3-2-1
- Beach ball

<https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/>

Key Vocabulary:

allegro, moderato, adagio, accelerando, ritardando, presto, andante, staff, ledger lines, measures, bar lines, treble clef, bass clef, time signature, sharp sign, flat sign, natural sign, repeat sign, double bar, breath mark, key signature, pick-up note, and fermata

Integration of 21st Century Standards NJSL 9:

9.2.4.A. 2 Identify various life roles and civic and work - related activities in the school, home, and community.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements. This will include allowing more opportunities to demonstrate creativity.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> • Speak and display terminology and movement • Teacher modeling • Peer modeling • Develop and post routines • Label classroom materials • Word walls • Check for understanding of directions • Use posters with directions written in pictures in all languages • Seat students close to the teacher. • Incorporate visuals: graphic organizers, gestures, props 	<ul style="list-style-type: none"> • Utilize modifications & accommodations delineated in the student’s IEP • Work with paraprofessional • Work with a partner • Provide concrete examples and relate all new assignments to previously learned tasks • Solidify and refine concepts through repetition. • Provide extended time. • Repeat directions • Check for understanding of directions 	<ul style="list-style-type: none"> • Using visual demonstrations, illustrations • Give directions/instructions verbally and in simple written format. • Peer Support • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. • Review behavior expectations and make adjustments for personal space or other behaviors as needed. 	<ul style="list-style-type: none"> • Curriculum compacting • Inquiry-based instruction • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Real world scenarios • Student Driven Instruction • Room for Artistic Choices • Elevated Technique Complexity • Additional Projects • Adaptation of requirements

- Oral prompts can be given.

Interdisciplinary Connections:

ELA - NJSLS/ELA:

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Social Studies:

- 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Integration of Technology Standards NJSLS 8:

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.
- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
- 8.2.5.D.3 Follow step by step directions to assemble a product or solve a problem.

Career Ready Practices:

- CRP1.** Act as a responsible and contributing citizen and employee
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP12.** Work productively in teams while using cultural global competence.