

Englewood Public School District
Music
Grade 4

Unit 4 - Aesthetic Responses and Critique Methodologies

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: This unit presents an understanding of how the elements and principles of music are used differently in different genres of music. The political and societal influences of a time period will be explored in terms of their effect on the music produced during that time.

Time Frame: Fourth Marking Period

Enduring Understandings: All students will demonstrate an understanding of how the elements and principles of music are used differently in different genres of music. Students will understand that different genres of music impact audiences differently.

Essential Questions:

- How do genres of music impact an audience differently?
- How do political and societal influences affect the music of various time periods and genres?
- How do different genres use the elements of music in different ways?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.</p> <p>1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view</p> <p>1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).</p> <p>1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using</p>	<p>Topics – Integrating Playing & Musical Concepts</p> <p>SWBAT – Teacher chooses three disparate genres of music (e.g., baroque, be-bop, traditional Japanese); students use a graphic organizer to describe the melodic, rhythmic, texture, timbral, and other characteristics of each genre.</p> <p>Compare and contrast two pieces each in two different forms (four pieces total; e.g., two pieces in rondo form, two pieces in verse/refrain form); pieces should be from different historical periods and in different genres.</p> <p>Document the personal and historical contexts of a genre of music in two diverse time periods.</p> <p>Describe these influences, referencing the composer's personal, social and political influences in written,</p>	<p>Groups of students will be given a genre of music in history and conduct research. 6.1.4.D.20</p> <p>Students will create a powerpoint presentation on their genre (including audio clips). NJSLSA.SL2.</p> <p>Students will present their research to the class. NJSLSA.SL1, NJSLSA.L3.</p> <p>After research is presented, students will use a graphic organizer to describe the characteristics of the genre.</p> <p>Students will listen to pieces in different forms from different historical periods/different genres.</p> <p>Students will describe the similarities and differences between the pieces in small groups. NJSLSA.SL1,</p> <p>Students will share their findings to the whole class and teacher will add historical context information.</p>	<p>Baroque: https://theartistseries.org/wp-content/uploads/2017/09/Structure-Style-and-Themes-of-Baroque-Music-1.pdf</p> <p>Traditional Japanese: https://caldwellorganizedchaos.blogspot.com/2016/04/teacher-tuesday-japanese-music-in.html</p> <p>Japanese: https://www.mrsmiraclesmusicroom.com/2016/03/music-of-japan-mini-unit.html</p> <p>Be-bop: http://www.liveoakmedia.com/assets/guides/24190.pdf</p> <p>Rondo Form: https://cso.org/globalassets/institute/lesson-plans/rondo-form-lesson-plan.pdf</p> <p>Verse/Refrain Form: http://1m2ttv2mna503wr6883ge7av.wpengine.netdna-cdn.com/wp-content/uploads/2015/07/Lesson-Plan-1a.pdf</p> <p>Facebook template: https://www.educatorstechnol</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 Feedback during research Self-Assessment Peer Assessment <p>Summative: Research powerpoint presentations</p> <p>Graphic organizers</p> <p>Listening activities to identify musical characteristics.</p> <p>“Facebook” page for composer</p> <p>Completed class created rubrics</p>

<p>observable, objective criteria.</p> <p>1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.</p> <p>1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.</p> <p>1.4.5.B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.</p> <p>1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</p> <p>1.2.5.A.2 Relate common artistic elements that define distinctive art genres in</p>	<p>graphic, multi-media, or other formats.</p> <p>Assess the musical elements used in three different recordings of the same song.</p> <p>Develop a rubric to compare the arrangements in orchestration, tempo, key, etc.</p> <p>Devise criteria for evaluating performances and compositions of self and others (e.g., rubrics, checklists, holistic scoring charts).</p> <p>Explain personal reactions to musical works based on developed criteria.</p>	<p>Students will learn about a composer's influences,</p> <p>They will create a "facebook" page demonstrating the composer's influences (social, personal, historical).</p> <p>Listen to and take notes on the differences between 3 performances of the same song.</p> <p>Work with the whole class to create a rubric to compare the 3 versions.</p> <p>Use the rubric to evaluate to pieces, and discuss using music terminology.</p> <p>NJSLSA.L6.</p>	<p>ogy.com/2013/03/3-awesome-facebook-templates-for-your.html</p> <p>Musical instruments</p> <p>Warm-up sheets and supplemental concert music</p>	<p>Alternative Assessments:</p> <p>20 Quick Formative Assessments from the art of education:</p> <ul style="list-style-type: none"> • Outcome Sentences • Pair-Share • 3-2-1 • Beach ball <p>https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/</p>
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dance, music, theatre,
and visual art.

1.2.5.A.3

**Determine the impact of
significant contributions
of individual artists in
dance, music, theatre,
and visual art from
diverse cultures
throughout history.**

Key Vocabulary:

melodic, rhythmic, texture, timbral, rondo, baroque, be-bop

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

- Speak and display terminology and movement
- Teacher modeling
- Peer modeling

Special Education

- Utilize modifications & accommodations delineated in the student’s IEP

At-Risk

- Using visual demonstrations, illustrations
- Give

Gifted and Talented

- Curriculum compacting
- Inquiry-based instruction
- Higher order thinking skills

<ul style="list-style-type: none"> • 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"> • 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 	<p>directions/instructions verbally and in simple written format.</p> <ul style="list-style-type: none"> • 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. • Oral prompts can be given. 	<ul style="list-style-type: none"> • 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
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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.