

Englewood Public School District
Music
Grade 4
Furthering the Fundamentals
Unit 2: Performance

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 further their fundamentals of performance with a focus on developing rhythmic skills/sixteenth notes, Concert Bb, F, G Major Scales (half notes then quarters), conducting patterns, and music notation.

Time Frame: Second Marking Period

Enduring Understandings: All students will demonstrate an understanding that reading and performing music is dictated by rules.

Essential Questions:

Why does music have rules?

Why are dynamics important?

How does creating and performing music differ from being part of the audience?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>1.3.5.B.1 Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.</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>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>1.3.5.B.3 Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.</p>	<p>Topics – Rhythms: Developing Rhythmic Skills/Sixteenth notes Concert Bb, F, G Major Scales (half notes then quarters)</p> <p>SWBAT – On pitched barred instruments or recorder, play two-part pieces in duple and triple meter, notated in treble clef, using note values from 16th-note to whole note/rest, including dotted rhythms; and pitches in diatonic scales; and dynamic changes.</p> <p>Read and sing melodies using note values from 16th-note to whole note/rest, including dotted rhythms; and pitches in diatonic scales; and dynamic and tempo changes.</p> <p>Sing rounds/canons, partner songs, and two-part songs, using correct posture, vocal placement, and breathing technique.</p> <p>Improvise a vocal melody in call-and-response form to a given instrumental prompt.</p>	<p>Students will learn how conducting patterns relate to the different time signatures.</p> <p>Students will read basic music notation.</p> <p>Students will perform songs (recorder) which include tempo and dynamics. NJSLSA.SL2.</p> <p>They will play the following snare drum rudiments: paradiddle, flam, flam tap.</p> <p>Students will perform songs that demonstrate rounds, canons, partner songs, call and response, etc. from various time periods and genres. 6.1.4.D.20</p> <p>Small groups will demonstrate dynamics using instruments and vocal melodies. NJSLSA.SL1.</p> <p>Students will discuss the importance of using proper posture and breathing techniques. NJSLSA.L3.</p> <p>Students will demonstrate proper posture and breathing techniques.</p>	<p>Recorder activities: https://westmichigansymphony.org/wp-content/uploads/2013/08/linkup_beginnings_unit_7.pdf</p> <p>Resource: The Arts in Every Classroom: A Video Library, K-5 https://www.learner.org/resources/series165.html</p> <p>Dynamics lessons: http://denisegagne.com/dynamics-lesson-plan-for-spring/</p> <p>Values and Time Signatures: https://www.khanacademy.org/humanities/music/music-basics2/notes-rhythm/v/lesson-1-note-values-duration-and-time-signatures</p> <p>Snare drum: https://www.youtube.com/watch?v=ORnNiPnHmF0</p> <p>Snare Drum-Flam, Flam Tap: https://videovind.com/video/0OuPncUrBjl/drum-tutorial-flams-flam-flam-accent-flam-tap.html</p> <p>Rounds, Canons, etc: http://www.mtrs.co.uk/subscriptions/Downloads/support/vocal_activities.pdf</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 plays or sings with others, and/or alone.</p> <p>Solo and duo performance evaluations</p> <p>Instrument performances (dynamics)</p> <p>Teacher-made check sheets and rubrics.</p>

	<p>Compose, notate, and perform an 8-bar melody for barred instrument or recorder, using a variety of note values and pentatonic pitches, over an ostinato.</p>	<p>Students will work in small groups to compose and notate a melody for the recorder. NJSLSA.L6.</p>	<p><u>Canon lesson:</u> https://makingmusicfun.net/htm/f_mmf_music_library/skitte_ski_lesson.php</p> <p><u>Call & Response:</u> http://teaching.monster.com/training/articles/2828-3-5-call-and-response-singing</p> <p><u>Ostinatos:</u> https://www.teacherspayteachers.com/Product/Composing-Ostinatos-in-Elementary-Music-668017</p> <p><u>Composition (pentatonic scale)</u> https://www.bethsnotesplus.com/2012/03/teaching-composition-3rd-grade.html</p> <p><u>Compositions (pentatonic scale)</u> https://www.youtube.com/watch?v=x0MhajwhXws</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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Key Vocabulary:

rhythm and meter, articulations, dynamics and tonal terminations, diatonic scales; tempo changes, pentatonic pitches, ostinatos

Integration of 21st Century Standards NJSLS 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 	<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

		needed. <ul style="list-style-type: none">● 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.		