



Totowa Public Schools

Music

Grade 4

Aligned to NJSL Standards

Revised and BOE Adopted: 8/31/2022

Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
Nations Night	18 weeks	
Music History and Criticism	18 weeks	

Unit Title	Nations Night
Unit Duration	18 Weeks
Unit Summary & Rationale	Unit 1 explores music and cultures from around the world that culminates in our annual Nations Night performance. The unit will introduce vocal and instrumental musical styles from five continents around the world, while allowing students to reflect upon their own cultural background. Students will simultaneously build literacy and performance skills on instruments of their choice by studying the musical scores of each song we perform for the concert. This unit is a cross-curriculum project with the 4 th grade teachers.
Unit Goals	
Essential Questions	<p>What are examples of significant composers, folk songs, instruments, and musical characteristics from different countries around the world?</p> <p>How can we relate the meaning of a song to the culture of a given country?</p> <p>Can you compare and contrast the musical characteristics of various cultures?</p> <p>How do you perform standard folk music repertoire with appropriate expression and technical accuracy?</p> <p>Can you prepare and participate in a major concert?</p>
Enduring Understandings	<p>Every country around the world creates unique art that represents their culture.</p> <p>Significant composers and folk music repertoire from five different continents.</p> <p>How to identify musical characteristics from different cultures.</p> <p>The successful performance of music from different cultures requires an understanding of the notation, language, and values.</p> <p>How to prepare, participate, and perform in a major concert.</p>
Learning Outcomes	<p>SWBAT identify how every country around the world creates unique art that represents their culture.</p> <p>SWBAT identify significant composers and Folk music repertoire from 5 different continents.</p> <p>SWBAT identify musical characteristics from different cultures.</p> <p>SWBAT demonstrate that successful performance of music from different cultures requires an understanding of the notation, language, and values.</p>

SWBAT expand upon an original musical idea and make it your own.
 SWBAT prepare, participate, and perform in a major concert.

Assessment Evidence	
Formative	Class discussions, in-class activities, written critique, teacher observation, written classwork, group performance, individual performance.
Summative	Tests, Quizzes, Projects, Formal Performances
Alternative and Benchmark	Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources and Equipment	Interactive Smart Board Recorders Percussion Instruments Pianos Computers Logic Pro X Garage Band Chrome Music Lab Studio Recording Equipment Musical Scores Musical Recordings DVDs Digital Audio Workstations Virtual and Software Instruments
Content & Interdisciplinary Standards	
NJ 2020 SLS: Visual & Performing Art	
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. 1.3.A.5.Pr4c- Analyze selected music by reading and performing using standard notation. 1.3.A.5.Pr4d- Explain how context (ex- personal, social, cultural, historical) informs performances.	

1.3.A.5.Pr4e- Convey creator’s intents through the performers’ interpretive decisions of expanded expressive qualities (ex-dynamics, tempo, timbre, articulation/style)

1.3.A.5.Pr5a- Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.

1.3.A.5.Pr5b- Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.

1.3.A.5.Pr6a- Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.

1.3.A.5.Pr6b- Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

1.3.A.5.Re7a- Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

1.3.A.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).

1.3.A.5.Re8a- Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.

1.3.A.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.

Visual and Performing Art Practices

The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.

Visual and Performing Art

- Creating
- Performing
- Responding
- Connecting

NJ: 2016 SLS: English Language Arts

RI.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SL.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.

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations

8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.

8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

8.2.5.ED.5: Describe how specifications and limitations impact the engineering design process.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations

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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

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.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

Unit Title	Music History & Criticism
Unit Duration	18 Weeks

Unit Summary & Rationale	Unit 2 introduces how to appropriately assess and critique music and art based on set criteria. The unit will focus on comparing and contrasting disparate genres of music, music in different forms from different historical periods, and the musical elements in the same song recorded by different artists. While studying these aspects in musical scores, we will continue building on music theory concepts such as accidentals, half steps, and whole steps in performance and composition.
Unit Goals	
Essential Questions	<p>How would you rate each performance from Nations Night?</p> <p>Can you compare and contrast the melodic, rhythmic, timbral, and expressive qualities of three different genres of music?</p> <p>Can you document the personal and historical contexts of a genre of music in two different time periods?</p> <p>Can you assess the musical elements used in three different recordings of the same song?</p> <p>Can you explain your personal reactions to musical and artistic works based on set criteria?</p> <p>Can you evaluate your own performance and composition, and others, according to a rubric?</p> <p>What is an accidental and how do they alter natural notes?</p> <p>What are half steps and whole steps on the keyboard?</p> <p>Can you use accidentals, half steps, and whole steps in your own compositions?</p>
Enduring Understandings	<p>How to evaluate musical and artistic performances.</p> <p>How to compare and contrast musical features across genres and time periods.</p> <p>How to put your personal reactions to artistic works into appropriate language.</p> <p>Self-assess your own performance and composition, and develop ideas about how to improve your abilities.</p> <p>How to identify accidentals, half steps, and whole steps, and use they concepts in composition.</p>
Learning Outcomes	<p>SWBAT evaluate musical and artistic performances.</p> <p>SWBAT compare and contrast musical features across genres and time periods.</p> <p>SWBAT put personal reactions to artistic works into appropriate language.</p>

SWBAT self-assess their own performance and develop ideas about how to improve your abilities.

SWBAT identify and use accidentals, half steps, and whole steps in your own work.

Assessment Evidence	
Formative	Formative Self-assessment Written Critique Informal Observation Oral Question/Answer Responses Class Discussion Group Performance Individual Performance
Summative	Tests, Quizzes, Projects, Formal Performances
Alternative and Benchmark	<u>Formative, Summative, Alternative and Benchmark Assessments</u>
Resources to Promote Learning	
Resources and Equipment	Interactive SmartBoard Nations Night Video Recording Recorders Percussion Instruments Pianos Computers Logic Pro X Garage Band Chrome Music Lab Studio Recording Equipment Musical Scores Musical Recordings Computers

Microsoft Office
YouTube
Digital Audio Workstations
Virtual and Software Instruments

Content & Interdisciplinary Standards

NJ 2020 SLS: Visual & Performing Art

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).

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.

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.

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.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.

1.3A.5.Cn10a-Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.

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

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Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

Discipline

Interdisciplinary NJSLS Performance Expectations

Social Studies

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Accommodations & Modifications

Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs

<p align="center">Time/General</p> <ul style="list-style-type: none"> • Allow extra time • Repeat and clarify directions • Provide breaks in between tasks • Have student verbalize directions • Provide timelines/due dates for reports and projects 	<p align="center">Processing</p> <ul style="list-style-type: none"> • Provide extra response time • Have student verbalize steps • Repeat directions • Provide small group instruction • Include partner work 	<p align="center">Comprehension</p> <ul style="list-style-type: none"> • Provide reading material on student's level • Have student underline important points • Assist student on how to use context clues to identify words/phrases • Ensure short manageable tasks
<p align="center">Tests/Quizzes/Grading</p> <ul style="list-style-type: none"> • Provide extended time • Provide study guides • Limit number of responses 	<p align="center">Behavior/Attention</p> <ul style="list-style-type: none"> • Establish classroom rules • Write a contract with the student specifying expected behaviors • Provide preferential seating • Re-focus student as needed • Reinforce student for staying on task 	<p align="center">Organization</p> <ul style="list-style-type: none"> • Monitor the student and provide reinforcement of directions • Verify the accurateness of homework assignments • Display a written agenda

ELL, Enrichment, Gifted & Talented Strategies

Accommodations Based on Students' Individual Needs

ELL Strategies

- Provide explicit, systematic instruction in vocabulary.
- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.

- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.
- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects

- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum
- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.

- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways
- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.