



Totowa Public Schools

Music

Grade 4-5

Aligned to NJSL Standards

BOE Adopted: 8/31/2022

Revised 12/14/2022

Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
Musicianship: Tone, Intonation, Music Literacy, and Ensemble	36 Weeks	
		Curricular Mandate List

Unit Title	Musicianship: Tone, Intonation, Music Literacy, and Ensemble
Unit Duration	36 Weeks
Unit Summary & Rationale	<p>Students in fourth grade can sign up for band. Their involvement in the program is voluntary. Students are introduced to various instruments that are available in the school. Through demonstration and counseling from the instrumental music teacher the child is helped to choose which instrument he/she will study.</p> <p>In grade 4 all beginning students will learn proper care and assembly of instruments as well as playing various simple melodies by ear. All students will begin work in a Method Book, which will be chosen by the band director. Materials used in class will include folk tunes, patriotic songs, studies and various technique building handouts which will address problems characteristic to a particular instrument.</p> <p>Each student will receive one group lesson per week. Lessons are 45 Minutes in length. Students in 4th grade band will perform 1 time in May. The entire year is spent preparing them for the Spring Performance.</p> <p>Continuing with what they have learned previously the students now begin to learn to play as an ensemble with an emphasis on the students ability to; perform simple melodies in mixed meter and utilizing various rhythms in Bb and Eb Concert Key Signature; Recognize and perform simple melodies composed in the following forms: AABA: ABA: Theme and Variation: Canon; Practice and perform simple melodies using: whole, half, dotted half, quarter, dotted quarter and eighth notes and rests.</p> <p>The focus of 5th grade Band is on Performance. Students meet once a week in a small group sectional which focuses on their instrumental section. A second rehearsal is also scheduled each week with the entire band. 4th and 5th Grade band students have opportunities to perform 3 times throughout the school year. A method book will be used as well as music for the upcoming concert that has been purchased and/or arranged by their teacher.</p>
Unit Goals	

Essential Questions	<ul style="list-style-type: none"> • How do I assemble and care for my instrument? • What are the basics of tone quality and production through diaphragmatic breathing, embouchure formation and proper articulation? • How do play a Bb concert scale on my instrument.
Enduring Understandings	<ul style="list-style-type: none"> • It is important to take into consideration your posture, breathing and mouth/hand position when playing an instrument. • The performance and reaction of music is a collaborative and cumulative process. Musicians speaking the same language, gather to create and perform music. Each period of music has a distinct sound and cultural impact. Each person’s cultural background influences, all facets of creating music, from the rhythm and key signatures to the selection of instruments.
Learning Outcomes	<ul style="list-style-type: none"> • Demonstrate proper instrument assembly. • Demonstrate proper playing position. • Identify the basics of tone quality, and production through diaphragmatic breathing, embouchure formation and proper articulation. • Demonstrate proper instrument care and maintenance. • Achieve rudimentary music reading skills. • Develop and refine the techniques needed in a performing ensemble • Have a thorough understanding of the music performed and the individual playing technique that is essential to the chosen style. • Develop a sense of cooperation and sharing through ensemble performance • Learn the rehearsal techniques necessary for instrumental performance • Improve instrumental technique • Play with proper tone, intonation and balance • Play both solo and as a member of the ensemble • Sing using a range of syllables (Do, Re, Mi, Fa, So, La and Ti) and use moveable hand signs. • Demonstrate progress in matching pitch. • Identify, demonstrate, and sing dynamics from standard notation. • Self and group-critique of acquired melodic skills.

- Distinguish between beat and rhythm.
- Identify accented beats.
- Evaluate and respond to a piece of music using the terminology of the unit.
- Create patterns that demonstrate a melody using instruments or body movement.
- Sing songs from a variety of cultures, historical periods, and genres.
- Identify, demonstrate, and sing dynamics from standard notation.
- Self and group-critique of acquired melodic skills.
- Pitch is the location of a note related to its highness or lowness.
- A sequence of pitches creates melody.
- Melody has shape.
- Pitch notation organizes sound.
- Pitch is written with a defined set of symbols.
- Perform and listen to music from a variety of styles, cultures and historical periods.
- Identify the ways music is used in society (leisure, ceremonial/ religious/ civic, for dance, to tell stories, etc.)
- Reflect on how music shapes history and culture.
- Compare and contrast similarities and differences of music of different cultures and time periods.
- Listen to a variety of musical excerpts and formulate opinions using appropriate terminology.
- Career Exploration – Students will examine careers in the music industry and industries that require trained musicians.

Assessment Evidence	
Formative	Class discussions, in-class activities, written critique, teacher observation, written classwork, group performance, individual performance., Listen to students sing (oral performance), Individual student assessment by singing and playing, sectional evaluations. Student evaluations based on a performance rubric.
Summative	Tests, Quizzes, Projects, Formal Performances, Written Tests. Summative assessment should provide overall evidence about student learning. Participation at concerts and

	related events. Sectional evaluations. Assessments could include concluding projects, performances, discussion, and demonstrations that verify the knowledge and skills learned. Student evaluations based on a performance rubric.
Alternative and Benchmark	<p>Alternative - Oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.</p> <p>Benchmark – Teacher generated assessments, performance assessments</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources and Equipment	<p>Interactive SmartBoard</p> <p>IPads/iPods</p> <p>CD and CD Player</p> <p>Percussion/Classroom Instruments</p> <p>Pianos</p> <p>Sheet Music /Music Score</p> <p>Computers</p> <p>Garage Band</p> <p>Chrome Music Lab</p> <p>Music Today</p> <p>Everyday Musicplay</p> <p>Kodaly</p> <p>Making Music</p> <p>www.youtube.com</p> <p>Apple Music</p> <p>classicforkids.com</p> <p>Metrolyrics.com</p> <p>www.musictheory.net</p> <p>www.classicsforkids.com</p> <p>www.blanksheetmusic.net</p> <p>Finale Notation Software</p>

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.
- 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.
- 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.
- 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).
- 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.
- 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.

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.
- RI.5.1 Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
- L.5.1. 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. .

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.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.
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 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.

Interdisciplinary/21st Century Connections

Connections and Skills

- Global and Cultural Awareness
- Information and Media Literacy
- Civic and Financial Responsibility
- Creativity and Innovation
- Collaboration and Teamwork

Social Studies	<ul style="list-style-type: none"> • 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
SEL	<ul style="list-style-type: none"> • Responsible Decision-Making • Relationship Skills • Self-Management <p>New Jersey Social and Emotional Learning Competencies and Sub-Competencies.docx</p>

Accommodations & Modifications		
Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs		
Time/General	Processing	Comprehension
<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 	<ul style="list-style-type: none"> • Provide extra response time • Have student verbalize steps • Repeat directions • Provide small group instruction • Include partner work 	<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
Tests/Quizzes/Grading	Behavior/Attention	Organization
<ul style="list-style-type: none"> • Provide extended time • Provide study guides • Limit number of responses 	<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 	<ul style="list-style-type: none"> • Monitor the student and provide reinforcement of directions • Verify the accurateness of homework assignments • Display a written agenda

- | | | |
|--|---|--|
| | <ul style="list-style-type: none">• Reinforce student for staying on task | |
|--|---|--|

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.