

## Winslow Township School District

### Grade 4 General Music

#### Unit 2: Furthering the Fundamentals

**Overview:** In this unit of study, students will continue to 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. Students will understand sophisticated aesthetic, technological, and notational frameworks that have been put in place to make the performance, writing, and recording of music possible across many cultures.

Overview	Standards for Music	Unit Focus	Essential Questions
<p><a href="#"><u>Unit 2</u></a></p> <p><b>Furthering the Fundamentals</b></p>	<p><b>1.3A.5.Cr1a</b>  <b>1.3A.5.Cr2a</b>  <b>1.3A.5.Pr4a</b>  <b>1.3A.5.Pr4b</b>  <b>1.3A.5.Pr4c</b>  <b>1.3A.5.Pr5b</b>  <b>1.3A.5.Pr6a</b></p>	<ul style="list-style-type: none"> <li>• Students will be able to 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.</li> <li>• Students will be able to read and sing melodies using note values from 16thnote to whole note/rest, including dotted rhythms; and pitches in diatonic scales; and dynamic and tempo changes.</li> <li>• Students will be able to sing rounds/canons, partner songs, and two-part songs, using correct posture, vocal placement, and breathing technique.</li> <li>• Students will be able to improvise a vocal melody in call-and-response form to a given instrumental prompt.</li> <li>• Students will be able to 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Why does music have rules?</li> <li>• Why are dynamics important?</li> <li>• How does creating and performing music differ from being part of the audience?</li> </ul>
<p><i>Unit 2: Enduring Understandings</i></p>	<ul style="list-style-type: none"> <li>• Rules dictate the way we read and perform music.</li> <li>• The ability to analyze the elements and principals of music (written and aural) is fundamental to critiquing one’s personal performance</li> <li>• Cultural and historical context affects the style and performance practice of music</li> </ul>		

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Curriculum Unit 2	Standards		Pacing	
			Weeks	Unit Weeks
Unit 2:  Furthering the Fundamentals	<b>1.3A.5.Pr4c</b>	Analyze selected music by reading and performing using standard notation.	2	9
	<b>1.3A.5.Pr4b</b>	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.	1	
	<b>1.3A.5.Pr6a</b>	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.	1	
	<b>1.3A.5.Pr5b</b>	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.	1	
	<b>1.3A.5.Cr1a</b>	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	
	<b>1.3A.5.Cr2a</b>	Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.	1	
	<b>1.3A.5.Pr4a</b>	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	
	Assessment, Re-teach and Extension		1	

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Enduring Understanding	Indicator #	Performance Expectations
The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources	<b>1.3A.5.Cr1a</b>	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).
Musicians' creative choices are influenced by their expertise, context, and expressive intent.	<b>1.3A.5.Cr2a</b>	Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	<b>1.3A.5.Pr4a</b>	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.
Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	<b>1.3A.5.Pr4b</b>	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	<b>1.3A.5.Pr4c</b>	Analyze selected music by reading and performing using standard notation.
To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.	<b>1.3A.5.Pr5b</b>	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.	<b>1.3A.5.Pr6a</b>	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.

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Assessment Plan	
<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Independent &amp; group work/projects</li> <li>• Benchmark assessments</li> <li>• Teacher Observations</li> <li>• Performance Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of student plays or sings with others, and/or alone.</li> <li>• Solo and duo performance evaluations</li> <li>• Instrument performances (dynamics)</li> </ul>
Resources	Activities
<ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• Group discussions</li> <li>• Manipulatives</li> <li>• SMARTboard / Mimio Technology</li> <li>• Google Applications (Documents, Forms, Spreadsheets, Presentation)</li> <li>• Keyboards</li> <li>• Piano</li> <li>• Recorder</li> <li>• Musical games</li> <li>• Tuned and un-tuned instruments</li> <li>• Rhythm instruments</li> <li>• Printed music</li> <li>• Handouts</li> <li>• Diversity, Equity &amp; Inclusion Educational Resources  <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></li> </ul>	<ul style="list-style-type: none"> <li>• Students will learn how conducting patterns relate to the different time signatures.</li> <li>• <b>Dynamics</b>: Students will identify when the music is quiet and when the music is loud. Then students will define crescendo and decrescendo.</li> <li>• <b>Skittle, Skittle, Skittle, Ski</b>: Students will perform songs that demonstrate rounds, canons, partner songs, call and response, etc. from various time periods and genres</li> <li>• <b>Composing Ostinatos</b>: Students will learn the meaning of "ostinato". Then learn 4 ostinato rhythms with movements, and layer in rhythms as a class. Finally, students will make their own 4 part ostinato rhythms in groups on a theme of their choice.</li> <li>• Students will discuss the importance of using proper posture and breathing techniques. Then they will demonstrate proper posture and breathing techniques.</li> <li>• Students will read basic music notation.</li> <li>• Students will perform songs (recorder) which include tempo and dynamics.</li> <li>• Students will play the following snare drum rudiments: paradiddle, flam, flam tap.</li> </ul>

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**Instructional Best Practices and Exemplars**

- |   |  |
|---|--|
| 1. Identifying similarities and differences     | 6. Cooperative learning                      |
| 2. Summarizing and note taking                  | 7. Setting objectives and providing feedback |
| 3. Reinforcing effort and providing recognition | 8. Generating and testing hypotheses         |
| 4. Homework and practice                        | 9. Cues, questions, and advance organizers   |
| 5. Nonlinguistic representations                | 10. Manage response rates                    |

**9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills**

**9.2.5.CAP.5:** Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

**Philadelphia Mint**

<https://www.usmint.gov/learn/kids/resources/educational-standards>

**Different ways to teach Financial Literacy.**

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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**Modifications for Special Education/504**

***Students with special needs:*** The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. 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.

- Small group instruction
- Audio books/ Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Repeat directions as needed
- Graphic organizers
- Study Guides, Study Aids and Re teaching as needed

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**Modifications for At-Risk Students**

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

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><input type="checkbox"/> Grade 4 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listening <input type="checkbox"/> Speaking</li> <li><input type="checkbox"/> Reading <input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Oral Language</li> </ul> <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> <li>• Relate to and identify commonalities in music studies in student's home country</li> <li>• Assist with organization</li> <li>• Use of computer</li> <li>• Emphasize/highlight key concepts</li> <li>• Teacher Modeling</li> <li>• Peer Modeling</li> <li>• Label Classroom Materials - Word Walls</li> </ul>	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> <li>• Raise levels of intellectual demands</li> <li>• Require higher order thinking, communication, and leadership skills</li> <li>• Differentiate content, process, or product according to student's readiness, interests, and/or learning styles</li> <li>• Provide higher level texts</li> <li>• Expand use of open-ended, abstract questions</li> <li>• Critical and creative thinking activities that provide an emphasis on research and in-depth study</li> <li>• Enrichment Activities/Project-Based Learning/ Independent Study</li> </ul> <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> <li>❖ <a href="#">Gifted Programming Standards</a></li> <li>❖ <a href="#">Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy</a></li> <li>❖ <a href="#">REVISED Bloom's Taxonomy Action Verbs</a></li> </ul>

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**Interdisciplinary Connections**

**Interdisciplinary Connections:**

**ELA Standards:**

**NJLSA.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.

**NJLSA.SL2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**NJLSA.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.

**NJLSA.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 Standards:**

**6.1.5.GeoGI.1:** Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

**Integration of Computer Science and Design Thinking NJSLS 5**

**8.1.5.CS.1:** Model how computing devices connect to other components to form a system

**8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.

**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.