

## Winslow Township School District

### Grade 4 General Music

#### Unit 3: Performance

**Overview:** In this unit of study, students will improvise, compose, and notate simple and complex songs using a variety of musical techniques. Students will further their understanding of aesthetic response to music and continue to develop 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 learn how to critique performances based on specific criteria.

Overview	Standards for Music	Unit Focus	Essential Questions
<a href="#"><u>Unit 3</u></a>  <b>Performance</b>	<b>1.3A.5.Cr1a</b> <b>1.3A.5.Cr2a</b> <b>1.3A.5.Pr5b</b> <b>1.3A.5.Pr6a</b> <b>1.3A.5.Re8a</b>	<ul style="list-style-type: none"> <li>• Students will be able to perform unison songs, rounds, partner songs, and descants, alone and with others, using proper vocal placement and breathing techniques in the range of A4 – D5 (making allowances for emerging cambiata voices).</li> <li>• Students will be able to improvise a vocal melody on a diatonic scale over a given harmonic progression using I-V7 and ending on the home tone using either solfege or a neutral syllable ("loo").</li> <li>• Students will be able to improvise a melody on a diatonic scale over a given harmonic progression using I-V7, ending on the home tone played on barred instruments or recorder.</li> <li>• Students will be able to compose and score two 4- bar melodies in F major and G major, using note values as small as the 8th note in 3/4 and/or 4/4 time, and resolving to the home tone, using traditional instruments and/or computer programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Why is it important to critique your own performance?</li> <li>• Why is it important to count rhythms while playing?</li> <li>• Why is it important to be able to read music?</li> <li>• What kind of stylistic traits represent different cultures and time periods?</li> <li>• How is music used in daily life?</li> <li>• How is music used in various social contexts?</li> </ul>
<b>Unit 3: Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• We can use specific criteria to critique music.</li> <li>• Time, place and occasion determine the style of music and how it is performed</li> <li>• Music of different world cultures and/or time periods can be identified by stylistic traits.</li> <li>• Music is used in daily life in various ways depending on the context of activity</li> <li>• Music and audience behavior changes depending on the style and context of music performed</li> </ul>		

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Curriculum Unit 3	Standards		Pacing	
			Weeks	Unit Weeks
<b>Unit 3: Performance</b>	<b>1.3A.5.Pr5b</b>	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.	2	9
	<b>1.3A.5.Pr6a</b>	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.	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).	2	
	<b>1.3A.5.Cr2a</b>	Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.	2	
	<b>1.3A.5.Re8a</b>	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.	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.
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.
The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria	<b>1.3A.5.Re8a</b>	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.

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**• Assessment Plan**

- Class discussions
- Independent & group work/projects
- Benchmark assessments
- Teacher Observations
- Performance Tasks

- Evaluation of reading and counting notes
- Student plays or sings with others and along.
- Drawing and labeling a staff with a treble clef, 4 measures, separated by bar lines, ending with a double bar line.
- Counting and numbering the lines and spaces, starting from the bottom.

**Resources**

- Chromebooks
- Group discussions
- Manipulatives
- SMARTboard / Mimio Technology
- Google Applications (Documents, Forms, Spreadsheets, Presentation)
- Keyboards
- Piano
- Recorder
- Musical games
- Tuned and un-tuned instruments
- Rhythm instruments
- Printed music
- Handouts
- Diversity, Equity & Inclusion Educational Resources  
<https://www.nj.gov/education/standards/dei/>
- [Songs for rounds, unison, partners](#)
- [Descants](#)
- [A Flat scale](#)

**Activities**

- Students will read, count and perform various notes and rests, including eighth notes followed by eighth note rests.
- Students will be introduced to percussion, woodwind, and brass instruments.
- Students will read and perform a closed roll and extended roll (percussion).
- Students will play Concert Bb, F, G, C, Ab Major scales in a Quarter-Eighth note pattern.
- Students will discuss the performances from various historical genres in history using music terminology.
- Students will work in small groups to compose and score a [melody](#) for instruments. Then perform their compositions for their groups.
- Students will play the [snare](#) drum [rudiments](#).

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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:**

**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 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.