

Winslow Township School District

Grades 4-5 Instrumental Music

Unit 4: Performance, Technique, and Critique

Overview: In this unit of study, students will develop the physical and intellectual skills necessary to fully and successfully participate in the school instrumental music program and in the musical arts community around the world.

Overview	Standards for Art	Unit Focus	Essential Questions
<p><u>Unit 4</u></p> <p style="text-align: center;">Performance, Technique, and Critique</p>	<p>1.3A.5.Cr1a 1.3A.5.Cr2a 1.3A.5.Pr4b 1.3A.5.Pr4c 1.3A.5.Pr4e 1.3A.5.Pr5a 1.3A.5.Pr6a</p>	<ul style="list-style-type: none"> • Students will be able to use correct posture • Students will understand the mechanics for strong, basic characteristic tone production • Students will understand pitch discrimination and adjustment is fundamental to playing an instrument well • Students will be able to demonstrate the mechanics of adjusting pitch • Students will understand music notation is sound represented as written symbols that can be read and performed. 	<ul style="list-style-type: none"> • What is proper posture and why is posture important? • What is characteristic tone? • How is the sound of the instrument produced? • What does it mean to be in tune? • How can I hear specific pitches and/or intonation? • How is rhythm represented in written form? • How is pitch represented in written form? • What are strategies for interpretation of written musical symbols?
<p><i>Unit 4: Enduring Understandings</i></p>	<ul style="list-style-type: none"> • Proper posture is fundamental to playing an instrument well • Basic characteristic tone quality is produced by various controlled physical movement • The ability to play a specific pitch in tune is fundamental to listener recognition and enjoyment • Rhythm and pitch can be represented as written symbols and passed from one musician to another for virtually identical performances • Music reading skills allow the performer to play music that is outside their present personal repertoire 		

Winslow Township School District
Grades 4-5 Instrumental Music
Unit 4: Performance, Technique, and Critique

Curriculum Unit 4	Standards		Pacing	
			Weeks	Unit Weeks
Unit 4: Performance, Technique, and Critique	1.3A.5.Pr4c	Analyze selected music by reading and performing using standard notation.	2	9
	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	
	1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.	1	
	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	
	1.3A.5.Cr2a	Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.	1	
	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	
	1.3A.5.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.	1	
	Assessment, Re-teach and Extension		1	

Winslow Township School District
Grades 4-5 Instrumental Music
Unit 4: Performance, Technique, and Critique

Unit 4 Grade 4		
Enduring Understanding	Indicator #	Performance Expectations
The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources	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).
Musicians' creative choices are influenced by their expertise, context, and expressive intent.	1.3A.5.Cr2a	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.	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.
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.	1.3A.5.Pr4c	Analyze selected music by reading and performing using standard notation.
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	1.3A.5.Pr4e	Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
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.	1.3A.5.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.	1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.

Winslow Township School District
Grades 4-5 Instrumental Music
Unit 4: Performance, Technique, and Critique

Unit 4 Grades 4-5	
• Assessment Plan	
<ul style="list-style-type: none"> • Class discussions • Independent & group work/projects • Benchmark assessments • Teacher Observations • Performance Tasks 	<ul style="list-style-type: none"> • Classroom participation • Playing age-appropriate instruments • Participation in various in-class performance activities • Participation in the concert
Resources	Activities
<ul style="list-style-type: none"> • Chromebooks • Group discussions • Manipulatives • SMARTboard / Mimio Technology • Google Applications (Documents, Forms, Spreadsheets, Presentation) • Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/ 	<ul style="list-style-type: none"> • Working individually and in small groups to develop and improve stage presentation and musical elements • Learning effective techniques and strategies to better prepare for a performance • Performing for others to become more comfortable in a performance setting • Videotaping / audio recording rehearsals and performances will enable students to evaluate their product • Holding discussions of musical interpretation and critique • Implementing cooperative learning and group participation

Winslow Township School District
Grades 4-5 Instrumental Music
Unit 4: Performance, Technique, and Critique

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

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

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/>

Winslow Township School District
Grades 4-5 Instrumental Music
Unit 4: Performance, Technique, and Critique

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

Winslow Township School District
Grades 4-5 Instrumental Music
Unit 4: Performance, Technique, and Critique

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

Winslow Township School District
Grades 4-5 Instrumental Music
Unit 4: Performance, Technique, and Critique

English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grade 4-5 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Relate to and identify commonalities in music studies in student’s home country • Assist with organization • Use of computer • Emphasize/highlight key concepts • Teacher Modeling • Peer Modeling • Label Classroom Materials - Word Walls 	<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"> • Raise levels of intellectual demands • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles • Provide higher level texts • Expand use of open-ended, abstract questions • Critical and creative thinking activities that provide an emphasis on research and in-depth study • Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ❖ REVISED Bloom’s Taxonomy Action Verbs

Winslow Township School District
Grades 4-5 Instrumental Music
Unit 4: Performance, Technique, and Critique

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.

Integration of Computer Science and Design Thinking NJSLS 5

8.2.5.NT.2: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.

8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.