

# Unit 4: Music Literacy

Content Area: **Music**  
Course(s): **Sample Course**  
Time Period:  
Length: **37 days overlaid, Grade 4**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

Curriculum Guide

**Music Literacy**

**Grade 4**

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

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Board Approved: August 22, 2016

## Unit Overview

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In this unit the students will learn to read rhythms and pitches with fluency.

## NJSLS

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VPA.1.3.5.B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
VPA.1.3.5.B.2	Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
VPA.1.3.5.B.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
VPA.1.3.5.B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
VPA.1.3.5.B.CS1	Complex scores may include compound meters and the grand staff.
VPA.1.3.5.B.CS2	Proper vocal production and vocal placement improve vocal quality. Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time.
VPA.1.3.5.B.CS3	Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.
VPA.1.3.5.B.CS4	Decoding musical scores requires understanding of notation systems, the elements of

music, and basic compositional concepts.

## **Exit Skills**

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By the end of this unit Grade 4 students should be able to:

- Use rhythmic comprehension in syllabic sounding or words.
- Compare the use of phonetic singing to phonics used to help pronunciation of new words.
- Analyze the link between singing and patterns of speech
- Compare song structure to sentence structure
- Compare musical phrasing to sentence and story phrasing.

## **Enduring Understanding**

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- Music is reflective of the culture(s) that created it.
- Music is always present in the surrounding world.
- Music is a form of communication
- Music is a vehicle of personal expression, style, and taste.
- Music is a language with its own syntax, structure, and rules.
- The creation of music fosters critical thinking.
- Music making involves a set of behaviors that ensure quality of preparation and presentation.
- Increasing technical skill and theoretical knowledge allows performers to better express the music and themselves

## **Essential Questions**

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- How do people/I use music as a way to communicate with others?
- How can music influence your emotions?
- In what ways can musical elements become the foundation of your own composition?
- How do I hone my skills and fine-tune my work?

- How does my individual effort affect the group effort?
- What is quality in a music ensemble and how do you attain it?
- What can be learned from observing, analyzing, and evaluating the performances of myself and others?
- Why is music an important part of any culture?
- How does my musical interpretation reflect my personal culture?
- How does music change over time and place?
- Does music have to be considered beautiful by everybody?
- How do artists make decisions about their music?
- What is the importance of being able to reach and comprehend music as a musician?

## Learning Objectives

**By the end of this unit students will demonstrate the ability to:**

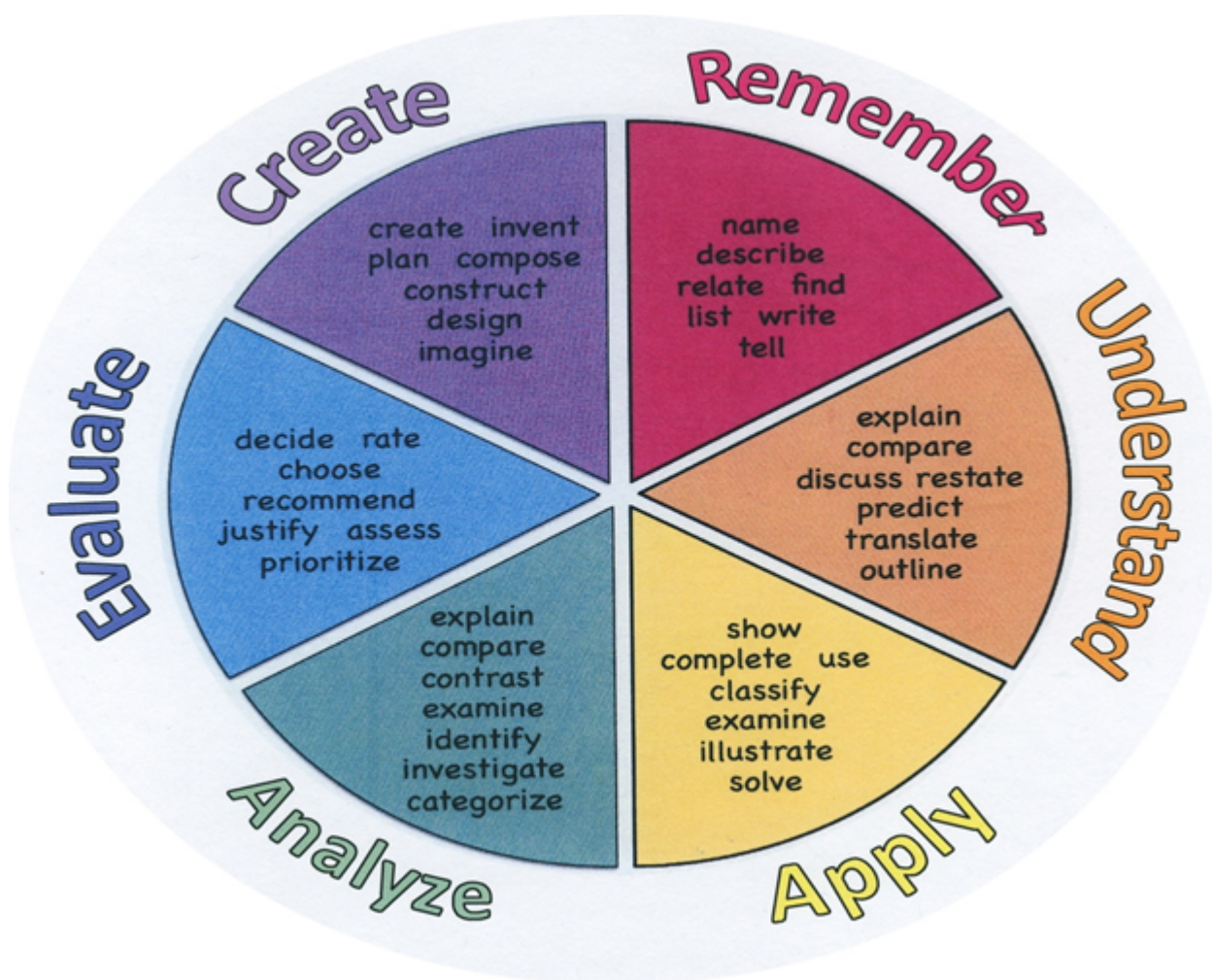
- Count and interpret the aspects of rhythm
- Define Harmony
- Describe Musical Form
- Define All Relevant Vocabulary
- Identify elements of music theory
- Implement elements of music theory into performance
- Identify the elements of pitch, meter, time signatures, rhythm, dynamics, articulations, tempo, harmony, key signatures and phrasing.

## Action Verbs

Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy. These are useful in writing learning objectives, assignment objectives and exam questions.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize

Select State Count Draw Outline Point Quote Recall Recognize Repeat Reproduce	Interpret Infer Match Paraphrase Represent Restate Rewrite Select Show Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Sketch Solve Use Add Calculate Change Classify Complete Compute Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract	Arrange Breakdown Combine Detect Diagram Discriminate Illustrate Outline Point out Separate	Justify Measure Rank Rate Support Test	Plan Produce Role Play Drive Devise Generate Integrate Prescribe Propose Reconstruct Revise Rewrite Transform
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## Interdisciplinary Connections

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LA.RF.4.3.A	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
LA.RF.4.4.A	Read grade-level text with purpose and understanding.
LA.RF.4.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
LA.RF.4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## Alignment to 21st Century Skills & Technology

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### Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

## 21st Century/Interdisciplinary Themes

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- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## 21st Century Skills

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- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving

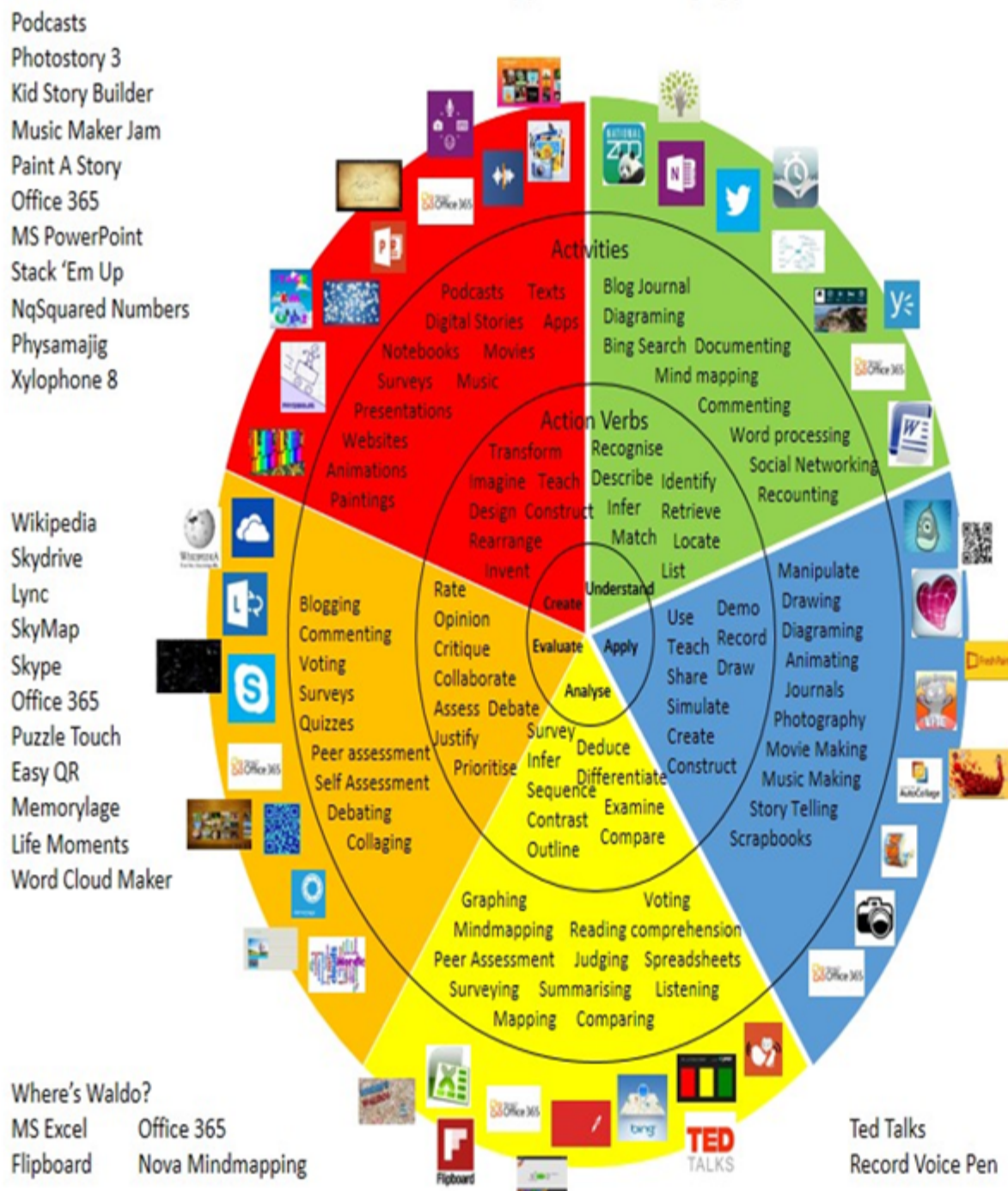
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## **Technology Infusion**

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Websites: Dallas Symphony Orchestra, YouTube, Music Theory

Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg>  
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst



## Differentiation

The students on the accelerated path will be able to complete all aspects of this unit. Students that require remediation will complete most of the aspects of this unit and/or repeat aspects of the unit when necessary.



## Special Education

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- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## ELL

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- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required

- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **Intervention Strategies**

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- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Evidence of Student Learning-CFU's**

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- Common benchmarks
- Compare & Contrast
- Define
- Describe
- Evaluate
- Evaluation rubrics

- Explaining
- Quizzes
- Self- assessments
- Teacher Observation Checklist

## **Primary Resources**

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World of Music (Book and CD)-Silver Burdette

## **Ancillary Resources**

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Various sheet music, Digital recordings, Online media

## **Sample Lesson**

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Unit Name: Spring Program

NJSLS:

Interdisciplinary Connection: Reading Phrasing, World Cultures, Historical events

Statement of Objective: At the end of this lesson the students will demonstrate the ability to:

- Count rhythms in simple meter
- Sing performance pieces with proper dynamic inflection
- Describe how culture effects music
- Describe how history effects music
- Sing with proper breath support and phrasing

Anticipatory Set/Do Now: Vocal Warm ups

Learning Activity: The students will sing the performance pieces with emphasis on correct pitches, rhythms, dynamics and phrasing. The students will discuss the historical significance of the piece and/or composer and how culture had an impact on the music.

Student Assessment/CFU's: Teacher Observation, Evaluation Rubric, Admission Ticket, Exit Ticket

Materials: World of Music (Book and CD), Various sheet music, Rhythm and Pitch reading worksheets

21st Century Themes and Skills: Music, History, ELA, World Cultures

Differentiation/Modifications: The students on the accelerated path will be able to complete all aspects of this lesson. Students that require remediation will complete most of this lesson and/or repeat sections when necessary.

## Integration of Technology: Use of digital media and websites.

VPA.1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
VPA.1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
VPA.1.3.5.B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
VPA.1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
VPA.1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.