

Music Grade 4 Unit 1: Duration (Beat/Meter and Rhythm)
September-December

Targeted Standards (Write the overall CCSS or NJCCCS standards that are most applicable to this unit. For math, note major clusters).

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.
- 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
- 1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Rationale and Transfer Goals:

During this unit students will discuss how Duration is one of the basic elements of music. An ability to decode rhythmic notation, create and perform rhythm patterns, differentiate between beat and no beat, and an understanding of meter are skills that are essential for basic music literacy. During this unit students will create, perform, listen to, and move to rhythms comprised of long and short sounds.

Content/Objectives		Instructional Actions	
Content <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>How we teach content and skills</i>	Evidence (Assessments) <i>How we know students have learned</i>

<ul style="list-style-type: none"> • Experience (sing, move, play) strong and weak beats • Experience conducting down and up beats • Experience moving and playing in duple and triple meters • Experience repeated patterns and new patterns • Experience whole, dotted, half, quarter, eighth, triplet and sixteenth notes and rests • Create and play obstinate patterns 	<ul style="list-style-type: none"> • Identify and perform steady beat and off-beat in duple (2/4, 3/4, 4/4) and compound (6/8) meter. • Read and perform: syncopated rhythms, dotted eighth-note/sixteenth note rhythms. • Identify vocal ranges: Soprano, Alto, Tenor, Bass. • Compare and contrast instrumentation from diverse cultures. • Identify and perform sudden changes (subito); allegro, moderato, adagio, accelerando, ritardando, presto, andante • Identify introduction, interlude, coda, D.C. al fine (ABA); first and second endings. 	<ul style="list-style-type: none"> • Perform rhythms at varied tempi • Reading within the context of literature • Perform multiple parts at one time • Rhythm cards • Body percussion • Echo teacher • Notate music phrases • Improvise music patterns • Compose music phrases • Dictation • Ostinato 	<p>The teacher will assess the student's ability to....Read, perform, create, hear/listen</p>
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	<ul style="list-style-type: none"> Identify, read, and sing: melodic patterns using “Sol,-La,-Do-Re-Mi-Fa-So-La-Do’ including upward/downward melodic intervals by skip, step and leap. Identify/read the home tone as Do and as La; tonic note of scale; monophonic, homophonic, and polyphonic textures; and identify the I, IV, and V7 chords. Identify accents, pizzicato, slurs, phrasing. 		
Spiraling for Mastery			
Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity	
<ul style="list-style-type: none"> Ask the essential questions Introduce music terminology providing examples throughout the unit Explanation and discussion 	<ul style="list-style-type: none"> Steady beat Tempo - fast vs. slow Beat vs. Rhythm Time signature - top/bottom Tie and slur Ti-ka-ti-ka - sixteenth notes Ti-ka-ti - syncopation 	<ul style="list-style-type: none"> Explore the elements of music through verbal and written response Identify music elements such as rhythm, timbre, dynamics, form, melody Identify and categorize sound sources such as scales and rhythmic patterns Identify rhythmic notation 	

	<ul style="list-style-type: none"> • Ta - quarter note • Quarter note=1 beat of sound • Ta - quarter rest • Quarter rest =1 beat of silence • Ti-ti - eighth note in pairs - beam and flags • Eighth notes beamed or flagged ½ beat • Ta-a - half note • Half note= 2 beats of sound • Ta-a - half rest • Half rest-2 beats of silence • Ta-a-a - dotted half note • Dotted half note-3 beats sound • Ta-a-a - dotted half rest • dotted half rest=3 beats of silence • Ta-a-a-a - whole note • Whole note=4 beats of sound • Ta-a-a-a - whole rest • Whole rest=4 beats of silence • Match pitches in tune • More than one sound • Accompaniment • Major/Minor scales 	
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	<ul style="list-style-type: none"> • Music terms/symbols • Diatonic Scale with hand signs • Absolute pitch names (A-G) • Treble clef • Treble staff - lines/spaces • Measure, bar line, double barline, repeat sign • Timbre/Tone Quality • Instrument families • Dynamics - loud vs. soft • Dynamics - Vocabulary/Symbols for Forte, Mezzo Forte, Mezzo Piano, Piano • Singing using phrasing • Affect/Emotion • Composers, culture and historical connections • Varying styles of music • Ear training/Listening skills • Constructive criticism • Behavior and Presentation 	
<p><u>Career Readiness, Life Literacies, and Key Skills</u></p> <p>9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5</p>		

Key resources: What are the resources that are essential for this unit (may also be listed in “Activities/Strategies”)?

- Rhythm instruments - pitched and unpitched
- Technology - Laptop computers, Smartboard
- Videos of subject matter - Youtube
- Supplemental student materials
- Worksheets
- Visual aids
- Listening maps
- Reading/Language Arts skills
- Recordings
- Performance etiquette

Interdisciplinary Connections:

Social Studies: 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world

Physical Education: 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).

2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).

2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.



Grade 4 Unit 2: Pitch (Melody & Harmony)
January-April

Targeted Standards

- 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.

1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.

1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Rationale and Transfer Goals:

Students will discuss how Pitch is one of the basic elements of music. Stringing pitches together creates melody and harmony. An understanding of pitch, melody, harmony, and music notation as it relates to pitch are essential to basic music literacy. Students will explore Melody by singing, performing on instruments, improvising and composing melodies, and melodic accompaniments.

Enduring Understandings: What are the most essential conclusions that students should be guided towards throughout this unit?

- Melody is one of the building blocks for the creation of music.
- Melody can evoke an emotional response.
- Music has a melodic structure which can be felt, perceived, performed, and notated.

- Standard music notation allows composers and performers around the world a system for visually representing pitch, rhythm, and expressive qualities, so that music can be performed and remembered over long periods of time.
- Melody is a succession of pitches strung together
- Melody has shape

Essential Questions: What are the questions that will guide critical thinking about the content of this unit? Essential questions should, in part, be thought-starters toward the enduring understandings.

- Why do melodies with similar pitches sound different?
- Why is a standard system of music notation important?
- How do musicians use melodic contour to express their ideas?
- Does the listener need to know about the culture/genre from which a piece of music comes from in order to appreciate the piece?

Content/Objectives		Instructional Actions	
Content <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>How we teach content and skills</i>	Evidence (Assessments) <i>How we know students have learned</i>
<ul style="list-style-type: none"> • Create/improvise patterns that demonstrate melodic contour using manipulatives, instruments and/or body movement • Sing using the correct solfege syllables 	<ul style="list-style-type: none"> • On pitched barred instruments or recorder, 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. • Read and sing melodies using note values from 16th-note to whole note/rest, including dotted 	<ul style="list-style-type: none"> • Echo sing • Sing with or without accompaniment • Student led call and response • Sing alone or in groups • Sing with solfege syllables • Sing on text • Play on instruments • Read basic patterns • Improvise melodic patterns 	<ul style="list-style-type: none"> • The teacher will assess the student's ability to....Read, perform, create, hear/listen

<ul style="list-style-type: none"> ● Utilize 5-line staff to read pentatonic melodies ● Sing demonstrating the use of various articulations (legato, staccato) ● Demonstrate matching pitches ● Creating musical phrases in response to a teacher prompt ● Develop a repertoire of songs from a variety of cultures and genres ● Use appropriate terminology when describing melody 	<p>rhythms; and pitches in diatonic scales; and dynamic and tempo changes.</p> <ul style="list-style-type: none"> ● Sing rounds/canons, partner songs, and two-part songs, using correct posture, vocal placement, and breathing technique. ● Improvise a vocal melody in call-and-response form to a given instrumental prompt; 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. 	<ul style="list-style-type: none"> ● Dictation ● Compose ● Notate ● Compare and contrast 	
Spiraling for Mastery			
Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity	
<ul style="list-style-type: none"> ● Ask the essential questions ● Introduce musical terminology providing examples throughout the unit ● Explanations and discussion 	<ul style="list-style-type: none"> ● Steady Beat ● Tempo - fast vs. slow ● Beat vs. Rhythm 	<ul style="list-style-type: none"> ● Explore the elements of music through verbal and written response ● Identify music elements such as rhythm, timbre, dynamics, form, melody 	

	<ul style="list-style-type: none"> • Time Signature - top/bottom • Tie and slur • Ti-ka-ti-ka - sixteenth notes • Ti-ka-ti - syncopation • Ta - quarter note • Ta - quarter rest • Ti-ti - eighth note in pairs - beam and flags • Ta-a - half note • Ta-a - half note rest • Ta-a-a - dotted half note • Ta-a-a - dotted half note rest • Ta-a-a-a - whole note • Ta-a-a-a - whole note rest • Match pitches in tune • More than one sound • Accompaniment • Major/Minor scales • Music terms/symbols • Diatonic Scale with hand signs • Absolute pitch names • Treble clef • Treble Staff - lines/spaces 	<ul style="list-style-type: none"> • Identify and categorize sound sources such as scales and rhythmic patterns • Identify rhythmic notation
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	<ul style="list-style-type: none"> • Measure, bar line, double barline, repeat signs • Timbre/Tone Quality • Instrument families • Dynamics - loud vs. soft • Dynamics - Vocabulary/Symbols for Forte, Mezzo Forte, Mezzo Piano, Piano • Singing using phrasing • Affect/Emotion • Composers, culture, and historical connections • Varying styles of music • Ear training/Listening skills • Constructive criticism • Behavior and Presentation 	
<p><u>Career Readiness, Life Literacies, and Key Skills</u></p> <p>9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals</p>		
<p><u>Key resources:</u> What are the resources that are essential for this unit (may also be listed in "Activities/Strategies")?</p> <ul style="list-style-type: none"> • Rhythm instruments - pitched and unpitched • Technology - Laptop computers, Smartboard • Videos of subject matter - Youtube • Supplemental student materials 		

- Worksheets
- Visual aids
- Listening maps
- Reading/Language Arts skills
- Recordings
- Performance etiquette

Interdisciplinary Connections

Social Studies: 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world

Physical Education: 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).

2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).

2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.

Music Grade 4 Unit 3: Design (Form and Texture)
January-March

Targeted Standards

- 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.

1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.

1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Rationale and Transfer Goals:

Music is an expressive art form. Qualities such as dynamics, tempo, articulation, and accents all enhance the expressive nature of music. Students will explore these aspects of music through listening, performing, and composing music with a focus on dynamics, tempo, accents, and articulation.

Enduring Understandings: What are the most essential conclusions that students should be guided towards throughout this unit?

- Changes in expressive qualities affect the emotional response of the listener.
- Decisions about expressive qualities can be driven by the function of the music being created.
- Marches, lullabies, sacred music, dance music, movie music, concert music, or where the music will be performed.

Essential Questions: What are the questions that will guide critical thinking about the content of this unit? Essential questions should, in part, be thought-starters toward the enduring understandings.

- How does use of dynamics, tempo, accents, and articulation affect the expressiveness of a piece of music?
- How do we interpret music and why are multiple interpretations acceptable?
- Which is more important, the composer's intentions or the listener's response?

Content/Objectives		Instructional Actions	
Content <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>How we teach content and skills</i>	Evidence (Assessments) <i>How we know students have learned</i>
<ul style="list-style-type: none"> • Identify, sing, and play a variety of forms and textures • Arrange student compositions into simple form • Apply appropriate vocabulary when describing musical form • Listen and respond to various forms through movement • Experience conducting up and down beats • Experience (sing, move, play, read, notate) 	<ul style="list-style-type: none"> • 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). Demonstrate proper posture and breathing techniques to produce a uniform vocal tone quality and respond to expressive cues from a conductor. 	<ul style="list-style-type: none"> • Comparing and contrasting music • Discussion about literature, feelings, opinions • Listening to music of varied styles and genres • Self reflection • Identify, sing and play a variety of forms and textures, including: unison, round/canon, ostinato, ABA, rondo, partner songs • Use call and response 	<p>The teacher will assess the student's ability to.....Discuss, critique, and articulate opinions about music</p>

<p>repeated patterns and new patterns</p> <ul style="list-style-type: none"> • Create and play obstinate patterns (rhythmic patterns, syncopated rhythms, dotted rhythm notes) • Identify and perform fermatas and ties 	<ul style="list-style-type: none"> • 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"). • 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. • 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. 	<ul style="list-style-type: none"> • Apply appropriate vocabulary when describing musical form • Listen and respond to various forms through movement 	
Spiraling for Mastery			
Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity	

<ul style="list-style-type: none"> • Ask the essential questions • Introduce musical technology providing examples throughout the unit • Explanation and discussion 	<ul style="list-style-type: none"> • Steady beat • Tempo - fast vs. slow • Beat vs. Rhythm • Time signature - top/bottom • Tie and slur • Ti-ka-ti-ka - sixteenth notes • Ti-ka-ti - syncopation • Ta - quarter note • Ta - quarter rest • Ti-ti - eighth note in pairs - beam and flags • Ta-a - half note • Ta-a - half note rest • Ta-a-a - dotted half note • Ta-a-a - dotted half rest • Ta-a-a-a - whole note • Ta-a-a-a - whole rest • Match pitches in tune • More than one sound • Accompaniment • Major/Minor scales • Music terms/symbols • Diatonic Scale using hand signs • Absolute pitch names • Treble clef • Treble Staff - lines/spaces 	<ul style="list-style-type: none"> • Explore the elements of music through verbal and written response • Identify music elements such as rhythm, timbre, dynamics, form, melody • Identify and categorize sound sources such as scales and rhythmic patterns • Identify rhythmic notation
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	<ul style="list-style-type: none"> • Measure, bar line, double barline, repeat sign • Timbre/Tone Quality • Instrument families • Dynamics - loud vs. soft • Dynamics - Vocabulary/Symbols for Forte, Mezzo Forte, Mezzo Piano, Piano • Singing using phrasing • Affect/Emotion • Composers, culture and historical connections • Varying styles of music • Ear training/Listening skills • Constructive criticism • Behavior and Presentation 	
<p><u>Career Readiness, Life Literacies, and Key Skills</u></p> <p>9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5)</p>		
<p><u>Key resources:</u> What are the resources that are essential for this unit (may also be listed in "Activities/Strategies")?</p> <ul style="list-style-type: none"> • Rhythm instruments - pitched and unpitched • Technology - Laptop computers, Smartboard • Videos of subject matter - Youtube • Supplemental student materials 		

- Worksheets
- Visual aids
- Listening maps
- Reading/Language Arts skills
- Recordings
- Performance etiquette

Interdisciplinary Connections:

Social Studies: 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world

Physical Education: 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).

2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).

2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.