# Jan. Music Grade 4

Content Area:

Music

Course(s): Time Period:

Length: Status: January 4-5 Weeks Published

#### **Unit Overview**

Creating ★ Connecting ★ Performing ★ Responding

Continue to explore music and build upon knowledge, skills and analysis of form gained in preceding grades.

### **Enduring Understandings**

rhythm patterns include syncopation, beat, meter and duration.

## **Essential Questions**

How do we make music using syncopation, beat, meter and duration?

**Instructional Strategies & Learning Activities** 

Objectives	Suggested Activities	Evaluations	Res
Demonstrate an understanding of rhythm patterns including syncopation, demonstrate	Recognizing and singing solfege syllables and demonstrating hand signs SOL, MI and LA & DO	Teacher observation	Grade ·
rhythmic sensitivity to and understanding of beat, meter and duration	Recognizing same and similar patterns in melody, rhythm,	Performance assessment	Bells
Express a variety of styles and moods of music through singing,	phrases and sections of music	Oral/Aural assessment	Piano
playing, moving and creating	Follow and create listening maps	Games	Music

			Alma
Demonstrate awareness of linear harmony	Recognizing the term "Theme and Variations"		
Identify and respond to melodic	Identify different sections of	Self evaluation	Franz :
contour, patterns, phrases, intervals, sharps and flats	music using letters (ABA, AABA, ABACA)	Peer evaluation	Interac

# Integration of Career Readiness, Life Literacies and Key Skills

TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.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).
TECH.9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.

### **Technology and Design Integration**

CS.3-5.8.1.5.CS.2 Model how computer software and hardware work together as a system to accomplish
--

tasks.

CS.3-5.8.1.5.CS.3 Identify potential solutions for simple hardware and software problems using common

troubleshooting strategies.

TECH.9.4.5.CI Creativity and Innovation

Collaboration with individuals with diverse perspectives can result in new ways of thinking

and/or innovative solutions.

Software and hardware work together as a system to accomplish tasks (e.g., sending,

receiving, processing, and storing units of information).

Shared features allow for common troubleshooting strategies that can be effective for

many systems.

#### **Interdisciplinary Connections**

LA.RI.4.1	Refer to details and examples in a text and make relevant connections when explaining
-----------	---

what the text says explicitly and when drawing inferences from the text.

LA.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a

text relevant to a grade 4 topic or subject area.

LA.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs,

diagrams, time lines, animations, or interactive elements on Web pages) and explain how

the information contributes to an understanding of the text in which it appears.

LA.RI.4.10 By the end of year, read and comprehend literary nonfiction at grade level text-complexity

or above, with scaffolding as needed.

#### Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- Definitions of Differentiation Components:
  - o Content the specific information that is to be taught in the lesson/unit/course of instruction.
  - o Process how the student will acquire the content information.
  - o Product how the student will demonstrate understanding of the content.
  - Learning Environment the environment where learning is taking place including physical location and/or student grouping

#### Differentiation occurring in this unit:

Students will be offered support and challenges as determined by teacher evaluation.
Modifications & Accommodations
Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.  Modifications and Accommodations used in this unit:
IEP's and 504 plans will be utilized.
Benchmark Assessments
<b>Benchmark Assessments</b> are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.
Schoolwide Benchmark assessments: Aimsweb benchmarks 3X a year Linkit Benchmarks 3X a year Additional Benchmarks used in this unit:
Additional Benefittary used in this unit.
Teacher made pre and post assessments to measure growth over time.
Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and

throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).  Formative Assessments used in this unit:
Teacher observation
Performance assessment
Oral/Aural assessment
Games
Written assessment
Self evaluation
Peer evaluation

learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs

**Summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

**Summative Assessments** 

Teacher observation

Performance assessment
Oral/Aural assessment
Games
Written assessment
Self evaluation
Peer evaluation
Instructional Materials
Grade 4 book and recordings
Bells
Piano
Music Teacher's Almanac
Franz Schuber's "The Trout"
Interactive smartboard

## Standards

MU.3-5.1.3A.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).
MU.3-5.1.3A.5.Cr2a	Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
MU.3-5.1.3A.5.Re8a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.
MU.3-5.1.3A.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.
MU.3-5.1.3A.5.Cn10a	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
MU.3-5.1.3A.5.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.