

Swedesboro-Woolwich Public Schools Content Area Guidance Document

**GRADE 4 Music, Unit 1: Singing
Trimester 1**

Mission Statement

The Swedesboro-Woolwich School District’s mission is for all students to achieve and maintain the knowledge and means necessary to be individuals who are musically literate. The music department will develop, in each student, a love for MUSIC that will inspire them to enjoy music throughout their lives.

Unit Overview

The student will be able to read and sing music from a score with proper vocal production and music literacy.

Year Long Pacing Guide

Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives
Singing	Trimester 1 60 days	2020 New Jersey Student Learning Standards – Visual and Performing Arts 1.3A.5.Pr4b Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, and harmony) in music selected for performance	Identify and sing dynamics including mp, mf, ff, and pp. 1.1. Sing patriotic and American folk songs. (1.3.5.B.1, 1.3.5.B.2) 1.2 Sing rounds. (1.3.5.B.1, 1.3.5.B.2) 1.3. Sing forte and piano. (1.3.5.B.1, 1.3.5.B.2)	<p align="center">Targets:</p> I can sing in a round. I can read, play and sing dotted half notes and rest. I can read and sing the notes sol, la, do, re, and mi. I can sing with appropriate dynamics such as forte and piano.

Swedesboro-Woolwich Public Schools Content Area Guidance Document

		<p>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.</p> <p>1.3A.5.Pr6a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</p> <p>1.3A.5.Pr4c Analyze selected music by reading and performing using standard notation.</p>	<p>1.4. Evaluate available resources that can assist in solving problems. (9.1.4.A.2)</p> <p>1.5. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.</p>	
--	--	--	---	--

Unit 1				
Vocabulary				
ff (fortissimo)	Largo	Allegro	Moderato	DC al Fine
Rondo Form	DS al Fine	triple meter(mezzo piano	mf (mezzo forte)	pp (pianissimo)

Swedesboro-Woolwich Public Schools Content Area Guidance Document

steady beat	duple meter			
-------------	-------------	--	--	--

Preparation for College, Careers, and Beyond

<u>Career Ready Practices</u>	<u>Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Preparation (9.2)</u>
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>

Cross-Curricular Connections

Interdisciplinary Connections	Technology Integration and Literacy	<u>Climate Change</u>	<u>Amistad Law</u>	<u>Holocaust Law (under rationale statement)</u>	<u>LGBT Law</u>	<u>Disabilities Law</u>
<ul style="list-style-type: none"> Literature connections World Language: Students will learn songs from other cultures. Social Studies: Students will learn music from historical events. Phys Ed: Students will use physical movement during 	<ul style="list-style-type: none"> 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible 	<ul style="list-style-type: none"> 1.1.5.Cn10b: Use an inquiry-based set of questions to investigate global issues, including climate 	<ul style="list-style-type: none"> N.J.S.A. 18A 52:16A-88 Aretha Franklin 	<ul style="list-style-type: none"> N.J.S.A. 18A:35-28 	<ul style="list-style-type: none"> N.J.S.A. 18A:35-4.35 Britten 	<ul style="list-style-type: none"> N.J.S.A. 18A:35-4.35 Beethoven

Swedesboro-Woolwich Public Schools Content Area Guidance Document

<p>lessons.</p>	<p>solutions to provide the best results with supporting sketches or models.</p> <ul style="list-style-type: none"> 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. 	<p>change, through a variety of dance genres, styles, and cultural lenses.</p>				
-----------------	---	--	--	--	--	--

Possible Assessment and Instructional Modifications

<u>Special Education</u>	<u>At-Risk</u>	<u>Gifted</u>	<u>English Language Learners</u>
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p>Possible Modifications/Accommodations</p> <ul style="list-style-type: none"> Modifying rules and routine Opportunities for cooperative partner work Reteach if necessary Provide several ways to solve a problem if possible Allow for redos Flexible grouping Student centered activities Learning stations 	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following</p>	<ul style="list-style-type: none"> Higher-level cooperative learning activities Extension activities Pairing with students who need assistance. Use for modeling 	<ul style="list-style-type: none"> Partner with another student. Refer to ELL teacher for meaningful accommodations and guidelines for individual students. Translation of text Use visual representations Allow use of first language Peer tutoring/partner work Repeated directions

Swedesboro-Woolwich Public Schools Content Area Guidance Document

<ul style="list-style-type: none"> ● Small group discussions ● Problem solving stations ● Modeling 	<p>may be considered: Refer to case manager</p>		<ul style="list-style-type: none"> ● Limit number of concepts/vocabulary words
---	---	--	---

Individualized Learning Opportunities

<ul style="list-style-type: none"> ● Get to know student on a deeper level including interests and, if available, any IEP or 504 plan ● Set individual goals especially with struggling students ● Use available technology to individualize learning, i.e text-speech, Kahoot or Blooket ● Use of visuals
--

Possible Assessments

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> ● Anecdotal notes during whole group, small group and individual conferences ● Sharing strategies ● Turn and talk ● Running Records/skills check off 	<ul style="list-style-type: none"> ● Teacher Observation/Feedback ● Open-Ended Responses 	<ul style="list-style-type: none"> ● Participation in instrument ensembles ● Manipulative work 	<ul style="list-style-type: none"> ● Instrument ensemble ● Rhythm manipulative ● Singing

Grade 4, Unit 1: Singing

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
<p style="color: red; text-decoration: underline;">Singing</p> <p style="color: red; text-decoration: underline;">60 days</p> <p>review steady beat</p> <p>bubble game in duple</p>	<p>1.3A.5.Pr4b</p> <p>Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, and harmony) in music selected for performance</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● sing and move to steady beat in duple and triple meter ● read and perform rhythm using dotted half and whole notes ● read and sing melodic patterns including la, sol, do, re mi, sol and la ● identify and perform dynamics including mp, mf, ff, and pp 	<ul style="list-style-type: none"> ● Songmaker - google chrome lab ● www.youtube.com ● Instruments

Swedesboro-Woolwich Public Schools Content Area Guidance Document

<p>and triple meter</p> <p>rhythm flash cards</p> <p>Melodic patterns</p> <p>perform song using dynamics</p> <p>tempo song</p> <p>Rondo song</p> <p>Rondo Rhythm compositions</p> <p>perform song including DC als Fine</p> <p>perform song including DS al Fine</p>	<p>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.</p> <p>1.3A.5.Pr4c Analyze selected music by reading and performing using standard notation.</p> <p>1.3A.5.Pr6a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</p>	<ul style="list-style-type: none"> ● identify and perform tempo including largo, moderato and presto ● identify form including Rondo, DC al fine and DS al fine <p>Anchor Standards:</p> <ul style="list-style-type: none"> ● Selecting, Analyzing and Interpreting work <p>Artistic Process</p> <ul style="list-style-type: none"> ● Using a range of learning styles ● Visual materials ● Small group discussions and collaboration. ● Cross-curricular ● Setting clear learning objectives ● Chunking ● Physical participation ● Teaching for understanding ● <p>Enduring Understandings:</p> <p align="center"><u>Elements of music</u></p> <ul style="list-style-type: none"> ● Music is an organized sound. ● Structure creates order and clarity in music. ● The main idea of most musical compositions is expressed through the melody. ● Layering two or more simultaneous sounds creates harmony. oProducing a series of sounds of repeated or varied duration creates rhythm. ● Timbre adds color and variety to sound. ● Good tone quality is created b correct technique <p align="center"><u>Appreciation</u></p> <ul style="list-style-type: none"> ● Music is a personal experience. ● Different styles of music are all art forms. ● All music has value even if it differs from an individual’s musical preferences. <p align="center"><u>History and Culture</u></p> <ul style="list-style-type: none"> ● Music is a universal language. ● Music expresses human experiences and values. 	<ul style="list-style-type: none"> ● Music K-8 Repertoire ● Pbskids.com ● classicsforkids.com
--	--	---	--

Swedesboro-Woolwich Public Schools Content Area Guidance Document

		<ul style="list-style-type: none">● Music expands understanding of the world, its people, and one’s self.● History and culture influence music. <p>Application</p> <ul style="list-style-type: none">● Music is embedded in all aspects of life.● Everyone can perform, create, and respond to music in meaningful ways.● Music serves different purposes.● Each music performance is unique.● Creating and performing music are forms of self expression. <p>Essential Questions:</p> <ul style="list-style-type: none">● How can you successfully read the vocal score for this patriotic or folksong?● How can you successfully sing in simple harmonies?● How can you successfully perform expressively using dynamics?● How can you successfully sing these songs for a performance? <p>Practices:</p> <ul style="list-style-type: none">● Learning Environment● Instructional Strategies● Curriculum● Assessment● Professionalism <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none">● Specific One you want...● Option to choose from possible formative assessment list as necessarily	
--	--	--	--

Swedesboro-Woolwich Public Schools Content Area Guidance Document

**GRADE 4, Unit 2: Melody
Trimester 2**

Mission Statement

The Swedesboro-Woolwich School District’s mission is for all students to achieve and maintain the knowledge and means necessary to be individuals who are musically literate. The music department will develop, in each student, a love for MUSIC that will inspire them to enjoy music throughout their lives.

Unit Overview

In this unit, students will develop a literacy of relationships between pitch and sounds in music.

Year Long Pacing Guide

Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives
Melody	Trimester 2 60 days	<p>1.3A.5.Cr2a Demonstrate developed musical ideas for improvisations, arrangements, or compositions to express intent. Explain connection to purpose and context</p> <p>1.3A.5.Cr1a a. Generate and improvise rhythmic, melodic, and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to</p>	<p>Compose and perform a 4 bar melody with pitched instruments.</p> <p>Perform melodies in duple and triple meter notated on the treble clef staff.</p> <p>Improvise melodies in call and response form.</p>	<p align="center"><u>Targets</u></p> <p>I can identify the treble clef.</p> <p>I can read and play a melody in duple meter.</p> <p>I can read and play a melody in triple meter.</p> <p>I can compose and perform an 8 bar melody.</p> <p>I can improvise a melody using call and response form.</p>

Swedesboro-Woolwich Public Schools Content Area Guidance Document

	<p>specific purpose and context (e.g., social, cultural, historical).</p> <p>1.3A.5.Pr6a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</p> <p>1.3A.5.Pr 4c Analyze selected music by reading and performing using standard notation.</p>		
--	--	--	--

Grade 4 Music, Unit 2: Melody				
Vocabulary				
Do	Re	Mi, Fa	So, La	Melody

Preparation for College, Careers, and Beyond	
<u>Career Ready Practices</u>	<u>Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Preparation (9.2)</u>
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>

Swedesboro-Woolwich Public Schools Content Area Guidance Document

<p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	
--	--

Cross-Curricular Connections						
Interdisciplinary Connections	Technology Integration and Literacy	Climate Change	Amistad Law	Holocaust Law (under rationale statement)	LGBT Law	Disabilities Law
<ul style="list-style-type: none"> Literature connections Phys Ed - Physical posture 	<ul style="list-style-type: none"> 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 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. 	<ul style="list-style-type: none"> 1.1.5.Cn10b: Use an inquiry-based set of questions to investigate global issues, including climate change, through a variety of dance genres, styles, and cultural lenses. 	<ul style="list-style-type: none"> N.J.S.A. 18A 52:16A-88 B.B King 	<ul style="list-style-type: none"> N.J.S.A. 18A:35-28 Arnold Schoenberg (Jewish composer who lived during the Holocaust) 	<ul style="list-style-type: none"> N.J.S.A. 18A:35-4.35 Tchaikovsky 	<ul style="list-style-type: none"> N.J.S.A. 18A:3 5-4.35 Beethoven

Swedesboro-Woolwich Public Schools Content Area Guidance Document

Possible Assessment and Instructional Modifications			
<u>Special Education</u>	At-Risk	<u>Gifted</u>	<u>English Language Learners</u>
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p>Possible Modifications/Accommodations</p> <ul style="list-style-type: none"> ● Modifying rules and routine ● Opportunities for cooperative partner work ● Reteach if necessary ● Provide several ways to solve a problem if possible ● Allow for redos ● Flexible grouping ● Student centered activities ● Learning stations ● Small group discussions ● Problem solving stations ● Modeling 	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered:</p> <ul style="list-style-type: none"> ● Refer to case manager 	<ul style="list-style-type: none"> ● Higher-level cooperative learning activities ● Extension activities ● Pairing with students who need assistance. ● Use for modeling 	<ul style="list-style-type: none"> ● Partner with another student. ● Refer to ELL teacher for meaningful accommodations and guidelines for individual students. ● Translation of text ● Use visual representations ● Allow use of first language ● Peer tutoring/partner work ● Repeated directions ● Limit number of concepts/vocabulary words
Individualized Learning Opportunities			
<ul style="list-style-type: none"> ● Get to know student on a deeper level including interests and, if available, any IEP or 504 plan ● Set individual goals especially with struggling students ● Use available technology to individualize learning, i.e text-speech, Kahoot or Blooket ● Use of visuals 			

Swedesboro-Woolwich Public Schools Content Area Guidance Document

Possible Assessments			
Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> • Anecdotal notes during whole group, small group and individual conferences • Sharing strategies • Turn and talk • Running Records/skills check off 	<ul style="list-style-type: none"> • Teacher Observation/Feedback • Open-Ended Responses 	<ul style="list-style-type: none"> • Participation in instrument ensembles • Manipulative workskill development. 	<ul style="list-style-type: none"> • Instrument ensemble • Rhythm manipulative

Grade 4 Music, Unit 2: Melody Trimester 2			
Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
<p>60 days</p> <p>Instrument procedures, practice</p> <p>Melody compositions</p> <p>Call & Response Melodic Singing</p>	<p>1.3A.5.Pr4c Analyze selected music by reading and performing using standard notation.</p> <p>1.3A.5.Pr6a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</p> <p>1.3A.5.Cr2a Demonstrate developed musical ideas for improvisations, arrangements, or compositions to express intent. Explain connection to purpose and context</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Identify notes on the treble clef staff • Improvise a melody • Compose an 8 bar melody • Perform composition on xylophones <p>Anchor Standards:</p> <ul style="list-style-type: none"> • <u>Generating and Conceptualizing Ideas</u> • <u>Organizing and Developing Ideas</u> <p>Artistic Process</p> <ul style="list-style-type: none"> • Using a range of learning styles • Visual materials • Small group discussions and collaboration. • Cross-curricular • Setting clear learning objectives • Chunking 	<ul style="list-style-type: none"> • Classicsforkids.com • Youtube.com • instruments

Swedesboro-Woolwich Public Schools Content Area Guidance Document

	<p>1.3A.5.Cr.1a</p> <p>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).</p>	<ul style="list-style-type: none">● Physical participation● Teaching for understanding <p>Enduring Understandings:</p> <ul style="list-style-type: none">● The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.● Musicians' creative choices are influenced by their expertise, context, and expressive intent. <p>Essential Questions:</p> <ul style="list-style-type: none">● How do musicians generate creative ideas?● How do musicians make creative decisions? <p>Practices:</p> <ul style="list-style-type: none">● Learning Environment● Instructional Strategies● Curriculum● Assessment● Professionalism <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none">● Group Participation● Instrument Ensembles● Collaboratively Composing● Teacher Observation	
--	--	---	--

Swedesboro-Woolwich Public Schools Content Area Guidance Document

GRADE 4 Music, Unit 3: Rhythm Trimester 3

Mission Statement

The Swedesboro-Woolwich School District’s mission is for all students to achieve and maintain the knowledge and means necessary to be individuals who are musically literate. The music department will develop, in each student, a love for MUSIC that will inspire them to enjoy music throughout their lives.

Unit Overview

In this unit students will be reviewing and learning new rhythms such as: whole notes, dotted half notes, barred eighth & sixteenth notes. Students will be able to do this in 4/4 and $\frac{3}{4}$ time.

Year Long Pacing Guide

Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives
Rhythms	Trimester 3 60 days	<p>1.3A.5.Pr6b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p> <p>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).</p>	<p>Reading basic music notation contributes to musical fluency and literacy.</p> <p>Musical intelligence is related to listening skill and temporal spatial reasoning ability connected to listening skill.</p>	<p style="text-align: center;">Targets:</p> <p>I can recall a quarter note, eighth note and quarter rest.</p> <p>I can recall a half note.</p> <p>I can identify a barred sixteenth and eighth note.</p> <p>I can identify a whole note.</p> <p>I can identify a dotted half note.</p>

Swedesboro-Woolwich Public Schools Content Area Guidance Document

		<p>1.3A.5.Pr6a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</p> <p>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.</p> <p>1.3A.5.Pr4c Analyze selected music by reading and performing using standard notation.</p>		<p>I can read music in duple and triple meter.</p> <p>I can read music in 4/4 time.</p> <p>I can read music in $\frac{3}{4}$ time.</p>
--	--	---	--	---

Swedesboro-Woolwich Public Schools Content Area Guidance Document

Grade 4 Music, Unit 3 :Rhythm				
Unit Vocabulary				
Dotted quarter note	Ti-Tika (barred eighth & sixteenth)	Dotted Half Note	Whole notes	Duple meter
Triple meter				

Preparation for College, Careers, and Beyond	
<u>Career Ready Practices</u>	<u>Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Preparation (9.2)</u>
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>

Cross-Curricular Connections						
Interdisciplinary Connections	Technology Integration and Literacy	<u>Climate Change</u>	<u>Amistad Law</u>	<u>Holocaust Law (under rationale statement)</u>	<u>LGBT Law</u>	<u>Disabilities Law</u>
<ul style="list-style-type: none"> Literature connections Phys - Ed w/ posture 	<ul style="list-style-type: none"> 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to 	<ul style="list-style-type: none"> 1.1.5.Cn10b: Use an inquiry-based set of questions to investigate 	<ul style="list-style-type: none"> N.J.S.A. 18A 52:16A-88 Michael Jackson 	<ul style="list-style-type: none"> N.J.S.A. 18A:35-28 Erwin Schulhoff - professor of music in prague 	<ul style="list-style-type: none"> N.J.S.A. 18A:35-4.35 Handel 	<ul style="list-style-type: none"> N.J. S.A. 18A: 35-4 .35

Swedesboro-Woolwich Public Schools Content Area Guidance Document

	<p>solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.</p> <ul style="list-style-type: none"> 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. 	<p>global issues, including climate change, through a variety of dance genres, styles, and cultural lenses.</p>		<p>whose music combined many avant-garde styles with Jazz</p>		<ul style="list-style-type: none"> Beethoven Steve Wonder
--	--	---	--	---	--	---

Possible Assessment and Instructional Modifications

<u>Special Education</u>	<u>At-Risk</u>	<u>Gifted</u>	<u>English Language Learners</u>
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p>Possible Modifications/Accommodations</p> <ul style="list-style-type: none"> Modifying rules and routine Opportunities for cooperative partner work Reteach if necessary Provide several ways to solve a problem if possible 	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the</p>	<ul style="list-style-type: none"> Higher-level cooperative learning activities Extension activities Pairing with students who need assistance. Use for modeling 	<ul style="list-style-type: none"> Partner with another student. Refer to ELL teacher for meaningful accommodations and guidelines for individual students. Translation of text Use visual representations

Swedesboro-Woolwich Public Schools Content Area Guidance Document

<ul style="list-style-type: none"> ● Allow for redos ● Flexible grouping ● Student centered activities ● Learning stations ● Small group discussions ● Problem solving stations ● Modeling 	<p>needs of individual students. In addition the following may be considered:</p> <ul style="list-style-type: none"> ● Refer to case manager 		<ul style="list-style-type: none"> ● Allow use of first language ● Peer tutoring/partner work ● Repeated directions ● Limit number of concepts/vocabulary words
---	---	--	---

Individualized Learning Opportunities

<ul style="list-style-type: none"> ● Get to know student on a deeper level including interests and, if available, any IEP or 504 plan ● Set individual goals especially with struggling students ● Use available technology to individualize learning, i.e text-speech, Kahoot or Blooket ● Use of visuals
--

Possible Assessments

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> ● Anecdotal notes during whole group, small group and individual conferences ● Sharing strategies ● Turn and talk ● Running Records/skills check off 	<ul style="list-style-type: none"> ● Teacher Observation/Feedback ● Open-Ended Responses 	<ul style="list-style-type: none"> ● Participation in instrument ensembles ● Clap and count rhythm cards 	<ul style="list-style-type: none"> ● Instrument ensemble ●

Swedesboro-Woolwich Public Schools Content Area Guidance Document

Grade 4 Music, Unit 3: Rhythm Trimester 3			
Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
<p>60 days</p> <p>Reviewing sixteenth notes</p> <p>Reading rhythms in 4/4 and ¾ meter</p> <p>Learning dotted half and whole notes</p>	<p>1.3A.5.Pr4c Analyze selected music by reading and performing using standard notation.</p> <p>1.3A.5.Pr4b Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, and harmony) in music selected for performance</p> <p>1.3A.5.Pr6a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</p> <p>1.3A.5.Pr 6b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p> <p>1.3A.5.Re 7b 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,</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Clap and count rhythms in ¾ and 4/4 time ● Compose and perform rhythms ● Use manipulatives to reinforce rhythmic ideas ● Perform rhythms on Orff instruments <p>Anchor Standards:</p> <ul style="list-style-type: none"> ● <u>Generating and Conceptualizing Ideas</u> ● <u>Organizing and Developing Ideas</u> <p>Artistic Process</p> <ul style="list-style-type: none"> ● Using a range of learning styles ● Visual materials ● Small group discussions and collaboration. ● Cross-curricular ● Setting clear learning objectives ● Chunking ● Physical participation ● Teaching for understanding <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. ● Musicians' creative choices are influenced by their expertise, context, and expressive intent. <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do musicians generate creative ideas? ● How do musicians make creative decisions? 	<ul style="list-style-type: none"> ● Classicsforkids.com ● Youtube.com ● instruments

Swedesboro-Woolwich Public Schools Content Area Guidance Document

	historical).	<p>Practices:</p> <ul style="list-style-type: none">● Learning Environment● Instructional Strategies● Curriculum● Assessment● Professionalism <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none">● Group Participation● Instrument Ensembles● Collaboratively Composing● Teacher Observation	
--	--------------	--	--