

Fourth Grade Music Curriculum 2022

Pacing Guide	Standard Code & Indicator	Learning Activities	Assessment	Additional Standards
<p>August/September</p> <p>Unit Name: Elements of Creating Music</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.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>1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.</p> <p>1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).</p>	<p>Band and Choir presentations - Joining extra curricular music ensembles... why and how?</p> <p>Instruments of the Orchestra</p> <p>Instrument Family Introduction</p> <p>Instructional Resources: Teacher Created Music Express Essential Elements</p> <p>Teacher Technology: Promethean Board ActiveView Digital Lessons</p>	<p>Formative Assessments: Classwork Teacher Observation Student Feedback</p> <p>Summative Assessments: Identify musical instruments.</p> <p>Benchmark Assessment: BOY Benchmark</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: PE 2.2.5.MSC.2: Students respond to music through movement. The movements, once learned, demonstrate the beat and form of music.</p> <p>Technology Standard: 8.2.5.ED.2 Collaborate with peers to collect information, brainstorm and practice to make music.</p>

<p>October</p> <p>Unit Name: Elements of Creating Music</p>	<p>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).</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>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.</p> <p>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.</p> <p>1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.</p> <p>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.</p>	<p>Listen and explore the emotions in different musical pieces.</p> <p>History of "Scary Songs"</p> <p>Create, revise and perform Spooky Songs.</p> <p>Students create their own spooky soundtrack using band lab to show emotion and feeling in their music.</p> <p>Instructional Resources: Teacher Created Music Express Essential Elements Band Lab for Education</p> <p>Teacher Technology: Promethean Board ActiView Digital Lessons Band Lab</p>	<p>Formative Assessments: Written Response Participation Student Performance Teacher Observation</p> <p>Summative Assessments: Student spooky song final presentation.</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: PE 2.2.5.PF.2 Students are working in small groups that are encouraging and motivating each other to pass music exercises.</p> <p>Technology Standard: 8.2.5.ED.2 Collaborate with peers to collect information, brainstorm and practice to make music.</p>
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<p>November/December</p> <p>Unit Name: Elements of Performing</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.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>1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.</p> <p>1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.</p> <p>1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.</p>	<p>Read and perform selected music.</p> <p>Read and perform using standard notation.</p> <p>Sing and play instruments as an ensemble.</p> <p>Making connections to music, culture, history and holidays.</p> <p>Rehearse and performance etiquette.</p> <p>Instructional Resources: Music Express Composer Series Essential Elements</p> <p>Teacher Technology: Promethean Board ActiView Digital Lessons</p>	<p>Formative Assessments: Written Work Class Discussion Teacher Observation</p> <p>Summative Assessments: Teacher driven performance critique of musical pieces.</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: PE 2.2.5.MSC.2: Students respond to music through movement. The movements, once learned, demonstrate the beat and form of music.</p> <p>Technology Standard: 8.2.5.ED.2 Collaborate with peers to collect information, brainstorm and practice to make music.</p>
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<p>January/February</p> <p>Unit Name: Creating Music with Rhythm</p>	<p>1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.</p> <p>1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>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).</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>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.</p> <p>1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.</p>	<p>Rhythm performance activities.</p> <p>Demonstrate rhythmic skills through a variety of musical arrangements.</p> <p>Practice and revise musical skills with rhythm sticks and boom whackers.</p> <p>Present rhythmic skills and create music.</p> <p>Instructional Resources: Music Express Essential Elements</p> <p>Teacher Technology: Promethean Board ActiView Digital Lessons</p>	<p>Formative Assessments: Student Performance Student Feedback Teacher Observations</p> <p>Summative Assessments: Student performance using different rhythmic skills.</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: PE: 2.2.5.PF.1: Students discuss feelings through rhythm and music.</p> <p>Technology Standard: 8.2.5.ED.2 Collaborate with peers to collect information, brainstorm and practice to make music.</p>
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<p>March</p> <p>Unit Name: The History of Romantic Music</p>	<p>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).</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>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.</p> <p>1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.</p>	<p>-Listening and discussing elements of Romantic music</p> <p>-Understanding historical significance of Romantic composers.</p> <p>-Participate in various activities to demonstrate understanding of the characteristics of Romantic music.</p> <p>Instructional Resources: Music Express Essential Elements</p> <p>Teacher Technology: Promethean Board ActiView Digital Lessons</p>	<p>Formative Assessments: Student Participation Student Performance</p> <p>Summative Assessments: Romantic Music Quiz</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: Math 4.OA.C.5 Students listen to a piece of music and learn that music is created by using a music pattern.</p> <p>Technology Standard: 8.2.5.ED.2 Collaborate with peers to collect information, brainstorm and practice to make music.</p>
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<p>April/May/June</p> <p>Unit Name: Elements of Creating and Performing Music -</p>	<p>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).</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>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.</p> <p>1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.</p>	<p>Read and perform selected music.</p> <p>Read and perform using standard notation.</p> <p>Sing and play instruments as an ensemble.</p> <p>Create original compositions in various ways using rhythm and melodic instruments.</p> <p>Instructional Resources: Music Express Essential Elements</p> <p>Teacher Technology: ActivPanel ActiView Digital Lessons</p>	<p>Formative Assessments: Student performance Teacher Observations</p> <p>Summative Assessments: Practice and perform given musical pieces.</p> <p>Accommodations and Modifications</p> <p>Benchmark Assessment: EOY Benchmark</p>	<p>Interdisciplinary Standard: PE: 2.2.5.MSC.2: Students are responding to music through movement. Students demonstrate direction of how the notes are moving.</p> <p>Technology Standard: 8.2.5.ED.2 Collaborate with peers to collect information, brainstorm and practice to make music.</p>
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Alternate Assessments: Performance assessment, different music genres and performances
21st Century Standards: 9.1.8.A.2 & 9.1.8.A.3

21st Century Skills: Creativity, Information literacy, Collaboration

Career Ready Practices: CRP1 , CRP2, CRP4