

# Branchburg Township Public Schools

Office of Curriculum and Instruction

## Grade 4 Music Curriculum



Adopted by the Board of Education September 2023

This curriculum is aligned with the 2020 New Jersey Student Learning Standards in Visual & Performing Arts

Curriculum Scope and Sequence			
<b>Content Area</b>	Vocal Music	<b>Course Title/Grade Level:</b>	Grade 4

Topic/Unit Name		Suggested Pacing (Days/Weeks)
<a href="#"><u>Topic/Unit #1</u></a>	Singing/vocal performance	8 days
<a href="#"><u>Topic/Unit #2</u></a>	Listening and responding	5 days
<a href="#"><u>Topic/Unit #3</u></a>	Instrumental performance	8 days
<a href="#"><u>Topic/Unit #4</u></a>	Reading and writing - melodic and rhythmic notation with expression marks	7 days

Topic/Unit 1 Title	Singing/vocal performance	Approximate Pacing	8 days
<b>STANDARDS</b>			
<b>NJSLS (VPA - Music)</b>			
<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.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.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>1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.</p> <p>1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p> <p>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.</p>			
<b>Interdisciplinary Connections:</b>		<b>21st Century Skills:</b>	
<p><b>Health and Phys. Ed</b>  <b>2.2.6.A.1</b> - Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.  <b>2.2.6.B.3</b> - Determine how conflicting interests may influence one's decisions  <b>ACTIVITY: Students will learn proper voice technique and production creating a healthy foundation for future years of singing, both alone and with others.</b></p> <p><b>Science</b></p>		<p><b>9.2.4.A.4</b> Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <p><b>ACTIVITY: While discussing proper vocal techniques pose open ended questions regarding care for our bodily "instruments" and professions that care for our bodies when they are not "performance ready" ability. Why is it important to develop strong foundations for our "future" selves and the benefits of starting good habits (as easily as starting bad</b></p>	

<p><b>5.1.4.D.1</b> - Actively participate in discussions about student data, questions and understandings.  <b>ACTIVITY: Students will discuss volume control while performing and maintaining healthy vocal habits.</b></p> <p><b>Social Studies</b>  <b>6.1.4.A.14</b> - Describe how the world is divided into many nations that have their own governments, languages, customs and laws.  <b>ACTIVITY: Open ended questions regarding language and customs in 4th grade song curriculum.</b></p> <p><b>World Language</b>  <b>7.1.1L.A.8</b>- Compare and contrast unique linguistic elements in English and the target language.  <b>ACTIVITY: The importance of correct syntax and annunciation while learning musical songs in English and transfer knowledge to other exploratory languages.</b></p>	<p><b>habits)? Without the health of our bodies, intellectual/mental potential can not be achieved.</b></p>
<p><b>Technology Standards:</b></p>	<p><b>Career Ready Practices:</b></p>
<p><b>8.1.4.A.5</b> - Determine the benefits of a wide range of digital tools by using them to solve problems.</p> <p><b>ACTIVITY: While using various musical platforms (but not limited to: Flipgrid, PearDeck, Jamboard and Flat for Docs, Teacher developed flash cards) learning, troubleshooting and navigating through multiple musical sites, students will complete musical tasks.</b></p>	<p><b>CRP1.</b> Act as a responsible and contributing citizen and employee.  <b>CRP2.</b> Apply appropriate academic and technical skills.  <b>CRP4.</b> Communicate clearly and effectively and with reason.  <b>CRP12.</b> Work productively in teams while using cultural global competence  <b>ACTIVITY: Musicianship, the learning of, the dedication to practice, time management, pacing while listening to others, and using time in constructive proactive ways, combine to develop life-long skills.</b></p>
<p><b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b></p>	
<p>How does singing in harmony feel or sound different from unison?  How can singing be a form of expression?  Should all musicians be good singers?  What does it take to sing well?</p>	

STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><b>Students will know:</b>            Recognize and practice vocal skills (head voice, chest voice, dynamic changes, tempo changes)            Recognize and produce unison and harmony by singing rounds, partner songs and call and response songs.            Apply knowledge of proper singing posture and enunciation in performing songs in unison and harmony.            Apply knowledge of respectful and appropriate critique in responding to performances of others.</p>	<p><b>Students will be able to:</b>            Practice using proper breathing and vocal technique by participating in warm ups            Sing using correct vocal practices.            Using correct vocal practices, students will sing in unison and harmony by singing rounds, partners songs, and call and response songs.            Compare and contrast examples of singing from different historical periods and cultures.            Use appropriate vocabulary when critiquing and responding to performances.</p>
ASSESSMENT OF LEARNING	
<b>Summative Assessment</b> (Assessment at the end of the learning period)	Rubric Notes Performance at grade level concert
<b>Formative Assessments</b> (Ongoing assessments during the learning period to inform instruction)	Teacher observation Anecdotal records Checklist Inquiry based activities Exploratory discovery Computer simulations Differentiated assignments based on readiness, ability, and interest Songs for vocabulary Virtual Field Trips Show what you know
<b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	Performance at grade level concert Performance platforms incorporating but not limited to: Flipgrid, PearDeck, Jamboard and Flat for Docs Teacher developed flash cards

<p><b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>Pre-assessments and post-assessments will be given. The pre-assessment will focus on any knowledge students learned in prior years in music, in addition to concepts that will be introduced over the course of the year.</p> <p>Self-directed performance platforms (<a href="http://www.musictechteacher.com/music_quizzes/quiz_memory_challenge_instruments/index.html">http://www.musictechteacher.com/music_quizzes/quiz_memory_challenge_instruments/index.html</a>, <a href="http://www.musictechteacher.com/">http://www.musictechteacher.com/</a>) <a href="http://www.pbs.org/riverofsong/teachers/ext4.html">http://www.pbs.org/riverofsong/teachers/ext4.html</a></p>
<b>RESOURCES</b>	
<p><b>Core instructional materials:</b> Silver Burdett Music Connections Series Silver Burdett Making Music Series</p>	
<p><b>Supplemental materials:</b> <a href="http://www.musictechteacher.com">http://www.musictechteacher.com</a> <a href="http://www.musicalive.com">www.musicalive.com</a> <a href="http://www.musick8.com">www.musick8.com</a> <a href="http://www.silverburdettmusicconnections.com">www.silverburdettmusicconnections.com</a></p>	
<b>Modifications for Learners</b>	
<p>See <a href="#">appendix</a></p>	

Topic/Unit 2 Title	Listening and Responding	Approximate Pacing	5 days
<b>STANDARDS</b>			
<b>NJSLS (VPA - Music)</b>			
<p><b>1.1.5 B.1</b> - Identify the elements of Music in response to oral prompts and printed music notation on all systems.</p> <p><b>1.1.5.B.2</b> - Recognize works of dance, music, theater, and visual art as a reflection of societal values and beliefs.</p> <p><b>1.3.5.A.1</b> - perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy and accurately transfer rhythmic patterns from the auditory to the kinesthetic.</p> <p><b>1.2.5.A.3</b> - determine the impact of significant contributions of individual artists in dance, music, theatre visual art from diverse cultures throughout history.</p> <p><b>1.3.5.B.4</b> - to code how the elements of Music are used to achieve unity and variety, tension and release, and balance in musical composition.</p> <p><b>1.4.5.A.1</b> - employ basic, discipline-specific Arts terminology to categorize works of dance, music, theatre and visual art according to established classifications.</p> <p><b>1.4.5.A.2</b> - make informed aesthetic responses to artworks based on structural Arrangement and personal cultural and historical points of you.</p> <p><b>1.4.5.B.3</b> - use discipline-specific Parts terminology and evaluate the strengths and weaknesses of works of dance music theatre and visual art.</p>			
<b>Interdisciplinary Connections:</b>		<b>21st Century Skills:</b>	
<p><b>Health and Phys. Ed</b></p> <p><b>2.5.4.A.2</b> - Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal space.</p>		<p><b>9.2.8.B.3</b> Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p>	

**ACTIVITY:** Students will explore space and time while creating a steady beat. Example is a bean bag pass on beats 1 & 3 for “Obwisana” while sitting in a classroom circle.

**2.5.4.A.3** - Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms and musical styles.

**Science**

**5.1.4.A.2** - Use outcomes of investigations to build and refine questions, models and explanations.

**ACTIVITY:** Acoustical led discussion regarding musical spaces and measurements of sound (  $\lambda$  ).

**Social Studies**

**6.1.4.A.13** - Describe how culture is expressed through and influenced by the behavior of people.

**ACTIVITY:** “[Song for the Children](#)” using verse and refrain/ call and response with the exploration of “Hello” in 8 languages and discussion of country of origin & representative flags.

**World Language**

**7.1.1.L.A.8-** Compare and contrast unique linguistic elements in English and the target language.

**ACTIVITY:** “[Song for the Children](#)” to diversify student linguistic ability in rudimentary functions in pronunciation, articulation as well as tonal recognition and performance.

**ACTIVITY:** Discussion regarding personal responsibilities when handling (exploratory) classroom instruments. How personal responsibility keeps music instruments in working order “for others”. How maintaining and working with others provide long lasting musical equipment; ensuing discussion for “real world application”

**Technology Standards:**

**Career Ready Practices:**



<p><b>8.1.5.E.1</b> Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p><b>ACTIVITY: Students will explore compositions and songs from different historical periods and cultures using both print and non-print sources to complete the task.</b></p>	<p><b>CRP1.</b> Act as a responsible and contributing citizen and employee.  <b>CRP2.</b> Apply appropriate academic and technical skills.  <b>CRP4.</b> Communicate clearly and effectively and with reason.  <b>CRP8.</b> Utilize critical thinking to make sense of problems and persevere in solving them.  <b>CRP12.</b> Work productively in teams while using cultural global competence.</p> <p><b>ACTIVITY: Students will engage in the analysis of a piece of music within small groups and will be tasked with identifying and presenting the theme and variation form.</b></p>
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**UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS**

- How does music reflect history and culture?
- How does a composer or performer use the elements of music to make an expressive impact on the listener?
- What is the relationship between music and other disciplines?
- How does the feeling of music change when there is a change of dynamics, tempo, meter, timbre or texture?
- How and why do individual instruments sound different from each other?

**STUDENT LEARNING OBJECTIVES**

<b>Key Knowledge</b>	<b>Process/Skills/Procedures/Application of Key Knowledge</b>
<p><b>Students will know:</b>            Theme and Variation form            Instruments of the Orchestra and Concert Band            Musical examples from different periods and cultures.            How to listen to music and analyze it using appropriate musical terms?            How to recognize instruments of the orchestra and concert band</p>	<p><b>Students will be able to:</b>            Describe and analyze compositions and songs from different historical periods and cultures.            Compare and contrast compositions and songs on the basis of expressive qualities.            Identify pictures of the main instruments of the orchestra and concert band.            Distinguish the main orchestral and concert band instruments from one another by their characteristic sound.            Listen to and analyze a piece of music in theme and variation form.</p>

**ASSESSMENT OF LEARNING**

<b>Summative Assessment</b> (Assessment at the end of the learning period)	Rubric Notes
<b>Formative Assessments</b> (Ongoing assessments during the learning period to inform instruction)	Teacher observation Anecdotal records Checklist Inquiry based activities Exploratory discovery Computer simulations Differentiated assignments based on readiness, ability, and interest Songs for vocabulary Virtual Field Trips Show what you know
<b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	Performance at grade level concert Performance platforms incorporating but not limited to: Flipgrid, PearDeck, Jamboard and Flat for Docs Teacher developed flash cards
<b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Pre-assessments and post-assessments will be given. The pre-assessment will focus on any knowledge students learned in prior years in music, in addition to concepts that will be introduced over the course of the year. Self-directed performance platforms <a href="http://www.musictechteacher.com/music_quizzes/quiz_memory_challenge_instruments/index.html">http://www.musictechteacher.com/music_quizzes/quiz_memory_challenge_instruments/index.html</a> , <a href="http://www.musictechteacher.com/">http://www.musictechteacher.com/</a> <a href="http://www.pbs.org/riverofsong/teachers/ext4.html">http://www.pbs.org/riverofsong/teachers/ext4.html</a>
<b>RESOURCES</b>	
<b>Core instructional materials:</b> Silver Burdett Music Connections Series Silver Burdett Making Music Series	
<b>Supplemental materials:</b> <a href="http://www.musictechteacher.com">http://www.musictechteacher.com</a> <a href="http://www.musicalive.com">www.musicalive.com</a> <a href="http://www.musick8.com">www.musick8.com</a>	

[www.silverburdettmusicconnections.com](http://www.silverburdettmusicconnections.com)

**Modifications for Learners**

See [appendix](#)

Topic/Unit 3 Title	Instrumental performance	Approximate Pacing	8 days
<b>STANDARDS</b>			
<b>NJSLS (VPA - Music)</b>			
<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.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.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>1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.</p> <p>1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p> <p>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.</p>			
<b>Interdisciplinary Connections:</b>		<b>21st Century Skills:</b>	

<p><b>Health and physical education</b>  <b>2.5.4.A.3</b> - Explain and demonstrate movement sequences, individually and with others, in response to various tempos rhythms and music.</p> <p><b>ACTIVITY: Participation in coordinated group activity featuring different tempo markings.</b></p> <p><b>Social Studies</b>  <b>6.1.4.D.13</b> - Describe how culture is expressed through and influenced by the behavior of people.</p>	<p><b>9.2.8.B.3</b> Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p><b>ACTIVITY: Discuss how participating in a music ensemble today (ie. chorus/orchestra/band) can lead to opportunities in middle school (i.e. teen arts) High School (auditions into State/Regionals and other symphonic programs) which may shape decisions of specific colleges or areas that enhance music participation.</b></p> <p><b>9.2.8.B.4</b> Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p>
<b>Technology Standards:</b>	<b>Career Ready Practices:</b>
<p><b>8.1.4.A.5</b> - Determine the benefits of a wide range of digital tools by using them to solve problems.</p> <p><b>ACTIVITY: While using various musical platforms (but not limited to: Flipgrid, PearDeck, Jamboard and Flat for Docs, Teacher developed flash cards) learning, troubleshooting and navigating through multiple musical sites, students will complete musical tasks including recording the playing of the recorder.</b></p>	<p><b>CRP1.</b> Act as a responsible and contributing citizen and employee.  <b>CRP2.</b> Apply appropriate academic and technical skills.  <b>CRP4.</b> Communicate clearly and effectively and with reason.  <b>CRP11.</b> Use technology to enhance productivity.  <b>CRP12.</b> Work productively in teams while using cultural global competence.</p> <p><b>ACTIVITY: Student groups will create simple melodies for their peers to read/play on the recorder for the class.</b></p>
<b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>	
<p>How and why do people play an instrument?  How can I make the best sound possible on an instrument?  How do I apply what I know about music to playing an instrument  What do I need to do to learn to play an instrument?  Why does reading music on a staff help me learn to play music on an instrument?</p>	
<b>STUDENT LEARNING OBJECTIVES</b>	

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><b>Students will know:</b>            Basic rhythmic notation            Melodic notation on the treble clef staff            How sounds are made on instruments.            How to play the recorder.</p>	<p><b>Students will be able to:</b>            Recognize quarter notes and rests, paired eighth notes, eighth note rests, half notes and rests, whole notes and rests, dotted half notes, dotted quarter/eighth notes and practice playing them on a recorder.            Produce through performance simple melodies on recorder reading music on the treble clef staff.            Experiment making different sounds on an instrument.            Identify and apply proper playing technique on recorder.</p>
ASSESSMENT OF LEARNING	
<p><b>Summative Assessment</b>            (Assessment at the end of the learning period)</p>	<p>Rubric            Notes</p>
<p><b>Formative Assessments</b>            (Ongoing assessments during the learning period to inform instruction)</p>	<p>Teacher observation            Anecdotal records            Checklist            Inquiry based activities            Exploratory discovery            Computer simulations            Differentiated assignments based on readiness, ability, and interest            Songs for vocabulary            Virtual Field Trips            Show what you know</p>
<p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>Performance at grade level concert            Performance platforms incorporating but not limited to: Flipgrid, PearDeck, Jamboard and Flat for Docs            Teacher developed flash cards</p>
<p><b>Benchmark Assessments</b>            (used to establish baseline achievement data and measure progress towards</p>	<p>Pre-assessments and post-assessments will be given. The pre-assessment will focus on any knowledge students learned in prior years in music, in addition to concepts that will be introduced over the course of the year.</p>

grade level standards; given 2-3 X per year)	Self-directed performance platforms ( <a href="http://www.musictechteacher.com/music_quizzes/quiz_memory_challenge_instruments/index.html">http://www.musictechteacher.com/music_quizzes/quiz_memory_challenge_instruments/index.html</a> , <a href="http://www.musictechteacher.com/">http://www.musictechteacher.com/</a> ) <a href="http://www.pbs.org/riverofsong/teachers/ext4.html">http://www.pbs.org/riverofsong/teachers/ext4.html</a>
<b>RESOURCES</b>	
<b>Core instructional materials:</b> Silver Burdett Music Connections Series Silver Burdett Making Music Series Be A Recorder Star by Ed Sueta	
<b>Supplemental materials:</b> <a href="http://www.musictechteacher.com">http://www.musictechteacher.com</a> <a href="http://www.musicalive.com">www.musicalive.com</a> <a href="http://www.musick8.com">www.musick8.com</a> <a href="http://www.silverburdettmusicconnections.com">www.silverburdettmusicconnections.com</a>	
<b>Modifications for Learners</b>	
See <a href="#">appendix</a>	

Topic/Unit 4 Title	Reading and Writing - Rhythmic and Melodic Notation and Expression Marks	Approximate Pacing	8 days
<b>STANDARDS</b>			
<b>NJSLS (VPA - Music)</b>			
<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.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.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.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>			

Interdisciplinary Connections:	21st Century Skills:
<p><b>Social Studies</b>  <b>6.1.4.D.13</b> - Describe how culture is expressed through and influenced by the behavior of people.  <b>6.1.4.D.14</b> - Describe how the world is divided into many nations that have their own governments, languages, customs and laws.</p> <p><b>ELA</b>  <b>RI.4.7:</b> 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.</p> <p><b>ACTIVITY: Students use the syllabic correlation between their names and corresponding rhythmic notation</b></p> <p><a href="#">WHO AM I?</a></p>	<p><b>9.2.4.A.1</b> Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p><b>9.2.4.A.4</b> Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <p><b>ACTIVITY: Classroom discussion related to potential professions where being able to read and write rhythmic and melodic notation and expression marks is critical.</b></p>
Technology Standards:	Career Ready Practices:
<p><b>8.1.4.A.1</b> - Demonstrate effective input and data using an input device.</p> <p><b>ACTIVITY: While using various musical platforms (but not limited to: Flipgrid, PearDeck, Jamboard and Flat for Docs, Teacher developed flash cards) learning, troubleshooting and navigating through multiple musical sites, students will complete musical tasks including performing rhythmic patterns.</b></p>	<p><b>CRP1</b> Act as a responsible and contributing citizen and employee  <b>CRP2</b> Apply appropriate academic and technical skills  <b>CRP4</b> Communicate clearly and effectively and with reason  <b>CRP6</b> Demonstrate creativity and innovation  <b>CRP8</b> Utilize critical thinking to make sense of problems and persevere in solving them  <b>CRP11</b> Use technology to enhance productivity  <b>CRP12</b> Work productively in teams while using cultural global competence</p> <p><b>ACTIVITY: Transferring syllabic note reading to create a whole class composition to accompany “Shekere”</b></p>

**UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS**

Why should I learn to read music notation?  
 How will being able to read music notation help me be a better musician?  
 What makes being able to read and write music important?

**STUDENT LEARNING OBJECTIVES**

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><b>Students will know:</b>                      Basic rhythm patterns by sight.                      Compose a simple melody using appropriate melodic and rhythmic notation in the treble clef.</p>	<p><b>Students will be able to:</b>                      Recognize and practice performing rhythmic patterns in songs containing quarter notes &amp; rests, half notes &amp; rests, whole notes &amp; rests, eighth notes and rests, sixteenth notes, dotted half notes, dotted quarter/eighth note reading flashcards and songs from books or projected on board.                      Create songs using quarter note and rests, half notes and rests, whole notes and rests, eighth notes and rests, sixteenth notes, dotted half notes, dotted quarter/eighth note on the treble clef staff with guidelines from the teacher.</p>

**ASSESSMENT OF LEARNING**

<p><b>Summative Assessment</b>                      (Assessment at the end of the learning period)</p>	<p>Rubric                      Notes</p>
<p><b>Formative Assessments</b>                      (Ongoing assessments during the learning period to inform instruction)</p>	<p>Teacher observation                      Anecdotal records                      Checklist                      Inquiry based activities                      Exploratory discovery                      Computer simulation                      Differentiated assignments based on readiness, ability, and interest                      Songs for vocabulary                      Virtual Field Trips                      Show what you know</p>



<p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>Performance at grade level concert  Performance platforms incorporating but not limited to: Flipgrid, PearDeck, Jamboard and Flat for Docs  Teacher developed flash cards</p>
<p><b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>Pre-assessments and post-assessments will be given. The pre-assessment will focus on any knowledge students learned in prior years in music, in addition to concepts that will be introduced over the course of the year.  Self-directed performance platforms  (<a href="http://www.musictechteacher.com/music_quizzes/quiz_memory_challenge_instruments/index.html">http://www.musictechteacher.com/music_quizzes/quiz_memory_challenge_instruments/index.html</a>,  <a href="http://www.musictechteacher.com/">http://www.musictechteacher.com/</a>)  <a href="http://www.pbs.org/riverofsong/teachers/ext4.html">http://www.pbs.org/riverofsong/teachers/ext4.html</a></p>
<b>RESOURCES</b>	
<p><b>Core instructional materials:</b>  Silver Burdett Music Connections Series  Silver Burdett Making Music Series</p>	
<p><b>Supplemental materials:</b>  <a href="http://www.musictechteacher.com">http://www.musictechteacher.com</a>  <a href="http://www.musicalive.com">www.musicalive.com</a>  <a href="http://www.musick8.com">www.musick8.com</a>  <a href="http://www.silverburdettmusicconnections.com">www.silverburdettmusicconnections.com</a></p>	
<b>Modifications for Learners</b>	
<p>See <a href="#">appendix</a></p>	