

Grade 4 Scope and Sequence for Vocal Music**Grade 4 Scope and Sequence for Vocal Music**

	Vocal Music	Number of Instructional Days
Unit 1	<u>Creative Process</u> <i>In this unit, students will demonstrate an understanding of increasing knowledge of verbal terms and associated symbols with sound in a more advanced degree of rhythmic accuracy..</i>	8 (Integrated throughout the year)
Unit 2	<u>Performing</u> <i>In this unit, students will demonstrate an understanding of reading of musical notation as well as using pitched and unpitched instruments. Students will also interpret rhythmic and melodic notation of music while listening to or accompanying music with instruments.</i>	12 (Integrated throughout the year)
Unit 3	<u>Aesthetic Responses and Critique Methodologies</u> <i>In this unit, students will demonstrate an understanding of describing their feelings and reactions in response to music. Students will demonstrate appropriate audience skills while listening/watching musical performances. Students will use proper terminology related to music. Students will also learn to apply their critical thinking skills towards music in order to evaluate musical compositions and composers.</i>	10 (Integrated throughout the year)
Unit 4	<u>History of Arts and Culture</u> <i>In this unit, students will demonstrate an understanding of historical music, genres, and composers. Students will also develop an understanding of music as it applies to culture and ethnicity.</i>	10 (Integrated throughout the year)

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Unit 1: Creative Process Unit Overview: In this unit, students will demonstrate an understanding of increasing knowledge of verbal terms and associated symbols with sound in a more advanced degree of rhythmic accuracy.		
New Jersey Student Learning Standards		
1.1 The Creative Process - All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. 1.1.5.B.1 - Identify the elements of music in response to aural prompts and printed music notational systems. 1.1.5.B.2 - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.		
Enduring Understandings		Essential Questions
<ul style="list-style-type: none"> Students will demonstrate the ability to recognize and perform rhythmic concepts in notation of music, while listening to and/or accompanying music on rhythmic and/or melodic instruments. 		<ul style="list-style-type: none"> In what way will students increase their knowledge of verbal symbols/terms?
Unit Goals & Objectives	Teaching Points	
<i>Session 1 - (Finding Reasons to Read)</i>	<ul style="list-style-type: none"> Today I want to teach you that readers have many different reasons to read, and those reasons are different for everyone. <ul style="list-style-type: none"> Readers do this by: <ol style="list-style-type: none"> thinking about all the reasons they need to be able to read well. 	

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	<ol style="list-style-type: none"> considering that one of the most important reasons to read is for the enjoyment of it. spending time examining several books to select one that they might enjoy reading. immersing themselves in a story, looking for things to enjoy.
Skills (Students will be able to...)	
<ul style="list-style-type: none"> Understand that the elements of music are foundational to basic music literacy. The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy. 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. 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 	

Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> Music Class Participation Rubrics (See Rubrics Section of Document) Daily Music Challenge Oral/Verbal Responses to Teacher Questions/Instruction Informal Observations of Student Musical Response Self-Assessment/Student Reflection <p>Summative Assessments:</p> <ul style="list-style-type: none"> Written Tests/Quizzes Performance Tests/Quizzes <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> rough drafts for each project Rubric based final project for each unit Student self-assessment <p>Alternative Assessments:</p>	<p>Special Education</p> <ul style="list-style-type: none"> Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) Subgroup Accommodations and Modifications Curricular Modifications and Guidance for Students Educated in Special Class Settings <p>Differentiation:</p> <ul style="list-style-type: none"> Preview content and concepts Behavior management plan Highlight text Small group setting <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> Alternative formative and summative assessments Guided Reading Personal agendas Project-based learning Problem-based learning Stations/centers Tiered activities/assignments Varying organizers for instructions <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> Clipping activities Exploration by interest Flexible groupings

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<ul style="list-style-type: none"> • Homework - extended drawing at home • Presentations • Verbal Critiques 	<p>English Language Learners</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Unit 1: Curriculum for ELL • Subgroup Accommodations and Modifications • Multi-language glossary • Pupil edition in Spanish • Vocabulary flash cards <p>Students at Risk for Failure</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications <p>Gifted and Talented</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications <p>Students with 504 Plans</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>
<p>Core Professional Resources:</p> <ul style="list-style-type: none"> • GAMEPLAN: An Active Music Curriculum” Grade K - ISBN: 0-9767650-5-5 • Florham Park Curriculum • National Association for Music Education (NAfME) • Northern New Jersey Orff Schulwerk Association (NNJOSA) • Dalcroze (dalcrozeusa.org) • Gordon (giml.org) • Kodaly (oake.org) • Little Kids Rock (littlekidsrock.org) • Orff (aosa.org) • SongWorks (songworkseducators.org) • Suzuki (suzukiassociation.org) • Teachers may wish to stick with “what they know,” or use some combination of the above. Either way, they are encouraged to become familiar with diverse approaches to music education. <p>Supplemental Professional Resources:</p>	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> • Guitar • Piano • CD Player/Speaker System • Soprano/Alto/Bass Xylophones • Soprano/Alto Glockenspiels • Soprano/Alto Metallophone • Various unpitched percussion instruments • <i>Singing</i> • <i>Audio Recordings</i> • <i>Playing on Instruments</i> • <i>Video Recording</i> • A Song Game • Movement/Dance • A Story • Questions/Puzzles • Secret Song Clues • Ranges of Notation

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<ul style="list-style-type: none"> • All Books by Jeff Kriskie and Randy DeLelles • “Making the Most of the Holidays” • “Highlighting the Holidays” • “Time for a Rhyme” • “2nd Rhyme Around” • “3rd Rhymes a Charm” • “Strike it Rich” • “As American as Apple Pie” 	<p>Supplemental Resources:</p> <ul style="list-style-type: none"> • Tonic Solfa/Solfege Syllables for tone and melody • Rhythm Syllables (Gordon, Kodaly, Takadimi, etc.) • Echo Singing and Antiphonning • Sibelius Software <ul style="list-style-type: none"> ◦ Used to modify scores and notation (larger, with note names in note head, etc) • Visual Aids <ul style="list-style-type: none"> ◦ Colored key dots for xylophone ◦ Xylophone Diagram ◦ Solfege hand signals chart • Flocabulary <p>Intervention Resources:</p> <ul style="list-style-type: none"> • Tiered Interventions following RtI framework • RtI Intervention Bank • Foundations Double-Dose (Tier II) • LLI (Tier III) • FFI Skill Report: DRA On-Line • enVisioninterventionsupports • NJDOE resources
<p>Interdisciplinary Connections</p>	<p>Integration of Technology through NJSLS</p>
<p><i>This is where you make any connections that lend itself to the curriculum. See example.</i></p> <ul style="list-style-type: none"> • Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies. • In Social Studies discuss routines in the community • Companion standards: <ul style="list-style-type: none"> ◦ CCSS.ELA-LITERACY.RF.4.4 ◦ CCSS.MATH.CONTENT.4.OA.A.2 ◦ CCSS.MATH.CONTENT.4.NF.A.2 ◦ 6.1.4.A.10 <p>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming</p>	<ul style="list-style-type: none"> • Create a word study word sort in Inspiration. • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use a document camera or overhead projector for shared reading of texts.
<p>Integration of 21st Century Themes</p>	<p>Media Literacy Integration</p>
<p><i>See example.</i></p> <ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving Communication and Collaboration Information Literacy • Media Literacy • Life and Career Skills • Global and Environmental Awareness • Problem Solving Skills • Personal Literacy • Business 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Build on the intuitive knowledge students have gained from media about the story and character • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills

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<ul style="list-style-type: none"> ● Initiative and Self Direction ● Manage Goals and Time ● Work Independently ● Be Self-directed Learners 	
Career Education	Global Perspectives
<p>(Integrated into the curriculum the opportunity to acquire information about career interests or advanced courses)</p> <p>(Field trips, list free online courses, skype an author or scientist, specialized programs).</p> <p>9.1 Personal Finance Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p>	<ul style="list-style-type: none"> ● National Hispanic-Latino Heritage Month ● National Disability Employment Awareness Month ● National American Indian Heritage Month ● Black History Month ● National Women's History Month, ● National Irish-American Heritage Month ● National Italian American Heritage Month ● Asian Pacific American Heritage ● Older Americans' Month ● Jewish American Heritage Month ● Week of Respect ● Red Ribbon Week ● International Dot Day (September 16)

Vocal Music	Grade: 4
Unit 2: Performing Unit Overview: <p>In this unit, students will demonstrate an understanding of reading of musical notation as well as using pitched and unpitched instruments. Students will also interpret rhythmic and melodic notation of music while listening to or accompanying music with instruments.</p>	
New Jersey Student Learning Standards 1.3 Performance - All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. 1.3.5.B.1 - Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound. 1.3.5.B.2 - Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice. 1.3.5.B.3 - Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs. 1.3.5.B.4 - Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Students will demonstrate the ability to perform rhythmic concepts with a higher degree of accuracy. ● Students will read basic musical notation including notes, time signatures, dynamics, tempo, pitch. ● Students will perform using simple harmony. ● Students will perform expressively using appropriate dynamic, phrasing, and interpretation. 	<ul style="list-style-type: none"> ● How will student's increase their understanding of verbal symbols/terms? ● How will students increase their ability to play various musical pieces/notes?
Unit Goals	Teaching Points
Session 1 - (<i>Finding Reasons to Read</i>)	<ul style="list-style-type: none"> ● Today I want to teach you that readers have many different reasons to read, and those reasons are different for everyone.

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	<ul style="list-style-type: none"> ○ Readers do this by: <ol style="list-style-type: none"> 1. thinking about all the reasons they need to be able to read well. 2. considering that one of the most important reasons to read is for the enjoyment of it. 3. spending time examining several books to select one that they might enjoy reading. 4. immersing themselves in a story, looking for things to enjoy.
Skills (Students will be able to...)	
<ul style="list-style-type: none"> ● Understand that complex scores may include compound meters and the grand staff. ● Recognize that proper vocal production and vocal placement improve vocal quality. ● Understand that harmonizing requires singing ability and active listening skills. ● Understand that individual voice ranges change with time. ● Recognize that music composition is governed by prescribed rules and forms that apply to both improvised and scored music ● Understand that decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts. ● 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/play melodies using note values from 16th-note to whole note/rest, including dotted rhythms, and pitches in diatonic scales; and dynamic and tempo changes. ● Sing/play 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. ● 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. ● 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 ¾ and/or 4/4 time, and resolving to the home tone, using traditional instruments and/or computer programs. 	

Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Music Class Participation Rubrics (See Rubrics Section of Document) ● Daily Music Challenge ● Oral/Verbal Responses to Teacher Questions/Instruction ● Informal Observations of Student Musical Response ● Self-Assessment/Student Reflection 	<p>Special Education</p> <ul style="list-style-type: none"> ● Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) ● Subgroup Accommodations and Modifications ● Curricular Modifications and Guidance for Students Educated in Special Class Settings <p>Differentiation:</p> <ul style="list-style-type: none"> ● Preview content and concepts ● Behavior management plan

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<div data-bbox="120 233 423 264">Summative Assessments:</div> <ul data-bbox="170 296 446 348" style="list-style-type: none"> • Written Tests/Quizzes • Performance Tests/Quizzes <div data-bbox="120 411 427 443">Benchmark Assessments:</div> <ul data-bbox="170 474 537 552" style="list-style-type: none"> • rough drafts for each project • Rubric based final project for each unit • Student self-assessment <div data-bbox="120 590 427 621">Alternative Assessments:</div> <ul data-bbox="170 653 542 730" style="list-style-type: none"> • Homework - extended drawing at home • Presentations • Verbal Critiques 	<ul data-bbox="889 233 1092 285" style="list-style-type: none"> • Highlight text • Small group setting <div data-bbox="841 285 1089 310">High-Prep Differentiation:</div> <ul data-bbox="889 310 1336 516" style="list-style-type: none"> • Alternative formative and summative assessments • Guided Reading • Personal agendas • Project-based learning • Problem-based learning • Stations/centers • Tiered activities/assignments • Varying organizers for instructions <div data-bbox="841 516 1081 541">Low-Prep Differentiation:</div> <ul data-bbox="889 541 1118 619" style="list-style-type: none"> • Clubbing activities • Exploration by interest • Flexible groupings <div data-bbox="841 653 1200 688">English Language Learners</div> <ul data-bbox="889 716 1503 898" style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Unit 1: Curriculum for ELL • Subgroup Accommodations and Modifications • Multi-language glossary • Pupil edition in Spanish • Vocabulary flash cards <div data-bbox="841 930 1214 961">Students at Risk for Failure</div> <ul data-bbox="889 993 1503 1071" style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications <div data-bbox="841 1102 1114 1134">Gifted and Talented</div> <ul data-bbox="889 1165 1503 1243" style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications <div data-bbox="841 1308 1169 1339">Students with 504 Plans</div> <ul data-bbox="889 1371 1503 1449" style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications
<div data-bbox="136 1537 771 1606">Core Instructional and Supplemental Materials Professional Resources:</div>	<div data-bbox="849 1537 1498 1606">Core Instructional, Supplemental, Instructional, and Intervention Resources</div>
<div data-bbox="120 1696 475 1728">Core Professional Resources:</div>	<div data-bbox="841 1696 1206 1728">Core Instructional Resources:</div>

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<ul style="list-style-type: none"> ● GAMEPLAN: An Active Music Curriculum” Grade K - ISBN: 0-9767650-5-5 ● Florham Park Curriculum ● National Association for Music Education (NAfME) ● Northern New Jersey Orff Schulwerk Association (NNJOSA) ● Dalcroze (dalcrozeusa.org) ● Gordon (giml.org) ● Kodaly (oake.org) ● Little Kids Rock (littlekidsrock.org) ● Orff (aosa.org) ● SongWorks (songworkseducators.org) ● Suzuki (suzukiassociation.org) ● Teachers may wish to stick with “what they know,” or use some combination of the above. Either way, they are encouraged to become familiar with diverse approaches to music education. 	<ul style="list-style-type: none"> ● Guitar ● Piano ● CD Player/Speaker System ● Soprano/Alto/Bass Xylophones ● Soprano/Alto Glockenspiels ● Soprano/Alto Metallophone ● Various unpitched percussion instruments ● <i>Singing</i> ● <i>Audio Recordings</i> ● <i>Playing on Instruments</i> ● <i>Video Recording</i> ● A Song Game ● Movement/Dance ● A Story ● Questions/Puzzles ● Secret Song Clues ● Ranges of Notation
<p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> ● All Books by Jeff Kriskie and Randy DeLelles ● “Making the Most of the Holidays” ● “Highlighting the Holidays” ● “Time for a Rhyme” ● “2nd Rhyme Around” ● “3rd Rhymes a Charm” ● “Strike it Rich” ● “As American as Apple Pie” 	<p>Supplemental Resources:</p> <ul style="list-style-type: none"> ● Tonic Solfa/Solfege Syllables for tone and melody ● Rhythm Syllables (Gordon, Kodaly, Takadimi, etc.) ● Echo Singing and Antiphonning ● Sibelius Software <ul style="list-style-type: none"> ○ Used to modify scores and notation (larger, with note names in note head, etc) ● Visual Aids <ul style="list-style-type: none"> ○ Colored key dots for xylophone ○ Xylophone Diagram ○ Solfege hand signals chart ● Flocabulary <p>Intervention Resources:</p> <ul style="list-style-type: none"> ● Tiered Interventions following RtI framework ● RtI Intervention Bank ● Foundations Double-Dose (Tier II) ● LLI (Tier III) ● FFI Skill Report: DRA On-Line ● enVisioninterventionsupports ● NJDOE resources
<p>Interdisciplinary Connections</p>	<p>Integration of Technology through NJSLs</p>
<p><i>This is where you make any connections that lend itself to the curriculum. See example.</i></p> <ul style="list-style-type: none"> ● Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies. ● In Social Studies discuss routines in the community ● Companion standards: <ul style="list-style-type: none"> ○ CCSS.ELA-LITERACY.RF.4.4 ○ CCSS.MATH.CONTENT.4.OA.A.2 ○ CCSS.MATH.CONTENT.4.NF.A.2 ○ 6.1.4.A.10 	<ul style="list-style-type: none"> ● Create a word study word sort in Inspiration. ● Listen to books on CDs, tapes, videos or podcasts if available. ● Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) ● Use a document camera or overhead projector for shared reading of texts.

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8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming	
Integration of 21st Century Themes	Media Literacy Integration
<p><i>See example.</i></p> <ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving Communication and Collaboration Information Literacy • Media Literacy • Life and Career Skills • Global and Environmental Awareness • Problem Solving Skills • Personal Literacy • Business • Initiative and Self Direction • Manage Goals and Time • Work Independently • Be Self-directed Learners 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Build on the intuitive knowledge students have gained from media about the story and character • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills
Career Education	Global Perspectives
<p>(Integrated into the curriculum the opportunity to acquire information about career interests or advanced courses)</p> <p>(Field trips, list free online courses, skype an author or scientist, specialized programs).</p> <p>9.1 Personal Finance Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p>	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women's History Month, • National Irish-American Heritage Month • National Italian American Heritage Month • Asian Pacific American Heritage • Older Americans' Month • Jewish American Heritage Month • Week of Respect • Red Ribbon Week • International Dot Day (September 16)

Vocal Music	Grade: 4
<p>Unit 3: Aesthetic Responses and Critique Methodologies</p> <p>Unit Overview:</p> <p>In this unit, students will demonstrate an understanding of describing their feelings and reactions in response to music. Students will demonstrate appropriate audience skills while listening to and/or watching musical performances. Students will use proper terminology related to music. Students will also learn to apply their critical thinking skills towards music in order to evaluate musical compositions and composers.</p>	
<p>New Jersey Student Learning Standards</p> <p>1.4 Aesthetic Responses and Critique Methodologies - All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p> <p>1.4.5.A.1 - Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.</p> <p>1.4.5.A.2 - Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p> <p>1.4.5.A.3 - Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical, context).</p> <p>1.4.5.B.1 - Asses the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.</p> <p>1.4.5.B.2 - Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.</p> <p>1.4.5.B.3 - Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.</p>	

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1.4.5.B.5 - Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> How will students apply critical thinking skills to evaluate and compare musical compositions? How will students demonstrate how they are developing an understanding of tempo, dynamics, and style? 	<ul style="list-style-type: none"> How will students apply critical thinking skills to evaluate and compare musical compositions? How will students demonstrate how they are developing an understanding of tempo, dynamics, and style?
Unit Goals	Teaching Points
Session 1 - (<i>Finding Reasons to Read</i>)	<ul style="list-style-type: none"> Today I want to teach you that readers have many different reasons to read, and those reasons are different for everyone. <ul style="list-style-type: none"> Readers do this by: <ol style="list-style-type: none"> thinking about all the reasons they need to be able to read well. considering that one of the most important reasons to read is for the enjoyment of it. spending time examining several books to select one that they might enjoy reading. immersing themselves in a story, looking for things to enjoy.
Skills (Students will be able to...)	
<ul style="list-style-type: none"> Understand that works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes). Recognize that formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts. Understand that criteria for determining the aesthetic merits of artwork vary according to text. Recognize that understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts. Recognize that identifying criteria for evaluating performances results in deeper understanding of art and art making. Understand that decoding simple contextual clues require evaluation mechanisms, such as rubrics, to sort fact from opinion. Recognize that while there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology. Recognize that arts and audiences can and do disagree about the relative merits of artwork. Understand that when assessing works of dance, music, theatre, and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?) Use a graphic organizer to describe the melodic, rhythmic, texture, timbre, and other characteristics of each genre. Compare and contrast two pieces each in two different forms (four pieces total; e.g., two pieces in rondo form, two pieces in verse/refrain form); pieces should be from different historical periods and in different genres. Document the personal and historical contexts of a genre of music in two diverse time periods. Describe these influences, referencing the composer's personal, social, and political influences in written, graphic, multimedia, or other formats. Assess the musical elements used in three different recordings of the same song (e.g., "Santa Claus Is Coming To Town," recorded by Bruce Springsteen, Burl Ives, and Smokey Robinson). Develop a rubric to compare the arrangement in orchestration, tempo, key, etc. Devise criteria for evaluating performances and compositions of self and others (e.g. rubrics, checklists, holistic scoring charts). Explain personal reactions to musical works based on developed criteria. 	

Grade 4 Scope and Sequence for Vocal Music

Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Music Class Participation Rubrics (See Rubrics Section of Document) • Daily Music Challenge • Oral/Verbal Responses to Teacher Questions/Instruction • Informal Observations of Student Musical Response • Self-Assessment/Student Reflection <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Written Tests/Quizzes • Performance Tests/Quizzes <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • rough drafts for each project • Rubric based final project for each unit • Student self-assessment <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Homework - extended drawing at home • Presentations • Verbal Critiques 	<p>Special Education</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications • Curricular Modifications and Guidance for Students Educated in Special Class Settings <p>Differentiation:</p> <ul style="list-style-type: none"> • Preview content and concepts • Behavior management plan • Highlight text • Small group setting <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> • Alternative formative and summative assessments • Guided Reading • Personal agendas • Project-based learning • Problem-based learning • Stations/centers • Tiered activities/assignments • Varying organizers for instructions <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • Clubbing activities • Exploration by interest • Flexible groupings <p>English Language Learners</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Unit 1: Curriculum for ELL • Subgroup Accommodations and Modifications • Multi-language glossary • Pupil edition in Spanish • Vocabulary flash cards <p>Students at Risk for Failure</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications <p>Gifted and Talented</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications <p>Students with 504 Plans</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications

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Core Instructional and Supplemental Materials Professional Resources:	Core Instructional, Supplemental, Instructional, and Intervention Resources
<div data-bbox="110 357 803 424"> Core Professional Resources: </div> <div data-bbox="110 424 803 886"> <ul style="list-style-type: none"> • GAMEPLAN: An Active Music Curriculum” Grade K - ISBN: 0-9767650-5-5 • Florham Park Curriculum • National Association for Music Education (NAfME) • Northern New Jersey Orff Schulwerk Association (NNJOSA) • Dalcroze (dalcrozeusa.org) • Gordon (giml.org) • Kodaly (oake.org) • Little Kids Rock (littlekidsrock.org) • Orff (aosa.org) • SongWorks (songworkseducators.org) • Suzuki (suzukiassociation.org) • Teachers may wish to stick with “what they know,” or use some combination of the above. Either way, they are encouraged to become familiar with diverse approaches to music education. </div> <div data-bbox="110 886 803 953"> Supplemental Professional Resources: </div> <div data-bbox="110 953 803 1192"> <ul style="list-style-type: none"> • All Books by Jeff Kriskie and Randy DeLelles • “Making the Most of the Holidays” • “Highlighting the Holidays” • “Time for a Rhyme” • “2nd Rhyme Around” • “3rd Rhymes a Charm” • “Strike it Rich” • “As American as Apple Pie” </div>	<div data-bbox="831 357 1523 424"> Core Instructional Resources: </div> <div data-bbox="831 424 1523 924"> <ul style="list-style-type: none"> • Guitar • Piano • CD Player/Speaker System • Soprano/Alto/Bass Xylophones • Soprano/Alto Glockenspiels • Soprano/Alto Metallophone • Various unpitched percussion instruments • <i>Singing</i> • <i>Audio Recordings</i> • <i>Playing on Instruments</i> • <i>Video Recording</i> • A Song Game • Movement/Dance • A Story • Questions/Puzzles • Secret Song Clues • Ranges of Notation </div> <div data-bbox="831 924 1523 991"> Supplemental Resources: </div> <div data-bbox="831 991 1523 1306"> <ul style="list-style-type: none"> • Tonic Solfa/Solfege Syllables for tone and melody • Rhythm Syllables (Gordon, Kodaly, Takadimi, etc.) • Echo Singing and Antiphonning • Sibelius Software <ul style="list-style-type: none"> ◦ Used to modify scores and notation (larger, with note names in note head, etc) • Visual Aids <ul style="list-style-type: none"> ◦ Colored key dots for xylophone ◦ Xylophone Diagram ◦ Solfege hand signals chart • Floccabulary </div> <div data-bbox="831 1306 1523 1373"> Intervention Resources: </div> <div data-bbox="831 1373 1523 1642"> <ul style="list-style-type: none"> • Tiered Interventions following RtI framework • RtI Intervention Bank • Foundations Double-Dose (Tier II) • LLI (Tier III) • FFI Skill Report: DRA On-Line • enVisioninterventionsupports • NJDOE resources </div>
Interdisciplinary Connections	Integration of Technology through NJSLS
<p><i>This is where you make any connections that lend itself to the curriculum. See example.</i></p>	<ul style="list-style-type: none"> • Create a word study word sort in Inspiration. • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)

Grade 4 Scope and Sequence for Vocal Music

<ul style="list-style-type: none"> Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies. In Social Studies discuss routines in the community Companion standards: <ul style="list-style-type: none"> CCSS.ELA-LITERACY.RF.4.4 CCSS.MATH.CONTENT.4.OA.A.2 CCSS.MATH.CONTENT.4.NF.A.2 6.1.4.A.10 <p>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming</p>	<ul style="list-style-type: none"> Use a document camera or overhead projector for shared reading of texts.
Integration of 21st Century Themes	Media Literacy Integration
<p><i>See example.</i></p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills Global and Environmental Awareness Problem Solving Skills Personal Literacy Business Initiative and Self Direction Manage Goals and Time Work Independently Be Self-directed Learners 	<ul style="list-style-type: none"> Ask students to look for specific things when they view videos or read print material, and then ask questions about those items Build on the intuitive knowledge students have gained from media about the story and character Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic Use print materials to practice reading and comprehension skills
Career Education	Global Perspectives
<p>(Integrated into the curriculum the opportunity to acquire information about career interests or advanced courses)</p> <p>(Field trips, list free online courses, skype an author or scientist, specialized programs).</p> <p>9.1 Personal Finance Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p>	<ul style="list-style-type: none"> National Hispanic-Latino Heritage Month National Disability Employment Awareness Month National American Indian Heritage Month Black History Month National Women's History Month, National Irish-American Heritage Month National Italian American Heritage Month Asian Pacific American Heritage Older Americans' Month Jewish American Heritage Month Week of Respect Red Ribbon Week International Dot Day (September 16)

Vocal Music	Grade: 4
Unit 4: History of the Arts and Culture Unit Overview: In this unit, students will demonstrate an understanding of historical music, genres, and composers. Students will also develop an understanding of music as it applies to culture and ethnicity.	
New Jersey Student Learning Standards 1.2 History of the Arts and Culture - All students will understand the role, development, and influence of the arts throughout history and across cultures. 1.2.5.A.1 - Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. 1.2.5.A.2 - Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual arts.	

Grade 4 Scope and Sequence for Vocal Music

1.2.5.A.3 - Determine the impact of significant contributions of individual artists dance, music, theatre, and visual art from diverse cultures throughout history.	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> Students will demonstrate knowledge of historical music and ethnic traditions, which generate musical works. 	<ul style="list-style-type: none"> What types of musical genres, history, composers, and ethnicities will be introduced?
Unit Goals	Teaching Points
<i>Teaching</i>	<ul style="list-style-type: none"> Today I want to teach you that readers have many different reasons to read, and those reasons are different for everyone. <ul style="list-style-type: none"> Readers do this by: <ol style="list-style-type: none"> thinking about all the reasons they need to be able to read well. considering that one of the most important reasons to read is for the enjoyment of it. spending time examining several books to select one that they might enjoy reading. immersing themselves in a story, looking for things to enjoy.
Skills (Students will be able to...)	
<ul style="list-style-type: none"> Understand that art and culture reflect and affect each other. Realize that characteristic approaches to content, form, style, and design define art genres. Understand that sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre. Identify musical works that have relevance to a particular historical social movement (e.g., We Shall Overcome and its importance to the civil rights movement). Analyze how different instruments are used in various musical styles and cultures (e.g., the use of the violin in classical, bluegrass, and jazz styles). Create a timeline of important musicians in a variety of musical style; include biographical information, representative works, and important historical events occurring in the lives of musicians. 	

Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> Music Class Participation Rubrics (See Rubrics Section of Document) Daily Music Challenge Oral/Verbal Responses to Teacher Questions/Instruction Informal Observations of Student Musical Response Self-Assessment/Student Reflection <p>Summative Assessments:</p> <ul style="list-style-type: none"> Written Tests/Quizzes Performance Tests/Quizzes <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> rough drafts for each project Rubric based final project for each unit 	<p>Special Education</p> <ul style="list-style-type: none"> Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) Subgroup Accommodations and Modifications Curricular Modifications and Guidance for Students Educated in Special Class Settings <p>Differentiation:</p> <ul style="list-style-type: none"> Preview content and concepts Behavior management plan Highlight text Small group setting <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> Alternative formative and summative assessments Guided Reading Personal agendas Project-based learning Problem-based learning Stations/centers Tiered activities/assignments Varying organizers for instructions <p>Low-Prep Differentiation:</p>

Grade 4 Scope and Sequence for Vocal Music

<div data-bbox="167 231 409 258"> <ul style="list-style-type: none"> • Student self-assessment </div> <div data-bbox="116 294 427 325"> Alternative Assessments: </div> <div data-bbox="167 357 542 436"> <ul style="list-style-type: none"> • Homework - extended drawing at home • Presentations • Verbal Critiques </div>	<div data-bbox="885 231 1120 310"> <ul style="list-style-type: none"> • <i>Clubbing activities</i> • <i>Exploration by interest</i> • <i>Flexible groupings</i> </div> <div data-bbox="836 342 1201 380"> English Language Learners </div> <div data-bbox="885 405 1515 588"> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Unit 1: Curriculum for ELL • Subgroup Accommodations and Modifications • Multi-language glossary • Pupil edition in Spanish • Vocabulary flash cards </div> <div data-bbox="836 619 1214 653"> Students at Risk for Failure </div> <div data-bbox="885 682 1515 762"> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications </div> <div data-bbox="836 793 1115 827"> Gifted and Talented </div> <div data-bbox="885 856 1515 936"> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications </div> <div data-bbox="836 997 1170 1031"> Students with 504 Plans </div> <div data-bbox="885 1062 1515 1142"> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications </div>
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>
<div data-bbox="116 1386 477 1417"> Core Professional Resources: </div> <div data-bbox="167 1449 735 1759"> <ul style="list-style-type: none"> • GAMEPLAN: An Active Music Curriculum” Grade K - ISBN: 0-9767650-5-5 • Florham Park Curriculum • National Association for Music Education (NAfME) • Northern New Jersey Orff Schulwerk Association (NNJOSA) • Dalcroze (dalcrozeusa.org) • Gordon (giml.org) • Kodaly (oake.org) • Little Kids Rock (littlekidsrock.org) • Orff (aosa.org) • SongWorks (songworkseducators.org) • Suzuki (suzukiassociation.org) </div>	<div data-bbox="836 1386 1208 1417"> Core Instructional Resources: </div>

Grade 4 Scope and Sequence for Vocal Music

<ul style="list-style-type: none"> Teachers may wish to stick with “what they know,” or use some combination of the above. Either way, they are encouraged to become familiar with diverse approaches to music education. <p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> All Books by Jeff Kriskie and Randy DeLelles “Making the Most of the Holidays” “Highlighting the Holidays” “Time for a Rhyme” “2nd Rhyme Around” “3rd Rhymes a Charm” “Strike it Rich” “As American as Apple Pie” 	<ul style="list-style-type: none"> Guitar Piano CD Player/Speaker System Soprano/Alto/Bass Xylophones Soprano/Alto Glockenspiels Soprano/Alto Metallophone Various unpitched percussion instruments <i>Singing</i> <i>Audio Recordings</i> <i>Playing on Instruments</i> <i>Video Recording</i> A Song Game Movement/Dance A Story Questions/Puzzles Secret Song Clues Ranges of Notation <p>Supplemental Resources:</p> <ul style="list-style-type: none"> Tonic Solfa/Solfege Syllables for tone and melody Rhythm Syllables (Gordon, Kodaly, Takadimi, etc.) Echo Singing and Antiphonning Sibelius Software <ul style="list-style-type: none"> Used to modify scores and notation (larger, with note names in note head, etc) Visual Aids <ul style="list-style-type: none"> Colored key dots for xylophone Xylophone Diagram Solfege hand signals chart Flocabulary <p>Intervention Resources:</p> <ul style="list-style-type: none"> Tiered Interventions following RtI framework RtI Intervention Bank Foundations Double-Dose (Tier II) LLI (Tier III) FFI Skill Report: DRA On-Line enVisioninterventionsupports NJDOE resources
<p>Interdisciplinary Connections</p>	<p>Integration of Technology through NJSLs</p>
<p><i>This is where you make any connections that lend itself to the curriculum. See example.</i></p> <ul style="list-style-type: none"> Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies. In Social Studies discuss routines in the community Companion standards: <ul style="list-style-type: none"> CCSS.ELA-LITERACY.RF.4.4 CCSS.MATH.CONTENT.4.OA.A.2 CCSS.MATH.CONTENT.4.NF.A.2 6.1.4.A.10 	<ul style="list-style-type: none"> Create a word study word sort in Inspiration. Listen to books on CDs, tapes, videos or podcasts if available. Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) Use a document camera or overhead projector for shared reading of texts.

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8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming	
Integration of 21st Century Themes	Media Literacy Integration
<p><i>See example.</i></p> <ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving Communication and Collaboration Information Literacy • Media Literacy • Life and Career Skills • Global and Environmental Awareness • Problem Solving Skills • Personal Literacy • Business • Initiative and Self Direction • Manage Goals and Time • Work Independently • Be Self-directed Learners 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Build on the intuitive knowledge students have gained from media about the story and character • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills
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