

<b>Music Appreciation Grade: 4</b>
<b>Stage 1- Desired Results</b>
<b>Established Goals: NJCCCS, 2009</b>
STANDARD 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.
<b>B. Music</b>  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.
STANDARD 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.
<b>A. History of the Arts and Culture</b>  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 art.  1.2.5. A.3: Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
STANDARD 1.3 Performance: All students will synthesize those skills, media, methods, and technologies

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appropriate to creating, performing, and/or presenting works of art in dance, music theatre, and visual art.

### **B. Music**

1.3.5. B.1: Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.

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.

STANDARD 1.4 Aesthetic Responses & 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.

### **A. Aesthetic Responses**

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.

1.4.5. A.2: Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.5. A.2: 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).

### **B. Critique Methodologies**

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<p>1.4.5. B.1: Assess 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><b>Enduring Understandings:</b> <i>At the end of the unit students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.</li> <li>• The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making.</li> <li>• Experts can and do disagree about the value, power and source of art.</li> <li>• The arts serve multiple functions: enlightenment, education, and entertainment.</li> <li>• Though the artist’s imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.</li> <li>• The artistic process can lead to unforeseen or unpredictable outcomes.</li> <li>• Underlying structures in art can be found via analysis and inference.</li> <li>• Breaking accepted norms often gives rise to new forms of artistic expression.</li> </ul>	<p><b>Essential Questions:</b> <i>At the end of the unit students will be able to answer...</i></p> <ul style="list-style-type: none"> <li>• Why should I care about the arts?</li> <li>• What’s the difference between a thoughtful and a thoughtless artistic judgment?</li> <li>• How does creating and performing in the arts differ from viewing the arts?</li> <li>• To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?</li> <li>• How do underlying structures unconsciously guide the creation of art works?</li> <li>• Does art have boundaries?</li> <li>• Does art define culture or does culture define art?</li> <li>• What is old and what is new in any work of art?</li> <li>• How important is “new” in art?</li> </ul>
<p><b>Content Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Recognize works of art and art elements designed to imitate systems in nature.</li> <li>• Stylized characteristics can be observed in music of various cultures and time periods</li> <li>• Works of music can communicate significant cultural meanings.</li> </ul>	<p><b>Content Understandings:</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Music communicates ideas reflecting on the nature and meaning of art and beauty.</li> <li>• Domain-specific arts language can be used to communicate personal responses to music.</li> <li>• Works of music can communicate</li> </ul>

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<ul style="list-style-type: none"> <li>• Works of music can communicate significant emotions or feelings.</li> <li>• Written musical scores can be explored.</li> <li>• Musical compositions have different basic structures.</li> <li>• All four arts domains utilize basic arts terminology and arts elements.</li> <li>• Works of music have recognizable main subjects or themes.</li> <li>• Music from various historical periods and world cultures has general characteristics, which are identifiable.</li> <li>• Music reflects societal values and beliefs.</li> </ul>	<p>significant non-verbal meanings.</p> <ul style="list-style-type: none"> <li>• Sound sources can be identified and categorized by common traits.</li> <li>• Critiquing one’s own work as well as the work of others has value.</li> <li>• Critique involves formulating positive analysis of arts performances by peers and self.</li> <li>• Music resources exist in communities.</li> <li>• The critical process of observing, describing, analyzing, interpreting and evaluating leads to informed judgments regarding the relative merits of musical works.</li> <li>• Culture affects self-expression, whether we realize it or not.</li> <li>• Every musician has a style; every artistic period has a style.</li> </ul>
<p><b>Content Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Compose simple works of art in response to stylized characteristics observed in music of various cultures and time periods</li> <li>• Communicate ideas reflecting on the nature and meaning of art and beauty</li> <li>• Apply basic domain-specific arts language to communicate personal responses to music.</li> <li>• Compare and contrast works of music that communicate significant cultural meanings.</li> <li>• Apply qualitative terms when responding to works of music.</li> <li>• Create an arts experience that communicates a significant emotion or feeling.</li> <li>• Clap, sing on pitch, or play from progressively complex notation while maintaining a steady tempo</li> <li>• Recognize and vocalize the tonal triad (do, mi, sol) after being given the "home tone."</li> <li>• Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, while blending both unison and/or harmonic parts and vocal and/or instrumental timbres, matching dynamic levels and responding to cues of a conductor.</li> <li>• Explore musical elements through verbal and written responses to diverse aural prompts and printed scores.</li> <li>• Identify and categorize sound sources by common traits.</li> </ul>	<p><b>Misconceptions:</b> <i>Predictable misconceptions to address are...</i></p> <ul style="list-style-type: none"> <li>• Music is the “universal language” with no differences from culture to culture.</li> <li>• Critique means to criticize, to find the negative.</li> <li>• Music must have words to communicate meaning.</li> <li>• There is “good” music and “bad” music.</li> <li>• “New,” contemporary music is better.</li> <li>• All “classical” music is the same.</li> <li>• Appreciating music means liking it.</li> <li>• Not everyone is capable of performing.</li> <li>• Music is a passive experience.</li> <li>• Music is purely for the observer, not the performer.</li> <li>• Musical development happens independently of the environment from which it comes.</li> <li>• Music appreciation is possible without understanding the elements of music.</li> </ul>

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<ul style="list-style-type: none"> <li>• Differentiate basic structures in music composition.</li> <li>• Observe the basic arts elements in performances and exhibitions.</li> <li>• Formulate positive analysis of arts performances by peers and respond positively to critique.</li> <li>• Recognize the main subject or theme in a work of music.</li> <li>• Identify works of music from various historical periods and diverse cultures.</li> <li>• Describe the general characteristics of music from various historical periods and world cultures.</li> <li>• Examine music as a reflection of societal values and beliefs.</li> </ul>	
<b>Stage 2- Assessment Evidence</b>	
<p><b>Summative Assessments</b>  <b>Traditional Tasks:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary quiz</li> <li>• Listen to each excerpt and circle which orchestral instrument is being played.</li> <li>• Perform and recognize steps, leaps, and repeated tones</li> <li>• Trace melodic contour in the air while listening</li> <li>• Read the rhythm patterns using rhythm syllables in the performance of a song</li> <li>• Read and play melodic and instrumental ostinatos in a speech canon</li> <li>• Consider balance, intelligibility, and pitch accuracy during the performance of a song</li> <li>• Accurately sing rhythm patterns in a song</li> </ul>	<p><b>Summative Evidence</b>  <b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Music/composer report (GRASPS: Your goal is to report on a musical style or composer. You are the reporter and your audience is your classmates and your teacher who needs to understand something important about the composer or musical style you chose to report about. Your report must be factual and interesting.)</li> <li>• Concert review (GRASPS: Your goal is to review and critique a musical performance. You are the reviewer and your audience is your classmates and teacher who need to understand what it was like to hear the performance. Your review must be objective and interesting.)</li> </ul>
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Discussion/Conversation <ul style="list-style-type: none"> <li>○ Discuss ways in which music, the visual arts, and poetry use accent in expression</li> <li>○ Explore China through its music and related arts</li> <li>○ Discuss how character traits, beliefs, and values are transmitted from generation to generation</li> <li>○ Discuss civil rights and freedom</li> </ul> </li> <li>• Teacher Observation <ul style="list-style-type: none"> <li>○ Sing phrases expressively</li> <li>○ Play rhythms on classroom percussion instruments</li> <li>○ Clap and say rhythms in duple meter</li> <li>○ Sing using the dynamic inflection to express meaning of the words</li> </ul> </li> <li>• Worksheets/Activity Pages <ul style="list-style-type: none"> <li>○ Create and notate a rhythm composition</li> <li>○ Create an accompaniment for a poem</li> <li>○ Create new verses for a song</li> </ul> </li> </ul>	

- Verbal responses
- Student Participation
  - While listening to music, move to indicate legato and staccato articulation
  - Respond through movement to the dynamics in a song
- Informal written assignment: Music journal entry to describe a piece using the elements of music.
- Compare melodies with a Venn diagram
- Compare and contrast two songs after listening
- Identify a performing group and tell what a song is about

**Stage 3- Learning Plan**

**Activities:**

- Warm up singing
  - Practice good posture by focusing on different parts of the body
  - Perform dynamics using ostinatos
  - Sing using the dynamic inflection to express meaning of the words
- Music notation worksheets
  - Create a dynamics chart
  - Draw listening maps to indicate heard tempo changes
  - Follow a listening map and identify accented notes
  - Create and notate a rhythm composition
- Composer worksheets
  - Go to [www.youtube.com](http://www.youtube.com) for listening examples
- Musical styles worksheets
  - aurally identify music from diverse genres, styles, periods, and cultures
- Singing patriotic songs
  - God Bless America
  - The Star Spangled Banner
  - My Country Tis of Thee
  - This Land is Your Land
  - God Bless the USA

**Strategies:**

- Active Listening
  - Think about what you're hearing
  - Do not talk
  - Discuss after
- Performance Skills:
  - Posture
  - Breath support
  - Preparation/Practice
  - Fingering charts
- Research Skills
  - Document your sources
  - Use more than one source

**Interdisciplinary Connections:**

- Art- historical periods, e.g. Baroque, Romantic, etc.
- Music –
- Physical Education –
- World Language –
- Health –
- Science –
- Social Studies – cultural differences and similarities in music, historical differences and similarities in music.
- Mathematics –
- Language Arts –

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### Technology Connection:

- Websites for research
- Recordings of various music
- Smart board presentations
- YouTube

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### **Resources:**

The Music Connection  
Assorted CD's  
Assorted DVD's/VHS  
Printed Worksheets  
Music Together  
Music K-8 Sheet Music Magazine  
Recorder Karate  
Kodaly Method of Rhythm by Zoltan Kodaly

<b>Music Theory Grade: 4</b>
<b>Stage 1- Desired Results</b>
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<b>A. History of the Arts and Culture</b>  1.2.5. A.2: Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.  1.2.5. A.3: Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
STANDARD 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.
<b>B. Music</b>

1.3.5. B.1: Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.

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.

STANDARD 1.4 Aesthetic Responses & 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.

**A. Aesthetic Responses**

1.4.5. A.2: Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.5. A.3: Demonstrate how arts communicate 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).

**B. Critique Methodologies**

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.

1.4.5. B.4: Define technical proficiency, using the elements of the arts and principles of design.

**Enduring Understandings:**  
*At the end of the unit students will understand that...*

- The arts serve multiple functions:

**Essential Questions:**  
*At the end of the unit students will be able to answer...*

- How does creating and performing in the

<p>enlightenment, education, and entertainment.</p> <ul style="list-style-type: none"> <li>• Though the artist’s imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.</li> <li>• The artistic process can lead to unforeseen or unpredictable outcomes.</li> <li>• Underlying structures in art can be found via analysis and inference.</li> <li>• Breaking accepted norms often gives rise to new forms of artistic expression.</li> </ul>	<p>arts differ from viewing the arts?</p> <ul style="list-style-type: none"> <li>• To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?</li> <li>• How do underlying structures unconsciously guide the creation of art works?</li> <li>• Does art have boundaries?</li> </ul>
<p><b>Content Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Basic notation, including pitch, rhythm duration, dynamics &amp; tempo.</li> <li>• Basic structure in music, including AB and ABA forms</li> <li>• Basic music terminology relating to and including rhythm, beat, phrasing, tempo, meter, melody, harmony, form and tone color.</li> </ul>	<p><b>Content Understandings:</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Music has basic terminology.</li> <li>• Elements of music can be modified within a piece to create different expressive ideas.</li> <li>• Sound sources have different traits, which can be used for identification and categorization.</li> <li>• Music is based around a tonal center.</li> <li>• Musical instruments are categorized based on how they produce sound.</li> </ul>
<p><b>Content Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Clap, sing on pitch, or play from progressively complex notation while maintaining a steady tempo</li> <li>• Recognize and vocalize the tonal triad (do, mi, sol) after being given the "home tone."</li> <li>• Sing or play simple melodies or rhythmic accompaniments in AB, ABA, Call/Response and Rondo forms independently and in groups, while blending both unison and/or harmonic parts and vocal and/or instrumental timbres, matching dynamic levels and responding to cues of a conductor.</li> <li>• Modify elements of music within a piece to create different expressive ideas.</li> <li>• Explore musical elements through verbal and written responses to diverse aural prompts and printed scores.</li> <li>• Identify and categorize sound sources by common traits.</li> <li>• Differentiate basic structures in music composition: AB, ABA, Call/Response, Rondo, Verse, Refrain and Coda</li> </ul>	<p><b>Misconceptions:</b> <i>Predictable misconceptions to address are...</i></p> <ul style="list-style-type: none"> <li>• Key signatures are not important</li> <li>• Posture makes no difference when playing an instrument or singing.</li> <li>• Reading music is a difficult skill to master</li> <li>• Singing high notes is hard</li> <li>• Singing loudly means shouting</li> <li>• Performance quality is easily attainable without practice</li> <li>• Faster rhythms indicate faster tempo</li> <li>• Playing instruments does not require coordination</li> <li>• A piece of music is not organized into specific parts by a composer; there is no real plan or organization in a piece</li> </ul>

<ul style="list-style-type: none"> <li>Utilize basic arts terminology and arts elements in music.</li> </ul>	
<b>Stage 2- Assessment Evidence</b>	
<p><b>Summative Assessments</b>  <b>Traditional Tasks:</b></p> <ul style="list-style-type: none"> <li>Basic Music terminology quiz             <ul style="list-style-type: none"> <li>Write a poem and speak it with dynamics</li> </ul> </li> <li>Notation quiz             <ul style="list-style-type: none"> <li>Interpret graphic notation</li> <li>Tap and say the rhythm with rhythm syllables and identify note values</li> </ul> </li> <li>Vocabulary quiz</li> <li>Flipchart drills on rhythm</li> <li>Reading music             <ul style="list-style-type: none"> <li>Identify various dynamic levels while following the text</li> <li>Decide on the form of a piece of music without hearing it</li> </ul> </li> <li>Listening             <ul style="list-style-type: none"> <li>Identify differences between songs in their form</li> <li>Identify various tempos in music</li> <li>While listening to music, move to indicate legato and staccato articulation</li> <li>Listen to a song and describe the character of the lyrics</li> </ul> </li> </ul>	<p><b>Summative Evidence</b>  <b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>Group Project: Create an original song or rap in a specific form to present to classmates following a rubric</li> </ul>
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>Discussion             <ul style="list-style-type: none"> <li>Discuss ways in which music, the visual arts, and poetry use accent in expression</li> </ul> </li> <li>Music notation worksheets             <ul style="list-style-type: none"> <li>Follow a listening map and identify music symbols in the map</li> <li>Determine repeated tones, steps, and skips; determine aurally how a melody moves</li> </ul> </li> <li>Music notation games             <ul style="list-style-type: none"> <li>Improvise and play eight-beat ostinatos</li> </ul> </li> <li>Observation             <ul style="list-style-type: none"> <li>Move to show tempo</li> <li>Move in relation to the phrasing of a melody</li> <li>Play a countermelody</li> <li>Experiment with tempo changes when reading poetry</li> <li>Play rhythms on classroom percussion instruments</li> </ul> </li> <li>Music dictation             <ul style="list-style-type: none"> <li>Notate simple rhythms</li> <li>Notate pitch</li> </ul> </li> <li>Performing             <ul style="list-style-type: none"> <li>Perform dynamics using ostinatos</li> <li>Play accompaniment parts on percussion instruments</li> <li>Represent stepwise movement and skips in melody with appropriate movements and gestures</li> </ul> </li> </ul>	

<b>Stage 3- Learning Plan</b>	
<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Warm up singing                             <ul style="list-style-type: none"> <li>○ echo singing</li> <li>○ Use ascending and descending vocal patterns to practice singing in tune</li> </ul> </li> <li>• Music notation worksheets                             <ul style="list-style-type: none"> <li>○ Create a vocal sound piece</li> <li>○ Determine repeated tones, steps, and skips; determine aurally how a melody moves</li> </ul> </li> <li>• Music terminology worksheets                             <ul style="list-style-type: none"> <li>○ Listen to music and create "tempo and dynamic maps" to show tempo and dynamic changes</li> </ul> </li> <li>• Time Value of notes and rests in music notation                             <ul style="list-style-type: none"> <li>○ Write and play rhythms using combinations of rhythmic notation</li> </ul> </li> </ul>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Performance Skills:                             <ul style="list-style-type: none"> <li>○ Posture</li> <li>○ Breath support</li> <li>○ Preparation/Practice</li> <li>○ Fingering charts</li> </ul> </li> <li>• Active Listening                             <ul style="list-style-type: none"> <li>○ Think about what you're hearing</li> <li>○ Do not talk</li> <li>○ Discuss after</li> </ul> </li> <li>• STAR (reading skills)                             <ul style="list-style-type: none"> <li>○ <u>S</u>ignatures (time, key)</li> <li>○ <u>T</u>empo</li> <li>○ <u>A</u>ccidentals</li> <li>○ <u>R</u>oad-Map</li> </ul> </li> </ul>
<p><b>Interdisciplinary Connections:</b></p> <p><input checked="" type="checkbox"/> Art-</p> <p><input type="checkbox"/> Music –</p> <p><input checked="" type="checkbox"/> Physical Education – Breath control &amp; posture, skeletal &amp; muscular systems</p> <p><input checked="" type="checkbox"/> World Language – tempo &amp; dynamic markings in Italian</p> <p><input type="checkbox"/> Health –</p> <p><input checked="" type="checkbox"/> Science –</p> <p><input checked="" type="checkbox"/> Social Studies –</p> <p><input checked="" type="checkbox"/> Mathematics –</p> <p><input checked="" type="checkbox"/> Language Arts –</p>	
<p><b>Technology Connection:</b></p> <ul style="list-style-type: none"> <li>• Websites for research</li> <li>• Recordings of various music</li> <li>• Smart board presentations</li> <li>• YouTube</li> </ul>	
<p><b>Resources:</b></p> <p>The Music Connection</p> <p>Assorted CD's</p> <p>Assorted DVD's/VHS</p> <p>Printed Worksheets</p> <p>Music Together</p> <p>Music K-8 Sheet Music Magazine</p> <p>Recorder Karate</p> <p>Kodaly Method of Rhythm by Zoltan Kodaly</p>	

