Curriculum Cover Sheet

Grade: 4th

Subject/Course Title: General Music

Credit: 30 days (40 min classes)

Course Description:

Elementary school general music convenes once every six days, totaling 30 sessions per school year. This course is designed to develop aesthetic awareness and foster social growth and self-esteem. Music concepts that were introduced in Kindergarten through 3rd Grade will be expanded through singing, moving, creating, listening, and playing rhythm instruments. The highlight of fourth grade general music is the xylophone unit, which provides hands-on experience with a keyboard percussion instrument.

Instructional Resources:

Silver Burdett Making Music (2005), CD player, MusicPlay Online, MusicK8, Schoology, Google Slides, YouTube, Chrome Music Lab website, PlayXylo website, various classroom rhythm instruments, boomwhackers, xylophones, 5" bouncy balls, pop tubes, rhythm dice, bingo chips, whiteboards, dry erase markers and erasers, copy paper, colored pencils, and pencils.

National Core Arts Standards	Know	Understand	Do
CREATING			
MU:Cr1.1 : Imagine-Generate musical ideas for various purposes and contexts.	Beat, melodic contour, musical questions, improvisation, rhythmic, melodic, & simple harmonic musical ideas, purpose & context (social & cultural). Musical ideas, movement, multiple tonalites (major and minor), and meters (duple & triple), rhythms & melodies and simple accompaniment patterns.	Creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	Improvise, create and play rhythm patterns, melodies, new verses, sound effects and accompaniments for songs.
MU:Cr2.1 : Plan and Make-Select and develop musical ideas for defined purposes and contexts.	Musical ideas, expressive intent, improvisation, arrangement, composition, connection to purpose, and context. Iconic or standard notation, recording technology.	Musicians' creative choices are influenced by their expertise, context, and expressive intent.	Read and perform iconic or standard notation. Explore various music technology applications and/or websites when appropriate.
MU:Cr3.1 : Evaluate and Refine-Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.	Feedback, interpret & refine musical ideas applying teacher-provided and collaboratively-developed criteria.	Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	Critique their own performances as well as other works using teacher provided criteria.
MU:Cr3.2 : Present- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.	Performance of musical ideas (expressive intent, purpose).	Musicians' presentation of creative work is the culmination of a process of creation and communication.	Perform a varied repertoire of music utilizing the fundamental music concepts of the fourth grade year.
PERFORMING			
MU:Pr4.1 : Select-Select varied musical works based on interest, knowledge, technical skill, and context.	Music selections to perform are influenced by personal interest, knowledge, purpose, context, and technical skill.	Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	Sing, move, and play instruments.
MU:Pr4.2 : Analyze-Analyze the structure and context of varied musical works and their implications for performance.	Music concept (such as high/low,loud/soft, same/different, beat, melodic contour, tonality, meter, rhythm, pitch, form), cultures, structure. Rhythmic patterns & melodic phrases using iconic or standard notation. Context, personal, social, & cultural informs a performance.	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	Analyze performances using music contrast terminology
MU:Pr4.3 : Interpret-Develop personal interpretations that consider creators' intent.	Expressive qualities (such as voice quality, dynamics, tempo, & timbre), expressive intent.	Performers make interpretive decisions based on their understanding of context and expressive intent.	Demonstrate all 4 voices (sing, shout, whisper, speak).

MU:Pr.5.1 : Rehearse, Evaluate and Refine- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.	Feedback, teacher-provided & collaboratively-developed criteria to evaluate ensemble & personal performances. Refine technical accuracy, expressive qualities and address performance challenges.	To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	Evaluate lessons and performances based on teacher feedback.
MU:Pr6.1: Present-Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.	Expression, performance, purpose, technical accuracy, interpretation. Audience etiquette for the context, venue, and genre.	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Perform music from a variety of cultures and languages. As an audience, describe and demonstrate good performance and concert etiquette.

RESPONDING

MU:Re7.1 : Select-Choose music appropriate for specific purpose or context.	Personal interests and experiences, finding musical purpose or context.	Individuals' selection of musical work is influenced by their interests, experiences, understandings, and purposes.	Write about or show with movement how music makes me feel.
MU:Re7.2.: Analyze-Analyze how the structure and context of various musical works inform the response.	Music concepts (such as beat, melodic direction, pitch), purpose, structure, context (personal, social, & cultural use).	Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	List personal interests and demonstrate why they prefer some music selections over others.
MU:Re8.1 : Interpret-Support interpretation of musical works that reflects creators'/performers' expressive intent.	Expressive qualities (such as dynamics, tempo, & timbre), Musical Concepts, interpretations to reflect expressive intent.	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	Describe music using opposites: Fast/Slow, High/Low, Loud/Soft, Same/Different etc. Demonstrate their ability to use all 4 voices.
MU:Re9.1 : Evaluate-Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.	Expressive preferences, evaluation of music, purpose, musical works/performances, established criteria and appropriateness to the context.	The personal evaluation of musical work and performance is informed by analysis, interpretation, and established criteria.	Evaluate music using terms like Fast/Slow, High/Low, Loud/Soft, Same/Different etc.

CONNECTING

MU:Cn10.0 : Synthesize and relate knowledge and personal experiences to make music	Creating, performing, and responding to music.	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	Connect personal interests to performance. Listen to music or sing songs and tell about the places they're from.
MU:Cn11.0 : Relate musical ideas and works to varied context and daily life to deepen understanding.	Relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	Make connections between music and other arts

Dover Area School District Curriculum Pacing Guide K-5 General Music

CYCLE	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1	Rules, Routine, & Procedures	Rules, Routine, & Procedures	Rules, Routine, & Procedures	Rules, Routine, & Procedures	Rules, Routine, & Procedures	Rules, Routine, & Procedures
2	Unit 1: Beat	Unit 1: Beat	Unit 1: Beat	Unit 1: Rhythm	Unit 1: Rhythm	Unit 1: Rhythm
3						
4				Unit 2: Meter	Unit 2: Meter	Unit 2: Meter
5	Unit 2: Singing/Voice	Unit 2: Singing/Voice	Unit 2: Singing/Voice			
6				Unit 3: Notation/Staff	Unit 3: Notation/Staff	Unit 3: Notation/Staff
7	Unit 3: Rhythm	Unit 3: Rhythm	Unit 3: Rhythm			
8						
9				Unit 4: Melody	Unit 4: Melody	Unit 4: Melody
10	Unit 4: Pitch	Unit 4: Pitch	Unit 4: Pitch			
11						
12						
13	Unit 5: Melody	Unit 5: Melody	Unit 5: Melody	Unit 5: Singing Voice	Unit 5: Singing Voice	Unit 5: Singing Voice
14						
15	1st Semester Review	1st Semester Review	1st Semester Review	1st Semester Review	1st Semester Review	1st Semester Review
16	Unit 6: Timbre / Orchestra / Carnival of the Animals	Unit 6: Timbre / Orchestra / Peter and the Wolf	Unit 6: Timbre / Orchestra	Unit 6: Timbre / Orchestra	Unit 6: Timbre / Orchestra	Unit 6: Timbre / Bucket Drumming
17						
18						
19						
20						
21	Unit 7: Meter	Unit 7: Meter	Unit 7: Meter	Unit 7: Musical Styles & Eras / Baroque & Classical	Unit 7: Musical Styles & Eras / Classical & Romantic	Unit 7: Musical Styles & Eras / Jazz
22						
23						
24	Unit 8: Expression	Unit 8: Expression	Unit 8: Expression			
25				Unit 8: Expression	Unit 8: Expression	
26						Unit 8: Elements of Music / Composing
27	Unit 9: Form	Unit 9: Form	Unit 9: Form			
28				Unit 9: Form	Unit 9: Form	
29				2nd Semester Review	2nd Semester Review	2nd Semester Review
30	2nd Semester Review	2nd Semester Review	2nd Semester Review			

4th Grade Music
Unit 1

Subject:	General Music	Grade Level:	4	Duration:	2 classes

Key Learning	Rhythm: Note and rest values

Unit Essential Question:	What is rhythm?

Identified Standards Addressed in the Unit:

MU:Cr1.1.4b, MU:Cr2.1.4b, MU:Pr4.2.4b

2014 Music Standards (PK-8 General Music) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:

N/A

Know (Concepts):	Do (Competencies):
● Note/rest values ● Time Signature	● Read/play simple rhythms

Unit Key vocabulary	beat rhythm steady ta ti ti tika tika notes rest pulse quarter	eighth half whole sixteenth time signature measure bar line double bar line repeat sign

Sample Unit Activating Strategy	Videos, preview vocabulary, Google slides

	Lesson 1	Lesson 2	Lesson 3
Duration	1 Class	1 Class	
Lesson Essential Question	What are quarter notes, quarter rests, eighth notes, half notes, half rests, whole notes, whole rests, and sixteenth notes?	What do we need to know in order to read/play simple rhythms?	
Key Lesson Vocabulary	beat rhythm ta ti ti tika tika notes rest quarter eighth half whole sixteenth time signature measure bar line double bar line repeat sign	beat rhythm ta ti ti tika tika notes rest quarter eighth half whole sixteenth time signature measure bar line double bar line repeat sign	
Assessment	Through various activities in class, students will identify quarter notes, quarter rests, eighth notes, half notes, half rests, whole notes, whole rests, and sixteenth notes?	Through various activities in class, students will be able to read/play simple rhythms using notes and rests we have learned.	

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Are students able to clap and read simple rhythms?

Common Summative Assessment:

Assess the students' ability to define rhythm.
Assess the students' ability to identify quarter notes, quarter rests, eighth notes, half notes, half rests, whole notes, whole rests, and sixteenth notes.
Assess the students' ability to read/play simple rhythms using the notes and rests we have learned.

Unit Success Criteria:

Students will be able to define rhythm.
Students will be able to identify quarter notes, quarter rests, eighth notes, half notes, half rests, whole notes, whole rests, and sixteenth notes.
Students will be able to read/play simple rhythms using the notes and rests we have learned.

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Schoology, Silver Burdett Making Music, Google slides*

Scaffolds and Enrichment

Struggling Learners	Multi-Lingual Learners	Advanced Learners
Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance	*Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher*	*Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher*

4th Grade Music
Unit 2: Meter

Subject:	General Music	Grade Level:	4	Duration:	2 classes

Key Learning	Meter (Time Signature)

Unit Essential Question:	How do composers organize rhythms in their compositions?

Identified Standards Addressed in the Unit:

MU:Cr1.1.4b, MU:Cr2.1.4b, MU:Pr4.2.4b
2014 Music Standards (PK-8 General Music) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:

N/A

Know (Concepts):	Do (Competencies):
● Time Signature ● Conduct	● Compose a 2 and/or 3 measure rhythm in 2/4, 3/4, and 4/4 ● Conduct a 2 and/or 3 measure rhythm in 2/4, 3/4, and 4/4

Unit Key vocabulary	beat rhythm ta ti ti tika tika notes rest quarter eighth half	whole sixteenth time signature 2/4, 3/4, 4/4 measure bar line double bar line repeat sign compose conduct

Sample Unit Activating Strategy	Songs/videos in 2/4, 3/4, and 4/4 times signatures, preview vocabulary, Google slides

	Lesson 1	**Lesson 2**	**Lesson 3**
Duration	1 Class	1 Class	
Lesson Essential Question	How do you compose a 2 and/or 3 measure rhythm in 2/4, 3/4, and 4/4?	How do composers conduct in 2/4, 3/4, and 4/4?	
Key Lesson Vocabulary	beat rhythm ta ti ti tika tika notes rest quarter eighth half whole sixteenth time signature 2/4, 3/4, 4/4 measure bar line double bar line repeat sign compose	beat rhythm ta ti ti tika tika notes rest quarter eighth half whole sixteenth time signature 2/4, 3/4, 4/4 measure bar line double bar line repeat sign conduct	
Assessment	Students will be able to compose a 2 and/or 3 measure rhythm in 2/4, 3/4, and 4/4 time signatures.	Students will be able to conduct their rhythms with the correct conducting patterns (2/4, 3/4, 4/4).	

Authentic, Varied, and Frequent Assessment Types
Common Pre-Assessment (If applicable):
Are students able to count (add up) the beats in a measure of a song?
Common Summative Assessment:
Assess the students' ability to compose a 2 and/or 3 measure rhythm in 2/4, 3/4, and 4/4 time signatures.   *Assess the students' ability to conduct their rhythms with the correct conducting patterns (2/4, 3/4, 4/4).*
Unit Success Criteria:
Students will be able to compose a 2 and/or 3 measure rhythm in 2/4, 3/4, and 4/4 time signatures.   *Students will be able to conduct their rhythms with the correct conducting patterns (2/4, 3/4, 4/4).*

Resources and Materials (EYSD Digital, Print, District-Created Resources)
● *MusicPlay Online, YouTube, various online resources, Schoology, Silver Burdett Making Music, Google slides*

Scaffolds and Enrichment		
Struggling Learners	**Multi-Lingual Learners**	**Advanced Learners**
Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance	*Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher*	*Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher*

4th Grade Music
Unit 3: Notation/Staff

Subject:	General Music	Grade Level:	4	Duration:	3 classes

Key Learning	Music is a string of pitches placed on the staff to tell us which notes to sing or play.

Unit Essential Question:	How can I read and write the pitch of music?

Identified Standards Addressed in the Unit:

MU:Cr1.1.4b, MU:Cr2.1.4b, MU:Pr4.2.4a, MU:Pr4.2.4b, MU:Re7.2.4a

2014 Music Standards (PK-8 General Music) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:

N/A

Know (Concepts):	Do (Competencies):
● Treble clef music staff ● Ledger lines	● Use mnemonic devices to identify the lines and spaces ● Identify and define in a piece of music

Unit Key vocabulary	Treble Clef Music Staff Lines Spaces Ledger Notes

	Sample Unit Activating Strategy	Review lines and spaces on the treble clef music staff.

	Lesson 1	**Lesson 2**	**Lesson 3**
Duration	1 class (ongoing)	1 class (ongoing)	1 class (ongoing)
Lesson Essential Question	How are pitches written on the treble clef music staff?	Do notes use more than the 5 lines and 4 spaces?	What are the letter names of the treble clef line and space notes, including ledger lines?
Key Lesson Vocabulary	treble clef music staff lines spaces	treble clef music staff ledger lines spaces	treble clef music staff lines spaces
Assessment	Through classroom activities and discussions students will demonstrate their understanding of identifying the lines and spaces on the treble clef music staff.	Through classroom activities and discussions students will demonstrate their understanding of ledger lines notes.	Through classroom activities and discussions students will demonstrate their understanding of the lines and spaces on the treble clef music staff, including ledger lines.

Authentic, Varied, and Frequent Assessment Types
Common Pre-Assessment (If applicable):
Use activating strategy to determine if students have an understanding of the lines and spaces of the treble clef music staff.
Common Summative Assessment:
Assess students' ability to identify the lines and spaces on the treble clef music staff. *Assess students' ability to define ledger lines.* *Assess students' ability to label line and space notes on the treble clef music staff, including ledger lines.*
Unit Success Criteria:
Students will be able to identify the lines and spaces on the treble clef music staff. *Students will be able to define ledger lines.* *Students will be able to label line and space notes on the treble clef music staff, including ledger lines.*

Resources and Materials (EYSD Digital, Print, District-Created Resources)		
● *MusicPlay Online, YouTube, various online resources, Schoology, Silver Burdett Making Music, Google slides*		

Scaffolds and Enrichment		
Struggling Learners	**Multi-Lingual Learners**	**Advanced Learners**
Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance	*Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher*	*Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher*

4th Grade Music
Unit 4: Melody

Subject:	General Music	Grade Level:	4	Duration:	4 classes

Key Learning	B, A, and G are notes on the treble clef staff. These notes are a start of learning the do scale. Music is a string of pitches placed on the staff to tell us which notes to sing or play.

Unit Essential Question:	What is melody?

Identified Standards Addressed in the Unit:

MU:Cr2.1.4b, MUCr3.1.4a, MU:Pr4.2.4b, MU:Pr4.3.4a, MU:Pr5.1.4a, MU:Pr6.1.4a, MU:Re7.2.4a, MU:Cn10.0.4a, MU:Cn11.0.4a

2014 Music Standards (PK-8 General Music) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:

N/A

Know (Concepts):	Do (Competencies):
- Treble clef music staff - Basic rhythms (whole note, half note, quarter notes, eighth notes, dotted half note, whole rest, half rest, quarter rest) - Proper rhythm, articulation, and hand position - Basic musical terms and symbols (treble clef, measure, bar line, legato/staccato, fermata)	- Read music on the treble clef staff - Perform music containing these rhythms - Use proper rhythm, articulation, hand position - Listen to songs and recordings

Unit Key vocabulary	Treble clef staff/pitches whole note half note quarter notes eighth notes dotted half note whole rest	half rest quarter rest measure bar line legato/staccato breath marks fermata

Sample Unit Activating Strategy	Watch a video of a mallet percussion ensemble. Discuss teamwork and the importance of listening to one another as they play together.

	Lesson 1	Lesson 2	Lesson 3
Duration	1 class (ongoing)	1 class (ongoing)	1 class (ongoing)
Lesson Essential Question	How do you play B on the xylophone?	How do you play A on the xylophone?	How do you play G on the xylophone?
Key Lesson Vocabulary	Treble Clef Music Staff Lines Spaces Beat Rhythm ta ti ti tika tika notes rest quarter eighth half whole sixteenth	Treble Clef Music Staff Lines Spaces Beat Rhythm ta ti ti tika tika notes rest quarter eighth half whole sixteenth	Treble Clef Music Staff Lines Spaces Beat Rhythm ta ti ti tika tika notes rest quarter eighth half whole sixteenth
Assessment	Students will successfully play a song on B with proper rhythm, articulation and hand position.	Students will successfully play a song on A with proper rhythm, articulation and hand position.	Students will successfully play a song on G with proper rhythm, articulation and hand position.

	Lesson 4	Lesson 5	Lesson 6
Duration	1 class (ongoing)		
Essential Question	What is a scale?		

Key Lesson Vocabulary	Treble Clef Music Staff Lines Spaces Beat Rhythm: ta ti ti tika tika notes rest quarter eighth half whole sixteenth scale			
Assessment	Students will successfully play the Do scale on the xylophone (C, to C') with proper rhythm, articulation and hand position.			

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Playing tests.

Common Summative Assessment:

Assess students' ability to play a song on B with proper rhythm and hand position.
Assess students' ability to play a song on A with proper rhythm and hand position.
Assess students' ability to play a song on G with proper rhythm and hand position.
Assess students' ability to play the Do scale (C, to C') on the xylophone with proper rhythm and hand position.

Unit Success Criteria:

Students will be able to differentiate between B, A, and G when reading music.

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Schoology, Silver Burdett Making Music, Google slides*

Scaffolds and Enrichment		
Struggling Learners	**Multi-Lingual Learners**	**Advanced Learners**
Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance	*Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher*	*Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher*

Grade 4 Music
Unit 5: Singing Voice

Subject:	General Music	Grade Level:	4	Duration:	2 classes

Key Learning	Singing Voice

Unit Essential Question:	What techniques can we use to develop and improve our singing voices?

Identified Standards Addressed in the Unit:

MU:Cr1.1.4b, MU: Pr4.1.4a, MU:Pr4.2.4a, MU:Pr4.2.4b, MU:Re7.1.4a, MU:Cn10.0.4a

2014 Music Standards (PK-8 General Music) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:

N/A

Know (Concepts):	Do (Competencies):
● Basic singing techniques ● Two part singing	● Maintain pitch and sing expressively ● Sing a simple two part song

Unit Key vocabulary	singing technique pitch voice solfege two part song

Sample Unit Activating Strategy	Discuss why athletes warm up their bodies before playing sports. Do musicians have warm up activities?

	Lesson 1	**Lesson 2**	**Lesson 3**
Duration	1 class (ongoing)	1 class (ongoing)	
Lesson Essential Question	Why is it important to warm up our voices before we sing?	What is part singing?	
Key Lesson Vocabulary	singing technique pitch voice solfege	singing technique pitch voice part singing	
Assessment	Students are able to warm up their voices before singing in order to improve flexibility, control, and overall vocal health.	Students are able to define and demonstrate a two part song.	

Authentic, Varied, and Frequent Assessment Types
Common Pre-Assessment (If applicable):
Use activating strategy to determine if students have an understanding of matching pitch.
Common Summative Assessment:
Assess students' ability to warm up their voices with proper technique. *Assess students' ability to define and demonstrate a two part song.*
Unit Success Criteria:
Students will be able to warm up their voices with proper technique. *Students will be able to define and demonstrate a two part song.*

Resources and Materials (EYSD Digital, Print, District-Created Resources)
● *MusicPlay Online, YouTube, various online resources, Schoology, Silver Burdett Making Music, Google slides*

Scaffolds and Enrichment		
Struggling Learners	**Multi-Lingual Learners**	**Advanced Learners**
Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance	*Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher*	*Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher*

4th Grade Music
Unit 6: Timbre / Orchestra Families

Subject:	General Music	Grade Level:	4	Duration:	5 classes

Key Learning	Timbre is the unique quality of the sound that a musical instrument makes. Like instruments are grouped into families.

Unit Essential Question:	What is timbre?

Identified Standards Addressed in the Unit:

MU:Cr1.1.4a, MU:Pr4.2.4a, MU:Pr4.2.4c, MU:Re7.1.4a, MU:Re7.2.4a, MU:Re8.1.4a, MU:Re9.1.4a, MU:Cn10.0.4a

2014 Music Standards (PK-8 General Music) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:

N/A

Know (Concepts):	Do (Competencies):
● Instruments are grouped into families with similar characteristics. ● Classroom instruments. ● Instruments that are considered keyboard instruments: piano, harpsichord, organ.	● Identify families of instruments (strings, woodwinds, brass and percussion) and individual instruments by sight and sound. ● Identify classroom instruments by sight and sound. ● Identify keyboard instruments by sight and sound.

Unit Key vocabulary	timbre orchestra string family woodwind family brass family percussion family

Sample Unit Activating Strategy	Orchestra pre-test

	Lesson 1	**Lesson 2**	**Lesson 3**
Duration	1 class (ongoing)	1 class (ongoing)	1 class (ongoing)
Lesson Essential Question	How are instruments grouped into families in the orchestra?	What are the characteristics of string instruments in the orchestra?	What are the characteristics of woodwind instruments in the orchestra?
Key Lesson Vocabulary	timbre orchestra string woodwind brass percussion	timbre orchestra string family	timbre orchestra woodwind family
Assessment	Students are able to group like instruments into families.	Students are able to identify the characteristics of string instruments in the orchestra.	Students are able to identify the characteristics of woodwind instruments in the orchestra.

	Lesson 4	**Lesson 5**	**Lesson 6**
Duration	1 class (ongoing)	1 class (ongoing)	
Essential Question	What are the characteristics of brass instruments in the orchestra?	What are the characteristics of percussion instruments in the orchestra?	
Key Lesson Vocabulary	timbre orchestra brass family	timbre orchestra percussion family	
Assessment	Students are able to identify the characteristics of brass instruments in the orchestra.	Students are able to identify the characteristics of percussion instruments in the orchestra.	

Authentic, Varied, and Frequent Assessment Types
Common Pre-Assessment (If applicable):
Use an activating strategy to determine if students have an understanding of orchestra families.
Common Summative Assessment:
Assess students' ability to group like instruments into families. *Assess students' ability to identify the characteristics of string instruments in the orchestra.* *Assess students' ability to identify the characteristics of woodwind instruments in the orchestra.* *Assess students' ability to identify the characteristics of brass instruments in the orchestra.* *Assess students' ability to identify the characteristics of percussion instruments in the orchestra.*
Unit Success Criteria:
Students will be able to show an understanding of timbre by recognizing various instruments of the orchestra by sight and sound.

Resources and Materials (EYSD Digital, Print, District-Created Resources)
● *MusicPlay Online, YouTube, various online resources, Schoology, Silver Burdett Making Music, Google slides*

Scaffolds and Enrichment		
Struggling Learners	**Multi-Lingual Learners**	**Advanced Learners**
Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance	*Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher*	*Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher*

4th Grade Music
Unit 7: Musical Styles & Eras / Late Classical & Romantic Time Periods

Subject:	General Music	**Grade Level:**	4	**Duration:**	4 classes

Key Learning	Classical music emphasizes clarity, balance, order and structured forms while Romantic music allows composers to express their deep feelings through powerful and imaginative melodies.

Unit Essential Question:	How does understanding different music time periods help us appreciate the different ways composers expressed themselves through music?

Identified Standards Addressed in the Unit:

MU:Re7.2.4a, MU:Re8.1.4a, MU:Cn11.0.4a

2014 Music Standards (PK-8 General Music) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:

N/A

Know (Concepts):	Do (Competencies):
● Classical Music Time Period	● Identify characteristics of Classical music: clarity, balance, order, structure ● Identify popular Classical instruments: piano, violin, organ ● Identify influential Classical composers: Ludwig van Beethoven
● Romantic Music Time Period	● Identify characteristics of Romantic music: expression, feelings, powerful and imaginative melodies ● Identify popular Romantic instruments: ● Identify influential Romantic composers: Pytor Tchaikovsky

Unit Key vocabulary	Classical time period harpsichord violin organ piano orchestra opera conductor reserved rational	pendulum Ludwig van Beethoven Romantic time period piano ballet orchestra conductor baton expression Pytor Tchaikovsky

Sample Unit Activating Strategy	How is music from the 1700s different from music today?

	Lesson 1	**Lesson 2**	**Lesson 3**
Duration	1 class (ongoing)	1 class (ongoing)	1 class (ongoing)
Lesson Essential Question	What distinguishing characteristics define the Late Classical period?	Who was an influential composer of the Late Classical period?	What distinguishing characteristics define the Romantic period?
Key Lesson Vocabulary	Classical time period harpsichord violin organ piano orchestra opera conductor reserved rational pendulum Ludwig van Beethoven	Classical time period harpsichord violin organ piano orchestra opera conductor reserved rational pendulum Ludwig van Beethoven	Romantic time period piano ballet orchestra conductor baton expression Pytor Tchaikovsky
Assessment	Students are able to discuss and define the characteristics of the Late Classical period of music.	Students are able to discuss the influential composers of the Late Classical period of music.	Students are able to discuss and define the characteristics of the Romantic period of music.

	Lesson 4		Lesson 5		Lesson 6
Duration	1 class (ongoing)				
Essential Question	Who was an influential composer of the Romantic period?				
Key Lesson Vocabulary	Romantic time period piano ballet orchestra conductor baton expression Pytor Tchaikovsky				
Assessment	Students are able to discuss the influential composers of the Romantic period of music.				

Authentic, Varied, and Frequent Assessment Types
Common Pre-Assessment (If applicable):
Use an activating strategy to determine if students have an understanding of music time periods.
Common Summative Assessment:
Assess students' ability to discuss and define the characteristics of the Late Classical period of music. *Assess students' ability to discuss the influential composers of the Late Classical period of music.* *Assess students' ability to discuss and define the characteristics of the Romantic period of music.* *Assess students' ability to discuss the influential composers of the Romantic period of music.*
Unit Success Criteria:
Students will be able to name characteristics and popular instruments as well as influential composers during the Late Classical and Romantic music time periods.

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Schoology, Silver Burdett Making Music, Google slides*

Scaffolds and Enrichment		
Struggling Learners	**Multi-Lingual Learners**	**Advanced Learners**
Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance	*Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher*	*Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher*

Grade 4 Music
Unit 8: Expression

Subject:	General Music	Grade Level:	4	Duration:	3 classes

Key Learning	Expression

Unit Essential Question:	How do we use expression in music?

Identified Standards Addressed in the Unit:

MU:Cr3.2.4a, MU:Pr4.1.4a, MU:Pr4.2.4a, MU:Pr4.3.4a, MU:Pr6.1.4a, MU:Re7.2.4a, MU:Re8.1.4a, MU:Re9.1.4a, MU:Cn10.0.4a, MU:Cn11.0.4a

2014 Music Standards (PK-8 General Music) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:

N/A

Know (Concepts):	Do (Competencies):
● Dynamics is a way to show expression in music. ● Tempo is a way to show expression in music. ● Articulation is a way to show expression in music.	● Identify and demonstrate pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, crescendo and decrescendo aurally and with movement. ● Identify and demonstrate largo, adagio, andante, moderato, allegro, presto, accelerando and ritardando aurally and with movement. ● Identify and demonstrate accent, smooth (legato), separated (staccato), slur, and tie articulation aurally and with movement.

Unit Key vocabulary	Expression
	loud/soft
	pianissimo
	piano
	mezzo piano
	mezzo forte
	forte
	fortissimo
	crescendo
	decrescendo
	tempo
	fast/slow
	largo,
	adagio,
	andante,
	moderato
	allegro
	presto
	accelerando
	ritardando
	smooth/separated (legato/staccato)
	accent
	slur
	tie

Sample Unit Activating Strategy	In music, what is another word for loud? Soft? What other dynamics do you know?
	In music, what is another word for fast? Slow? What other tempos do you know?
	In music, what is a word that means to slow down? Speed up?
	In music, what is another word for smooth? Separated?
	Play an accented note on the piano. Then play a staccato note on the piano. What symbols would we use to show articulation?

	Lesson 1	**Lesson 2**	**Lesson 3**
Duration	1 class (ongoing)	1 class (ongoing)	1 class (ongoing)
Lesson Essential Question	How do we use dynamics to show expression?	How do we use tempo to show expression?	How do we use articulation to show expression?
Key Lesson Vocabulary	dynamics loud/soft pianissimo piano mezzo piano mezzo forte forte fortissimo crescendo decrescendo	tempo fast slow largo adagio andante moderato allegro presto accelerando ritardando	phrase accent smooth (legato) separated (staccato) slur tie
Assessment	Students are able to define, identify and demonstrate pianissimo, piano, mezzo piano, mezzo forte, and forte, fortissimo, crescendo and decrescendo.	Students are able to define, identify and demonstrate largo, adagio, andante, moderato, allegro, presto, accelerando, and ritardando.	Students are able to define, identify and demonstrate accent, smooth (legato), separated (staccato), slur, and tie.

Authentic, Varied, and Frequent Assessment Types
Common Pre-Assessment (If applicable):
Use an activating strategy to determine if students have an understanding of dynamics. *Use an activating strategy to determine if students have an understanding of tempos.* *Use an activating strategy to determine if students have an understanding of smooth and separated.*
Common Summative Assessment:
Assess students' ability to define, identify and demonstrate pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, crescendo and decrescendo. *Assess students' ability to define, identify and demonstrate largo, adagio, andante, moderato, allegro, presto, accelerando, and ritardando.* *Assess students' ability to define, identify and demonstrate accent, smooth (legato), separated (staccato), slur and tie.*

Unit Success Criteria:
Students will be able to define, identify and demonstrate various dynamics, tempos, and articulation to show expression in music.

Resources and Materials (EYSD Digital, Print, District-Created Resources)
● MusicPlay Online, YouTube, various online resources, Schoology, Silver Burdett Making Music, Google slides

Scaffolds and Enrichment		
Struggling Learners	Multi-Lingual Learners	Advanced Learners
Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance	Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher	Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher

4th Grade Music
Unit 9: Form

Subject:	General Music	Grade Level:	4	Duration:	3 classes

Key Learning	Form

Unit Essential Question:	What is form in music?

Identified Standards Addressed in the Unit:

MU:Cr1.1.4a, MU:Cr1.1.4b, MU:Pr4.2.4a, MU:Pr9.1.4a, MU:Cn11.0.4a

[2014 Music Standards (PK-8 General Music)](#) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:

N/A

Know (Concepts):	Do (Competencies):
● Form is how we organize music.	● Listen to and analyze simple musical pieces. ● Identify and label same and different sections in music. ● Create and perform a Rondo composition.

Unit Key vocabulary	Form Same/different Intro AB Rondo

	Sample Unit Activating Strategy	What is a map? Form is like a map in music.

	Lesson 1	**Lesson 2**	**Lesson 3**
Duration	1 class (ongoing)	1 class (ongoing)	1 class (ongoing)
Lesson Essential Question	How do you identify same and different sections in music?	How do you label different sections in music?	How do you create a Rondo composition?
Key Lesson Vocabulary	Form Same/different Intro AB	Form Same/different Intro AB	Form Same/different Intro AB Rondo
Assessment	Students are able to recognize same and different sections within a simple musical piece.	Students are able to label different sections in music.	Students will create a simple musical composition using rondo form.

Authentic, Varied, and Frequent Assessment Types
Common Pre-Assessment (If applicable):
Use an activating strategy to determine if students have an understanding of form.
Common Summative Assessment:
Assess students' ability to recognize same and different sections within a simple musical piece. *Assess students' ability to label different sections in music.* *Assess students' ability to create a simple musical composition using Rondo form.*
Unit Success Criteria:
Students will be able to successfully create and perform a simple musical composition using Rondo form.

Resources and Materials (EYSD Digital, Print, District-Created Resources)
● *MusicPlay Online, YouTube, various online resources, Schoology, Silver Burdett Making Music, Google slides*

Scaffolds and Enrichment		
Struggling Learners	**Multi-Lingual Learners**	**Advanced Learners**
Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance	*Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher*	*Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher*