

MUSIC – Grade 4

Standard 1: Visual and Performing Arts

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.

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.

Standard 1.3 (Performing)

All students will synthesis skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

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.

The standards in this document reflect and are aligned to the 2014 NJ Student Learning Standards for Visual and Performing Arts.

Stage 1 – Desired Results	
NJSLS: 1.1, 1.3, 1.4	Unit #1/Big Idea: Fourth Grade Theory An understanding of the elements and principles of music is essential to the creative process.
Enduring Understanding(s): Students will understand that... <ul style="list-style-type: none"> Though the artist’s imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product. 	Essential Questions: <ul style="list-style-type: none"> What does a musician need to do in order to achieve a finished product?
Students will know... <ul style="list-style-type: none"> Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill. 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. Complex scores may include compound meters and the grand staff. Decoding simple contextual clues requires evaluation mechanisms such as rubrics, to sort fact from opinion. 	Students will be able to... <ul style="list-style-type: none"> 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. 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. 1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
Interdisciplinary Connections: <ul style="list-style-type: none"> NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 	Integration of 21st Century Themes and Skills: <ul style="list-style-type: none"> CRP2. Apply appropriate academic and technical skills. CRP6. Demonstrate creativity and innovation. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts

<ul style="list-style-type: none"> ● NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ● NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. ● NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 	<p>of decisions.</p> <ul style="list-style-type: none"> ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP11. Use technology to enhance productivity.
Stage 2 – Assessment Evidence	
<p>Suggested Benchmark Assessment:</p> <ul style="list-style-type: none"> ● Using visual and/or aural cues, students will choose the appropriate element being given (i.e. after showing melody or chord cards, students identify which element is being shown/played). 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● Listen to a song and identify the musical elements. In small groups, students make-up a dance showing the various elements being used. Afterwards, students dance when their element is heard in the song.
Stage 3 – Learning Plan	
<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Discuss essential questions as an introduction to the class. ● Review word wall. ● Students in groups or pairs will use pre-made flash cards to review elements of music. 	<ul style="list-style-type: none"> ● After students develop a rubric, class will use ActiVote to assess the elements of a song or piece.

Modifications	
Special Education:	English Language Learners (ELLs):

<ul style="list-style-type: none"> ● Develop target vocabulary ● Scaffold comprehension ● Use videos, illustrations, pictures, and drawings to explain or clarify. ● Teach key aspects of a topic. Eliminating nonessential information. ● Allow performances to demonstrate student’s learning ● Provide opportunities for practice 	<ul style="list-style-type: none"> ● Model Thinking Aloud ● Encourage Partner Talk ● Repeat and Clarify ● Provide a Sequence ● Allow Varied Responses ● Target vocabulary ● Scaffold comprehension ● Scaffold content-literacy reading ● Use videos, illustrations, pictures, and drawings to explain or clarify. ● Allow performances to demonstrate student’s learning
<p>Students at Risk of School Failure:</p> <ul style="list-style-type: none"> ● Utilize TIME Mentor Program ● Build a relationship ● Allow flexible due dates ● Employ strategies from Classroom Instruction that Works ● Create the Opportunity to Learn strategies ● Build lessons around student interests 	<p>Gifted Students:</p> <ul style="list-style-type: none"> ● Use flexible grouping ● Give individual performance ● Differentiate performance assignments ● Offer student choice ● Use multiple intelligence options ● Focus on Habits of Mind ● Focus on Webb’s Depth of Knowledge - Emphasis on Level 4
<p>Core Instructional Materials:</p> <ul style="list-style-type: none"> ● Quaver Music ● Newsela.com for leveled texts ● You Tube (music samples) ● Technology/Equipment: ACTIV Board, LCD projector, Sound system, CDs, DVDs, videos, internet, iPod 	

Stage 1 – Desired Results	
NJSLS: 1.2, 1.4	Unit #2/Big Idea: Fourth Grade Aesthetic/Cultural Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.
<p>Enduring Understanding(s): Students will understand that...</p> <ul style="list-style-type: none"> ● The critical process of observing, describing, analyzing, interpreting and evaluating leads to informed judgments regarding the relative merits of artworks. ● The arts serve multiple functions: enlightenment, education, and entertainment. ● The artistic process can lead to unforeseen or unpredictable outcomes. ● Breaking accepted norms often gives rise to new forms of artistic expression. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Is there a difference between criticism and critique? ● How does creating and performing in the arts differ from viewing the arts?
<p>Students will know...</p> <ul style="list-style-type: none"> ● Art and culture reflect and affect each other. ● Characteristic approaches to content, form, style, and design define art genres. ● Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre. ● Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes). ● Formalism in dance, music, theatre, and visual art varies according to personal, cultural and historical contexts. (<i>e.g., definition of formalism</i>). ● Criteria for determining aesthetic merit of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ● 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 ● 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.

<p>judgments about the arts.</p> <ul style="list-style-type: none"> ● 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. ● Artists and audiences can and do disagree about the relative merits of artwork. 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?) 	<ul style="list-style-type: none"> ● 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). ● 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.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.
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. ● NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ● NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. ● NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 	<p>Integration of 21st Century Themes and Skills:</p> <ul style="list-style-type: none"> ● CRP2. Apply appropriate academic and technical skills. ● CRP6. Demonstrate creativity and innovation. ● CRP4. Communicate clearly and effectively and with reason. ● CRP5. Consider the environmental, social and economic impacts of decisions. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP11. Use technology to enhance productivity.

Stage 2 – Assessment Evidence

Required Benchmark Assessment(s):

- View two different versions of the same piece of music, then compare/contrast the elements and express opinions/feelings (ex. Waltz of the Flowers by Fantasia and a ballet performance, Cinderella by Disney and Prokofiev ballet).

Other Evidence:

- Make a list of likes and dislikes of a song of the students' choice.
- Discuss how background music gives clues as to how the story is going to change throughout the piece.

Stage 3 – Learning Plan

Suggested Learning Activities:

- Discuss essential questions as an introduction to the class.
- Sing and discuss cultural songs as they apply to personal or historical events (ex. Spirituals, Take Me Out To The Ball Game, Bridal Chorus).

- Discuss how music has impacted our society through commercials and cartoons (ex. Can Can- Shoprite, Ode to Joy – Manwich)
- Follow a listening map to Mussorgsky's *Pictures at an Exhibition*.

Modifications

Special Education:

- Develop target vocabulary
- Scaffold comprehension
- Use videos, illustrations, pictures, and drawings to explain or clarify.
- Teach key aspects of a topic. Eliminating nonessential information.
- Allow performances to demonstrate student's learning
- Provide opportunities for practice

English Language Learners (ELLs):

- Model Thinking Aloud
- Encourage Partner Talk
- Repeat and Clarify
- Provide a Sequence
- Allow Varied Responses
- Target vocabulary
- Scaffold comprehension
- Scaffold content-literacy reading

	<ul style="list-style-type: none"> ● Use videos, illustrations, pictures, and drawings to explain or clarify. ● Allow performances to demonstrate student's learning
<p>Students at Risk of School Failure:</p> <ul style="list-style-type: none"> ● Utilize TIME Mentor Program ● Build a relationship ● Allow flexible due dates ● Employ strategies from Classroom Instruction that Works ● Create the Opportunity to Learn strategies ● Build lessons around student interests 	<p>Gifted Students:</p> <ul style="list-style-type: none"> ● Use flexible grouping ● Give individual performance ● Differentiate performance assignments ● Offer student choice ● Use multiple intelligence options ● Focus on Habits of Mind ● Focus on Webb's Depth of Knowledge - Emphasis on Level 4
<p>Core Instructional Materials:</p> <ul style="list-style-type: none"> ● Quaver Music ● Newsela.com for leveled texts ● You Tube (music samples) ● Technology/Equipment: ACTIV Board, LCD projector, Sound system, CDs, DVDs, videos, internet, iPod 	

Stage 1 – Desired Results	
NJSLS: 1.1, 1.2, 1.3, 1.4	Unit #3/Big Idea: Theatre

	The components of the various elements of theatre foster artistic appreciation, comprehension, significance, and value to the art form.
<p>Enduring Understanding(s): Students will understand that...</p> <ul style="list-style-type: none"> ● The critical process of observing, describing, analyzing, interpreting and evaluating leads to informed judgments regarding the relative merits of artworks. ● Active participation in theatre leads to an understanding of the imaginative and creative process. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How does creating and performing in the arts differ from viewing the arts? ● To what extent does critique or criticism affect the evaluative process of a performance? ● What is the difference between criticism and critique?
<p>Students will know...</p> <ul style="list-style-type: none"> ● The well-made play uses a specific, identifiable narrative structure (e.g., inciting incident, climax, dénouement, etc.). ● The actor’s physicality and vocal techniques have a direct relationship to character development. ● Time, place, mood, and theme are enhanced through use of the technical theatrical elements ● Sensory recall is a technique actors commonly employ to heighten the believability of a character. (<i>i.e., An actor’s technique using sense memory to inform actors choices that make the character more believable</i>). ● Art and culture reflect and affect each other. ● Characteristic approaches to content, form, style, and design define art genres. ● Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre. ● A play’s effectiveness is enhanced by the theatre artists’ knowledge of technical theatrical elements and understanding of the elements of theatre. ● Performers use active listening skills in scripted and improvised 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ● 1.1.5.C.1 Evaluate the characteristics of a well-made play in a variety of scripts and performances. ● 1.1.5.C.2 Interpret the relationships between the actor’s physical and vocal choices and an audience’s perception of character development by identifying examples of vocal variety, stage business, concentration, and focus. ● 1.1.5.C.3 Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created. ● 1.1.5.C.4 Explain the function of sensory recall and apply it to character development. ● 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. ● 1.3.5.C.1 Create original plays using script-writing formats that include stage directions and technical theatrical elements,

performances to create believable, multidimensional characters. Actors create a sense of truth and believability by applying performance techniques that are appropriate to the circumstances of a scripted or improvised performance.

- Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).
- Formalism in dance, music, **theatre**, and visual art varies according to personal, cultural and historical contexts.
- Criteria for determining aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making valued judgments about the arts.
- Identifying criteria for evaluating performances results in deeper understanding of art and art-making.
- Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.
- 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.
- Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.
- Artists and audiences can and do disagree about the relative merits of artwork. 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?)

demonstrating comprehension of the elements of theatre and story construction.

- 1.3.5.C.2 Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances.
- 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.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).
- 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.
- 1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
- 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.
- 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.

<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. ● NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ● NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. ● NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 	<p>Integration of 21st Century Themes and Skills:</p> <ul style="list-style-type: none"> ● CRP2. Apply appropriate academic and technical skills. ● CRP6. Demonstrate creativity and innovation. ● CRP4. Communicate clearly and effectively and with reason. ● CRP5. Consider the environmental, social and economic impacts of decisions. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP11. Use technology to enhance productivity.
Stage 2 – Assessment Evidence	
<p>Required Benchmark Assessment(s):</p> <ul style="list-style-type: none"> ● View a musical either live or using technology (i.e. Theatre Performance via district website). Have students critique the various theatrical elements. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● Compare and contrast differences in musical and theatre styles (i.e. how does the music in a STEP show differ from that which you hear on the radio/iPod).
Stage 3 – Learning Plan	
<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Review the essential questions ● Introduce key vocabulary. ● Explore how your own past experience influences your response and perception of the various elements of theatre. ● Use short kid's plays to introduce elements of script writing. ● Write a script. 	<ul style="list-style-type: none"> ● Model/discuss the relationship between actor and audience (actor's physical and vocal choices and an audience's perception). ● Introduce examples of theatrical designs. Teach/discuss the elements of design used in each. ● Review the elements of theatre. ● Model/discuss sensory recall in relation to character development.

<ul style="list-style-type: none"> ● Explore the following skills: improvisation work, character building, using sense memory, stage movement, blocking, gestures, and stage business. ● Discuss how culture impacts theatre. ● Share a variety of dramatic pieces including improvisation. Point out how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning. 	<ul style="list-style-type: none"> ● Have students bring in a critique of a theatre production from a newspaper or online. Discuss strengths and weaknesses. ● Discuss the earliest form of theatre and how theatre has evolved over centuries. Discuss the impact theatre has had on different cultures and societies.
--	---

Modifications	
<p>Special Education:</p> <ul style="list-style-type: none"> ● Develop target vocabulary ● Scaffold comprehension ● Use videos, illustrations, pictures, and drawings to explain or clarify. ● Teach key aspects of a topic. Eliminating nonessential information. ● Allow performances to demonstrate student's learning ● Provide opportunities for practice 	<p>English Language Learners (ELLs):</p> <ul style="list-style-type: none"> ● Model Thinking Aloud ● Encourage Partner Talk ● Repeat and Clarify ● Provide a Sequence ● Allow Varied Responses ● Target vocabulary ● Scaffold comprehension ● Scaffold content-literacy reading ● Use videos, illustrations, pictures, and drawings to explain or clarify. ● Allow performances to demonstrate student's learning
<p>Students at Risk of School Failure:</p> <ul style="list-style-type: none"> ● Utilize TIME Mentor Program ● Build a relationship ● Allow flexible due dates 	<p>Gifted Students:</p> <ul style="list-style-type: none"> ● Use flexible grouping ● Give individual performance ● Differentiate performance assignments

- Employ strategies from Classroom Instruction that Works
- Create the Opportunity to Learn strategies
- Build lessons around student interests

- Offer student choice
- Use multiple intelligence options
- Focus on Habits of Mind
- Focus on Webb's Depth of Knowledge - Emphasis on Level 4

Core Instructional Materials:

- Quaver Music
- Newsela.com for leveled texts
- You Tube (music samples)
- Technology/Equipment: ACTIV Board, LCD projector, Sound system, CDs, DVDs, videos, internet, iPod