

BENWAY SCHOOL

Music Curriculum

Grade 4



Benway School

Unit 1

Content Area: Music

Unit Title: *Creative Process*

Grade Level: 4

Unit Overview: In this unit, the students will identify and perform syncopation, read and sing a hexatonic scale, and identify a musical example as major or minor.

Recommended Pacing: 6-8 weeks (September-October)

Student Learning Objectives	NJSLS
Identify and perform steady beat and off-beat in duple (2/4, 3/4, 4/4) and compound (6/8) meter.	1.1.5.B.1, 1.1.5.B.2
Read and perform: syncopated rhythms, dotted eighth-note/sixteenth note rhythms.	1.1.5.B.1,1.1.5.B.2
Identify vocal ranges: Soprano, Alto, Tenor, Bass.	1.1.5.B.1, 1.1.5.B.2
Compare and contrast instrumentation from diverse cultures.	1.1.5.B.1,1.1.5.B.2
Identify and perform sudden changes (subito); allegro, moderato, adagio, accelerando, ritardando, presto, andante	1.1.5.B.1, 1.1.5.B.2
Identify introduction, interlude, coda, D.C. al fine (ABA); first and second endings.	1.1.5.B.1, 1.1.5.B.2
Identify, read, and sing: melodic patterns using “Sol,-La,-Do-Re-Mi-Fa-So-La-Do’ including upward/downward melodic intervals by skip, step and leap.	1.1.5.B.1,1.1.5.B.2
Identify/read the home tone as Do and as La; tonic note of scale; monophonic, homophonic, and polyphonic textures; and identify the I, IV, and V7 chords.	1.1.5.B.1, 1.1.5.B.2
Identify accents, pizzicato, slurs, phrasing.	1.1.5.B.1, 1.1.5.B.2
New Jersey Student Learning Standards	Progress Indicator
Identify the <u>elements of music</u> in response to aural prompts and printed music notational systems.	1.1.5.B.1
Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.	1.1.5.B.2
New Jersey Student Learning Standards Technology	Indicator
<i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	
Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.	8.1.5.A.1
Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.	8.1.5.A.2
Compare and discuss how technologies have influenced history in the past century.	8.2.5.B.6
Research how design modifications have led to new products.	8.2.5.C.3
Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.	8.2.5.D.4
New Jersey Student Learning Standards	Indicator

21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	
Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.	9.1.4.A.1
Identify ways to earn and save.	9.1.4.B.5
Describe how valuable items might be damaged or lost and ways to protect them.	9.1.4.G.1
Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.	9.2.4.A.1
Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	9.2.4.A.4
Career Ready Practices	Indicator
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Attend to personal health and financial well-being.	CRP3
Communicate clearly and effectively and with reason.	CRP4
Consider the environmental, social and economic impacts of decisions.	CRP5
Demonstrate creativity and innovation.	CRP6
Employ valid and reliable research strategies.	CRP7
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Model integrity, ethical leadership and effective management.	CRP9
Plan education and career paths aligned to personal goals.	CRP10
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
Key Vocabulary Words	
Accelerando, accents, adagio, allegro, alto, andante, bass, beat, coda, culture, D.C. al fine, home tone, interlude, introduction, melody, meter, moderato, phrasing, pizzicato, presto, ritardando, slurs, soprano, tenor	
Evidence of Learning	
Benchmark Assessment:	
<ul style="list-style-type: none"> ● <i>Task 1 (SLO 4-1): Identify and perform steady beat and off-beat in duple (2/4, 3/4, 4/4) and compound (6/8) meter. Students will demonstrate an understanding rhythmic notation in common meters through reading, listening and performing in these meters.</i> <ol style="list-style-type: none"> 1. Select a nursery rhyme for each student group. Be sure that the rhyme you choose is easily felt in duple and triple meter. (Edit rhymes to limit to one or two sentences long). 2. Hand out written assigned rhymes to each group. 3. Organize students into groups of 4 to 5 students each in an open area of the classroom. 4. Make copies of the rubric provided below, one for every student in your class. 5. Be prepared for several repetitions of this activity in order to assess every student in your class. <ul style="list-style-type: none"> ○ <i>“We’ve been identifying the strong and weak beats in all of the songs and rhymes we’ve been singing, listening, and moving to over the past [several] lessons. Today I’d like to</i> 	

see if you are able to perform a rhyme in duple meter and then perform the same rhyme in triple meter. Please practice with your group to find the strong beats in 2 and 3. Feel free to underline the strong words on the worksheet to help your group."

**Read and share the rubric with the students prior to beginning.*

- *Task 2 (SLO 4-7): Identify, read, and sing: melodic patterns using "Sol,-La,-Do-Re-Mi-Fa-So-La-Do" including upward/downward melodic intervals by skip, step and leap. Students will demonstrate an understanding of melodic patterns in the hexatonic scale by skip, step, and leap through singing, playing, listening and moving.*
 1. Create 10 melodic patterns (6 quarter notes) in the G major hexatonic scale on the worksheet provided. Teacher may sing examples or perform examples on instrument.
 2. Seat students on the floor or in chairs.
 3. Provide every student one copy of the worksheet provided.
 4. Make copies of the rubric provided below, one for every student in your class.
 - **Use the worksheet in Appendix A "We've been learning how to read and sing musical patterns of the G-hexatonic scale on the treble clef staff over the past several lessons. Today I'd like to see if you are able to listen to a musical pattern and correctly identify it notated on the treble clef staff. I will sing a musical pattern using the note- (or solfege-) names we have been using in class. Please circle the staff containing the musical pattern you hear, either "a" or "b". Let's try the example at the top of your papers together. Listen to this melodic pattern. If the pattern you hear is written on staff A, please circle letter A; if the pattern you hear is written on staff B, please circle letter B. I will sing each pattern three times. Teacher sings melodic pattern "B" from the example pausing before repeating two more times. "You should have circled letter B, because the notation on staff B matches the pitches I sang. Let's begin. Here is number one. Please listen carefully and circle the best answer for question number one. I will sing each example 3 times."*

- *Task 3 (SLO 4-8): Identify/read the home tone as Do and as La; tonic note of scale; monophonic, homophonic, and polyphonic textures; and identify the I, IV, and V7 chords. Students will demonstrate an understanding of major (Do), minor (La) with tonic and dominant notes through singing, playing, and listening.*
 1. Either recall a song from children's repertoire or play a recorded example of music that is in either major or minor. (5 total).
 2. Make copies of the rubric provided below, one for every student in your class.
 3. Designate a space in the room for "major" and a separate space for "minor".
 - *"We've been singing, listening and performing songs in major and minor in music class over the past [several] lessons. Today I'd like to see if you can identify major and minor in different musical examples."*

Today we're going to play a game called "Forced Choice". For each musical example provided, you must decide if it is major or minor. If you think it's a major song, you must move to one side of the room (teacher designated); if you think it's minor, you must move to another part of the room (teacher designated).

**See attached Rubrics: [Unit 1 Scoring Guide](#)*

Additional Suggested Assessments:

- Classroom discussion
- Individual conferencing
- Participation in general classroom assignments
- Teacher observations

Learning Activities:

- Whole class and small group discussions
- Identify duple or triple meter
- Reading and singing in pentatonic with sol,-la,-do-re-mi-so-la
- Identify home tone as well as the contrast between unison and chordal harmony.

Instructional Materials:

- Smartboard
- Recorded musical excerpt

Teacher Resources:

- Nursery Rhymes

Modifications & Accommodations:

**Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

Gifted and Talented

(content, process, product, and learning environment)

Extension Activities:

- Conduct research and provide presentation of cultural topics
- Design surveys to generate and analyze data to be used in discussion.
Debate topics of interest/cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts
- Exploration of art and/or artists to understand society and history
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Anchor activities
- Use of higher-level questioning techniques

English Language Learners

Modifications:

- Modified assignments
- Native language translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

<ul style="list-style-type: none"> ● Provide assessments at a higher-level of thinking 	
<p style="text-align: center;"><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignments ● Encourage student to proofread assignments and tests ● Provide regular parent/school communication ● Teachers will check/sign student agenda daily ● Student requires use of other assistive technology device <p>Homework and Assignments:</p> <ul style="list-style-type: none"> ● Extended time to complete assignments ● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. ● Provide the student with clearly stated (written) expectations and grading criteria for assignments. 	<p style="text-align: center;"><u>Students at Risk of School Failure</u></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide a copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignments ● Encourage student to proofread assignments and tests ● Provide regular parent/school communication ● Teachers will check/sign student agenda daily ● Student requires use of other assistive technology device <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> ● Extended time to complete assignments ● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. ● Provide the student with clearly stated (written) expectations and grading criteria for assignments. ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication <p>Modifications for Assessments:</p>

- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Gradually remove finger from text tracking
- Reading aloud to continue developing phrasing and fluency
- Skip difficult words in continuous texts to retain comprehension of main idea
- Access to a variety of literary genres, such as fiction, nonfiction with appropriate font size, pictures (meaning)
- Access to high interest texts at appropriate independent reading levels
- Begin using marking the text strategy to locate information in text
- Continue to develop written stories supported by teacher prompts (based on student need and interest)
- Continue to develop written stories based on information from texts

Modifications for Assessments:

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations/modifications for assessments

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Benway School

Unit 2

Content Area: Music

Unit Title: *Performing*

Grade Level: 4

Unit Overview: In this unit, the students will participate in various performances.

Recommended Pacing: 6-8 weeks (October-December)

Student Learning Objectives	NJSLS
On pitched barred instruments or recorder, play two-part pieces in duple and triple meter, notated in treble clef, using note values from 16 th -note to whole note/rest, including dotted rhythms; and pitches in diatonic scales; and dynamic changes.	1.3.5.B.1 and 1.3.5.B.4
Read and sing melodies using note values from 16 th -note to whole note/rest, including dotted rhythms; and pitches in diatonic scales; and dynamic and tempo changes.	1.3.5.B.2 and 1.3.5.B.4
Sing rounds/canons, partner songs, and two-part songs, using correct posture, vocal placement, and breathing technique.	1.3.5.B.2 and 1.3.5.B.4
Improvise a vocal melody in call-and-response form to a given instrumental prompt; compose, notate, and perform an 8-bar melody for barred instrument or recorder, using a variety of note values and pentatonic pitches, over an ostinato.	1.3.5.B.3
New Jersey Student Learning Standards	Progress Indicator
Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.	1.3.5.B.1
Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.	1.3.5.B.2
Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.	1.3.5.B.3
Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.	1.3.5.B.4
New Jersey Student Learning Standards Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.	8.1.5.A.1
Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.	8.1.5.A.2
Compare and discuss how technologies have influenced history in the past century.	8.2.5.B.6
Research how design modifications have led to new products.	8.2.5.C.3
Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.	8.2.5.D.4
New Jersey Student Learning Standards 21st Century Life and Career Skills	Indicator

<i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	
Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.	9.1.4.A.1
Identify ways to earn and save.	9.1.4.B.5
Describe how valuable items might be damaged or lost and ways to protect them.	9.1.4.G.1
Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.	9.2.4.A.1
Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	9.2.4.A.4
Career Ready Practices	Indicator
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Attend to personal health and financial well-being.	CRP3
Communicate clearly and effectively and with reason.	CRP4
Consider the environmental, social and economic impacts of decisions.	CRP5
Demonstrate creativity and innovation.	CRP6
Employ valid and reliable research strategies.	CRP7
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Model integrity, ethical leadership and effective management.	CRP9
Plan education and career paths aligned to personal goals.	CRP10
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
Key Vocabulary Words	
Elements of music, grand staff, harmony, meters, notation system, scores, vocal placement, vocal production	
Evidence of Learning	
<p>Benchmark Assessment:</p> <ul style="list-style-type: none"> ● Teacher observation of posture, breathing, mouth shape, and enunciation. ● <u>PARCC Rubrics</u> <p>Additional Suggested Assessments:</p> <ul style="list-style-type: none"> ● Classroom discussion ● Individual conferencing ● Participation in general classroom assignments ● Teacher observations <p>Learning Activities:</p> <ul style="list-style-type: none"> ● Whole class and small group discussions <p>Instructional Materials:</p> <ul style="list-style-type: none"> ● Smartboard <p>Teacher Resources:</p> <ul style="list-style-type: none"> ● <u>The Complete Choral Warm-Up Book</u> by Russell Robinson and Jay Althouse 	
Modifications & Accommodations:	

**Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

<p style="text-align: center;"><u>Gifted and Talented</u> <i>(content, process, product, and learning environment)</i></p> <p>Extension Activities:</p> <ul style="list-style-type: none"> ● Conduct research and provide presentation of cultural topics ● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance. ● Authentic listening and reading sources that provide data and support for speaking and writing prompts ● Exploration of art and/or artists to understand society and history ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication ● Anchor activities ● Use of higher-level questioning techniques ● Provide assessments at a higher-level of thinking 	<p style="text-align: center;"><u>English Language Learners</u></p> <p>Modifications:</p> <ul style="list-style-type: none"> ● Modified assignments ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary) ● Extended time for assignment completion as needed ● Highlight key vocabulary ● Use graphic organizers
<p style="text-align: center;"><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting 	<p style="text-align: center;"><u>Students at Risk of School Failure</u></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide a copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignments

- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Homework and Assignments:

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Gradually remove finger from text tracking
- Reading aloud to continue developing phrasing and fluency
- Skip difficult words in continuous texts to retain comprehension of main idea
- Access to a variety of literary genres, such as fiction, nonfiction with appropriate font size, pictures (meaning)
- Access to high interest texts at appropriate independent reading levels
- Begin using marking the text strategy to locate information in text
- Continue to develop written stories supported by teacher prompts (based on student need and interest)
- Continue to develop written stories based on information from texts

Modifications for Assessments:

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed

- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments:

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication

Modifications for Assessments:

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations/modifications for assessments

<ul style="list-style-type: none">● Restate, reread, and clarify directions/questions● Distribute study guide for classroom tests● Establish procedures for accommodations/modifications for assessments	
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Benway School

Unit 3

Content Area: Music

Unit Title: *Performance*

Grade Level: 4

Unit Overview: In this unit, the students will perform unison songs, rounds, partner songs, and descants, alone and with others, using proper vocal placement and breathing techniques in the range of A4 – D5 (making allowances for emerging cambiata voices). Additionally, they will improvise vocal melodies, and compose and score melodies in F major and G major.

Recommended Pacing: 6-8 weeks (December-February)

Student Learning Objectives	NJSLS
Perform unison songs, rounds, partner songs, and descants, alone and with others, using proper vocal placement and breathing techniques in the range of A4 – D5 (making allowances for emerging cambiata voices). Demonstrate proper posture and breathing techniques to produce a uniform vocal tone quality and respond to expressive cues from a conductor.	1.3.5.B.2
Improvise a vocal melody on a diatonic scale over a given harmonic progression using I-V7, and ending on the home tone using either solfege or a neutral syllable ("loo").	1.3.5.B.3
Improvise a melody on a diatonic scale over a given harmonic progression using I-V7, ending on the home tone played on barred instruments or recorder.	1.3.5.B.3
Compose and score two 4-bar melodies in F major and G major, using note values as small as the 8th note in 3/4 and/or 4/4 time, and resolving to the home tone, using traditional instruments and/or computer programs.	1.3.5.B.3
New Jersey Student Learning Standards	Progress Indicator
Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.	1.3.5.B.2
Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.	1.3.5.B.3
New Jersey Student Learning Standards Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.	8.1.5.A.1
Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.	8.1.5.A.2
Compare and discuss how technologies have influenced history in the past century.	8.2.5.B.6
Research how design modifications have led to new products.	8.2.5.C.3
Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.	8.2.5.D.4
New Jersey Student Learning Standards 21st Century Life and Career Skills	Indicator

<i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	
Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.	9.1.4.A.1
Identify ways to earn and save.	9.1.4.B.5
Describe how valuable items might be damaged or lost and ways to protect them.	9.1.4.G.1
Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.	9.2.4.A.1
Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	9.2.4.A.4
Career Ready Practices	Indicator
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Attend to personal health and financial well-being.	CRP3
Communicate clearly and effectively and with reason.	CRP4
Consider the environmental, social and economic impacts of decisions.	CRP5
Demonstrate creativity and innovation.	CRP6
Employ valid and reliable research strategies.	CRP7
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Model integrity, ethical leadership and effective management.	CRP9
Plan education and career paths aligned to personal goals.	CRP10
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
Key Vocabulary Words	
Barred instruments, conductor, descants, diatonic scale, harmony, home tone, melody, posture, rounds, unison, vocal tone	
Evidence of Learning	
Benchmark Assessment:	
<ul style="list-style-type: none"> ● <i>Task 1, (SLO 4-1):</i> Perform unison songs, rounds, partner songs, and descants, alone and with others, using proper vocal placement and breathing techniques in the range of A4 – D5 (making allowances for emerging cambiata voices). <ol style="list-style-type: none"> 1. Choose four rounds, partner songs or descants to use for assessing students’ mastery of the vocal techniques you are teaching in this period of instruction. <ul style="list-style-type: none"> ● All of the songs should include pitches from A4-D5. 2. Use each of these songs during your period of instruction prior to the assessment process. 3. You might find it useful to have students themselves identify and explain proper posture, head voice, matching pitch and other vocal production techniques. 4. Divide students into groups small enough for individual observation and assign each group one of the songs they have learned 5. Display the rubric provided below and explain how it works. <ul style="list-style-type: none"> ○ <i>“Today you will have an opportunity to sing with some of your classmates and demonstrate your mastery of vocal placement and breathing technique. You will remember what each of these means from what we have been practicing as we</i> 	

learned to sing rounds, canons, descants and partner songs. Remember also the importance of correct posture when you are singing."

- *Task 2, (SLOs 4-2 & 4-3):* **4-2:** Improvise a vocal melody on a diatonic scale over a given harmonic progression using I-V7, and ending on the home tone using either solfege or a neutral syllable ("loo"). **4-3:** Improvise a melody on a diatonic scale over a given harmonic progression using I-V7, ending on the home tone played on barred instruments or recorder.
 1. To prepare for the culminating assessment activity you will teach students each part of the final task separately: first the I-V7 harmonic progression, and then a 4-bar melody using either a diatonic scale and harmonizing with the I-V7 progression. You may consider limiting this part of the assessment to a C major progression and scale for the melody.
 2. For assessment, divide the class into two groups. There are two activities for the groups to perform:
 3. One half of the class will perform the harmonic progression using barred instruments or voices. The teacher may support the voices with a keyboard. The other half, student by student, will perform their melodies over this progression. Then the groups will switch roles.
 4. Display the rubric provided below and explain how it works.
 - *"We have been learning to compose a melody using the diatonic scale. Today, all of you will have the opportunity to perform your melody, either vocally or instrumentally. Remember that your melody must end on the home tone. First, I will divide the class into two groups. One group will perform the I-V7 harmonic progression while each member of the other group performs his or her melody. Then the groups will switch roles."*
- *Task 3, (SLOs 4-4):* Compose and score two 4-bar melodies in F major and G major, using note values as small as the 8th note in 3/4 and/or 4/4 time, and resolving to the home tone, using traditional instruments and/or computer programs.
 1. Be sure students have experience during this period of instruction with using a variety of note values in 3/4 and 4/4 time and both the F major and G major scale pitches.
 - They will need to identify the notes of the two major scales on the five-line staff.
 - They will need practice using appropriate musical notation on music staff paper.
 - They will need practice constructing accurate 3-count and 4-count bars using a variety of note values.
 2. Have students write their melodies on staff paper and turn in the composition to be evaluated.
 3. Be sure that the two major scales are either displayed on a board or appear on the bottom of each piece of music staff paper you will hand out for this task.
 4. Display the rubric provided below and explain how it works.
 - *"We've been learning about how to use the F major and G major scales to create 4-bar melodies in 3/4 and 4/4 time. Today you will each have the opportunity to compose and score your own 4-bar melodies in each of these major keys and time signatures. I will give each of you a piece of music staff paper and a pencil to use to notate your composition. Note that the pitches of the F major and G major scales*

are displayed [on your staff paper/on the board]. Write your name on the staff paper when you finish. I will collect all of your compositions.”

*See attached Rubrics: Unit 3 Scoring Guide

Additional Suggested Assessments:

- Classroom discussion
- Individual conferencing
- Participation in general classroom assignments
- Teacher observations

Learning Activities:

- Whole class and small group discussions
- Use proper vocal placement, posture and breathing techniques to produce a uniform vocal tone quality in the range of A4-D5
- Improvise a vocal or instrumental melody on a diatonic scale over a given harmonic progression that uses I-V7, ending on the home tone
- Compose and score two four-bar melodies, one in F major and one in G major, using 3/4 and 4/4 time and note values as small as the 8th note, resolving to the home tone.

Instructional Materials:

- Smartboard

Teacher Resources:

- The Complete Choral Warm-Up Book by Russell Robinson and Jay Althouse

Modifications & Accommodations:

**Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

Gifted and Talented

(content, process, product, and learning environment)

Extension Activities:

- Conduct research and provide presentation of cultural topics
- Design surveys to generate and analyze data to be used in discussion.
Debate topics of interest/cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts
- Exploration of art and/or artists to understand society and history
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Anchor activities
- Use of higher-level questioning techniques

English Language Learners

Modifications:

- Modified assignments
- Native language translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

<ul style="list-style-type: none"> ● Provide assessments at a higher-level of thinking 	
<p style="text-align: center;"><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignments ● Encourage student to proofread assignments and tests ● Provide regular parent/school communication ● Teachers will check/sign student agenda daily ● Student requires use of other assistive technology device <p>Homework and Assignments:</p> <ul style="list-style-type: none"> ● Extended time to complete assignments ● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. ● Provide the student with clearly stated (written) expectations and grading criteria for assignments. 	<p style="text-align: center;"><u>Students at Risk of School Failure</u></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide a copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignments ● Encourage student to proofread assignments and tests ● Provide regular parent/school communication ● Teachers will check/sign student agenda daily ● Student requires use of other assistive technology device <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> ● Extended time to complete assignments ● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. ● Provide the student with clearly stated (written) expectations and grading criteria for assignments. ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication <p>Modifications for Assessments:</p>

- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Gradually remove finger from text tracking
- Reading aloud to continue developing phrasing and fluency
- Skip difficult words in continuous texts to retain comprehension of main idea
- Access to a variety of literary genres, such as fiction, nonfiction with appropriate font size, pictures (meaning)
- Access to high interest texts at appropriate independent reading levels
- Begin using marking the text strategy to locate information in text
- Continue to develop written stories supported by teacher prompts (based on student need and interest)
- Continue to develop written stories based on information from texts

Modifications for Assessments:

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations/modifications for assessments

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Benway School**Unit 4****Content Area:** Music**Unit Title:** *Aesthetic Responses and Critique Methodologies***Grade Level:** 4**Unit Overview:** In this unit, students will compare and contrast music across different historical periods and genres. Additionally, they will explain their personal reactions to musical works.**Recommended Pacing:** 6-8 weeks (February-April)

Student Learning Objectives	NJSLS
Teacher chooses three disparate genres of music (e.g., baroque, be-bop, traditional Japanese); students use a graphic organizer to describe the melodic, rhythmic, texture, timbral, and other characteristics of each genre.	1.4.5.A.1
Compare and contrast two pieces each in two different forms (four pieces total; e.g., two pieces in rondo form, two pieces in verse/refrain form); pieces should be from different historical periods and in different genres.	1.4.5.A.2
Document the personal and historical contexts of a genre of music in two diverse time periods. Describe these influences, referencing the composer's personal, social and political influences in written, graphic, multi-media, or other formats.	1.4.5.A.3
Assess the musical elements used in three different recordings of the same song (e.g., Santa Claus Is Coming To Town, recorded by Bruce Springsteen, Burl Ives, and Smokey Robinson). Develop a rubric to compare the arrangements in orchestration, tempo, key, etc.	1.4.5.B.1 & 1.4.5.B.3
Devise criteria for evaluating performances and compositions of self and others (e.g., rubrics, checklists, holistic scoring charts).	1.4.5.B.2
Explain personal reactions to musical works based on developed criteria.	1.4.5.B.5
New Jersey Student Learning Standards	Progress Indicator
Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.	1.4.5.A.1
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).	1.4.5.A.3
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.1
Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.	1.4.5.B.2
Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.	1.4.5.B.3

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.	1.4.5.B.5
New Jersey Student Learning Standards Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.	8.1.5.A.1
Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.	8.1.5.A.2
Compare and discuss how technologies have influenced history in the past century.	8.2.5.B.6
Research how design modifications have led to new products.	8.2.5.C.3
Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.	8.2.5.D.4
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.	9.1.4.A.1
Identify ways to earn and save.	9.1.4.B.5
Describe how valuable items might be damaged or lost and ways to protect them.	9.1.4.G.1
Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.	9.2.4.A.1
Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	9.2.4.A.4
Career Ready Practices	Indicator
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Attend to personal health and financial well-being.	CRP3
Communicate clearly and effectively and with reason.	CRP4
Consider the environmental, social and economic impacts of decisions.	CRP5
Demonstrate creativity and innovation.	CRP6
Employ valid and reliable research strategies.	CRP7
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Model integrity, ethical leadership and effective management.	CRP9
Plan education and career paths aligned to personal goals.	CRP10
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
Key Vocabulary Words	
Composer, key melody, orchestration, rhythm, tempo, texture, timbre	

Evidence of Learning

Benchmark Assessment:

- *Task 1 (SLO 4-1 & 4-2):* **4-1:** Teacher chooses three disparate genres of music (e.g., baroque, be-bop, traditional Japanese); students use a graphic organizer to describe the melodic, rhythmic, texture, timbral, and other characteristics of each genre. **4-2:** Compare and contrast two pieces each in two different forms (four pieces total; e.g., two pieces in rondo form, two pieces in verse/refrain form); pieces should be from different historical periods and in different genres.
 1. Create two sets of recordings of at least 10 different musical pieces. Include in this group three disparate genres of music, such as baroque, be-bop, traditional Japanese music. Be sure that multiple musical forms are represented in your selections (verse/refrain, sonata, rondo), as well as different musical genres and historical periods. You will use both of these sets during your instruction. Then, for the assessment, you will create a set of 10 from the 20 selections you have taught.
 2. Remind students of the vocabulary used to describe musical genres—melody, rhythm, texture, timbre, etc.—and musical forms—call and response, rondo, AB, ABA, etc.
 3. Be sure that students have multiple different experiences listening and classifying musical selections by style and form during this period of instruction.
 4. On the day of the assessment, give students the same organizing tool to use as they listen as the one you have used during instruction. They will use the vocabulary list of style and genres to classify the style and genre of each selection they hear. [A sample tool is provided below; adapt to your own needs.]
 5. Display the tool you have provided and explain how it works.

Assessment Task: *“Today I will be playing a set of 10 selections that I have chosen from all of the listening we have been evaluating during this period of instruction. Using the tool I have given you, you will classify the form and genre of each selection you hear. I will award 1 point for each correct classification, for a total possible score of 20 points.”*

- *Task 2 (SLO 4-4 & 4-5):* **4-4:** Assess the musical elements used in three different recordings of the same song (e.g., *Santa Claus Is Coming To Town*, recorded by Bruce Springsteen, Burl Ives, and Smokey Robinson). Develop a rubric to compare the arrangements in orchestration, tempo, key, etc. **4-5:** Devise criteria for evaluating performances and compositions of self and others (e.g., rubrics, checklists, holistic scoring charts).
 1. During this period of instruction, students should have multiple opportunities to hear different performances of the same piece.
 2. You will need to provide students with the vocabulary to categorize the musical elements that make these different performances sound dissimilar.
 3. Give students some practice in devising their own rubrics or evaluation criteria for the performances they are listening to.
 4. For the assessment, select three performances of the same song. These should be performances students have not yet heard and analyzed.
 5. Use a single student-devised instrument to facilitate students’ assessment of the musical elements that make each performance sound different.
 6. During the entire period of instruction, use the same kind of evaluation tool that you will use for the assessment. One such tool is given below as a suggested method for administering

and scoring this task. Note that you will have to facilitate a discussion with students to define the meaning of each of the rubric levels for EACH element that is being evaluated.

- **Assessment Task:** *“Today you will hear three performances of the same song. Using the form you have created, you will compare each performance based on such musical elements as orchestration, tempo, key, etc.”*

**See attached rubrics: [Unit 4 Scoring Guide](#)*

Additional Suggested Assessments:

- Classroom discussion
- Individual conferencing
- Participation in general classroom assignments
- Teacher observations

Learning Activities:

- Whole class and small group discussions
- Categorize musical styles
- Identify musical forms
- Assess differences in the use of musical elements in contrasting recordings of the same musical selection
- Use graphic organizers and create and use rubrics

Instructional Materials:

- Smartboard
- Music from a variety of genres & composers

Teacher Resources:

- <https://www.common sense media.org/music-lists>
- <http://pbskids.org/games/music/>
- <https://childrensmusic.org/>

Modifications & Accommodations:

**Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

Gifted and Talented

(content, process, product, and learning environment)

Extension Activities:

- Conduct research and provide presentation of cultural topics
- Design surveys to generate and analyze data to be used in discussion.
Debate topics of interest/cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts
- Exploration of art and/or artists to understand society and history

English Language Learners

Modifications:

- Modified assignments
- Native language translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

<ul style="list-style-type: none"> ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication ● Anchor activities ● Use of higher-level questioning techniques ● Provide assessments at a higher-level of thinking 	
<p style="text-align: center;"><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignments ● Encourage student to proofread assignments and tests ● Provide regular parent/school communication ● Teachers will check/sign student agenda daily ● Student requires use of other assistive technology device <p>Homework and Assignments:</p> <ul style="list-style-type: none"> ● Extended time to complete assignments ● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. 	<p style="text-align: center;"><u>Students at Risk of School Failure</u></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide a copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignments ● Encourage student to proofread assignments and tests ● Provide regular parent/school communication ● Teachers will check/sign student agenda daily ● Student requires use of other assistive technology device <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> ● Extended time to complete assignments ● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. ● Provide the student with clearly stated (written) expectations and grading criteria for assignments.

- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Gradually remove finger from text tracking
- Reading aloud to continue developing phrasing and fluency
- Skip difficult words in continuous texts to retain comprehension of main idea
- Access to a variety of literary genres, such as fiction, nonfiction with appropriate font size, pictures (meaning)
- Access to high interest texts at appropriate independent reading levels
- Begin using marking the text strategy to locate information in text
- Continue to develop written stories supported by teacher prompts (based on student need and interest)
- Continue to develop written stories based on information from texts

Modifications for Assessments:

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations/modifications for assessments

- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication

Modifications for Assessments:

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations/modifications for assessments

Benway School

Unit 5

Content Area: Music

Unit Title: *History of the Arts and Culture*

Grade Level: 4

Unit Overview: In this unit, the students will connect historical and social events to music of a particular time period. Additionally, they will compare and contrast the use of instruments and research musicians throughout musical genres.

Recommended Pacing: 6-8 weeks (April-June)

Student Learning Objectives	NJSLS
Identify musical works that have relevance to a particular historical social movement (e.g., <i>We Shall Overcome</i> and its importance to the civil rights movement).	1.2.5.A.1
Analyze how different instruments are used in various musical styles and cultures (e.g., the use of the violin in classical, bluegrass, and jazz styles).	1.2.5.A.2
Create a timeline of important musicians in a variety of musical styles; include biographical information, representative works, and important historical events occurring in the lives of the musicians.	1.2.5.A.3
New Jersey Student Learning Standards	Progress Indicator
Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.	1.2.5.A.1
Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.	1.2.5.A.2
Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.	1.2.5.A.3
New Jersey Student Learning Standards Technology (Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)	Indicator
Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.	8.1.5.A.1
Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.	8.1.5.A.2
Compare and discuss how technologies have influenced history in the past century.	8.2.5.B.6
Research how design modifications have led to new products.	8.2.5.C.3
Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.	8.2.5.D.4
New Jersey Student Learning Standards 21st Century Life and Career Skills (Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)	Indicator
Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.	9.1.4.A.1

Identify ways to earn and save.	9.1.4.B.5
Describe how valuable items might be damaged or lost and ways to protect them.	9.1.4.G.1
Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.	9.2.4.A.1
Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	9.2.4.A.4
Career Ready Practices	Indicator
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Attend to personal health and financial well-being.	CRP3
Communicate clearly and effectively and with reason.	CRP4
Consider the environmental, social and economic impacts of decisions.	CRP5
Demonstrate creativity and innovation.	CRP6
Employ valid and reliable research strategies.	CRP7
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Model integrity, ethical leadership and effective management.	CRP9
Plan education and career paths aligned to personal goals.	CRP10
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
Key Vocabulary Words	
Artist, content, culture, design, form, genre, history, style	
Evidence of Learning	
<p>Benchmark Assessment:</p> <ul style="list-style-type: none"> ● <i>Task 1 (SLO 4-1):</i> Identify musical works that have relevance to a particular historical social movement (e.g., <i>We Shall Overcome</i> and its importance to the civil rights movement). <ul style="list-style-type: none"> ○ During this period of instruction, introduce your students to a variety of musical works that have relevance to particular historical social movements. ○ Have students work in small groups to research the connections between the words and rhythms of one musical work and the specific details of the time in which it appeared. ○ Have each group present the chosen work, explaining how the music and words connect to and express something important about a historical era and/or a social movement. ○ For the Task 1 Group Presentations: <i>Using the template I have provided, you will work with the other members of your group to complete all parts of the group presentation. Notice that your first step must be to assign specific roles and responsibilities to each group member. You will work, beginning today, to research your particular social movement and the musical work that is relevant to it. You will have two more class periods to complete research and get it ready for the final presentation. During the class presentations, everyone will be using a “Music in Social Movements” form to record what they hear and learn from your presentation. I will evaluate your group’s presentation using the rubric posted with the assignment.</i> ○ For the Audience: <i>As you listen to each group’s presentation, you will record both what you hear the presenters say about the social movement and relevant music they have researched and your own reaction to what they say. There is a form for you to use</i> 	

to record your responses and reactions; it is not graded or scored, but it must be turned in.

- Template: Appendix A
- **Task 2 (SLOs 4-2 & 4-3):** Analyze how different instruments are used in various musical styles and cultures (e.g., the use of the violin in classical, bluegrass, and jazz styles). **4-3:** Create a timeline of important musicians in a variety of musical styles; include biographical information, representative works, and important historical events occurring in the lives of the musicians.
 - During this period of instruction, give students the opportunity to listen to a variety of musical styles that feature common instruments—the violin, the trumpet, drums.
 - Divide your class into four or five working groups. Assign each group [or allow each group to choose from a list] a particular instrument that is used in multiple different musical styles. Each group should prepare a timeline of important musicians who play that instrument, including biographical information, representative works, and connections to important historical events during the lives of the featured musicians.
 - Have each group present their musical timeline to the class, with aural excerpts and examples, as well as biographical, social and historical context.
 - **For the Task 2 Group Presentations:** *Using the template I have provided, you will work with the other members of your group to complete all parts of the group presentation. Notice that your first step must be to assign specific roles and responsibilities to each group member. You will work, beginning today, to research your particular musical style and the musical works that best illustrate its characteristics. You will have two more class periods to complete research and get it ready for the final presentation. During the class presentations, everyone will be using a “Musical Styles” form to record what they hear and learn from your presentation. I will evaluate your group’s presentation using the rubric posted with the assignment.*
 - **For the Audience:** *As you listen to each group’s presentation, you will record both what you hear the presenters say about the musical style and relevant music they have researched and your own reaction to what they say. There is a form for you to use to record your responses and reactions; it is not graded or scored, but it must be turned in.*
 - Template: Appendix B

Scoring Guide: Unit 5

Additional Suggested Assessments:

- Classroom discussion
- Individual conferencing
- Participation in general classroom assignments
- Teacher observations

Learning Activities:

- Whole class and small group discussions
- Connect historical and social events to music of a particular period
- Compare and contrast the use of instruments in different musical styles
- Do research on musicians in various musical genres and report findings using an annotated timeline

Instructional Materials:

<ul style="list-style-type: none"> ● Smartboard ● Recorded music 	
Teacher Resources: <ul style="list-style-type: none"> ● https://www.common sense media.org/music-lists ● http://pbskids.org/games/music/ ● https://childrensmusic.org/ 	
Modifications & Accommodations: <i>*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit</i>	
<p style="text-align: center;"><u>Gifted and Talented</u> <i>(content, process, product, and learning environment)</i></p> <p>Extension Activities:</p> <ul style="list-style-type: none"> ● Conduct research and provide presentation of cultural topics ● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance. ● Authentic listening and reading sources that provide data and support for speaking and writing prompts ● Exploration of art and/or artists to understand society and history ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication ● Anchor activities ● Use of higher-level questioning techniques ● Provide assessments at a higher-level of thinking 	<p style="text-align: center;"><u>English Language Learners</u></p> <p>Modifications:</p> <ul style="list-style-type: none"> ● Modified assignments ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary) ● Extended time for assignment completion as needed ● Highlight key vocabulary ● Use graphic organizers
<p style="text-align: center;"><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide copy of class notes ● Preferential seating to be mutually determined by the student and teacher 	<p style="text-align: center;"><u>Students at Risk of School Failure</u></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide a copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments

- Student may request to use a computer to complete assignments
- Establish expectations for correct spelling on assignments
- Extra textbooks for home
- Student may request books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Homework and Assignments:

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Gradually remove finger from text tracking
- Reading aloud to continue developing phrasing and fluency
- Skip difficult words in continuous texts to retain comprehension of main idea
- Access to a variety of literary genres, such as fiction, nonfiction with appropriate font size, pictures (meaning)
- Access to high interest texts at appropriate independent reading levels
- Begin using marking the text strategy to locate information in text

- Extra textbooks for home
- Student may request books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments:

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication

Modifications for Assessments:

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations/modifications for assessments

- Continue to develop written stories supported by teacher prompts (based on student need and interest)
- Continue to develop written stories based on information from texts

Modifications for Assessments:

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations/modifications for assessments