Grade: 4 Subject: Music

The purpose of Music in the Fourth Grade is to: Provide students accessible, sequential, and robust music instruction in school. Students in our school district deserve the right to a music education and music making which will provide them with a robust and active music life. According to the *Declaration on Equity in Music for City Students* written by The Symposium on Music in Schools at Yale University, an **active music life** means "creating, performing, and responding to music in a variety of settings. It is characterized by: Accessible, sequential, and robust music instruction in schools; Outside-of-school opportunities that provide services that schools do not provide; and informal music-making (at home, at places of worship, with family and friends, etc.)"

Though an active music life requires all three contexts, it is our responsibility as professionally certified music educators to ensure that students of the Seymour Public Schools have access to a sequential and robust music education at the primary level. We recognize that "access" does not simply refer to the existence of music opportunities at school; it means an ongoing commitment to strengthen and expand our existing music programs so that they become more robust and inclusionary.

Primary level general music offers every student the opportunity to participate in the artistic process of creating, performing, responding, and connecting to music. Through singing, movement, playing instruments and the use of technology students will acquire musical knowledge and skill, as well as an artistic outlet of expression, a method of interpersonal communication, and the ability to live a more robust active music life. Units will be spiraled in subsequent years to allow students to follow a logical sequence and explore music at a deeper level of understanding.   Units are run concurrently throughout the school year. By not segmenting units to specific time frames students receive an authentic musical experience; one piece of music literature will often be used to touch upon multiple if not all units in a particular grade level.

Unit 1 – Rhythm and Meter

Unit 2 – Building Scales and Melodies

Unit 3 – Expression

Unit 4 - Harmony

Unit 5 - Composing with Form

Unit 6 - Discovering Major Works

UNIT 1- Rhythm and Meter

Subject: Grade: Time Frame: (# of weeks, etc)	**Music - Grade 4 - On Going - September - June**
CCSS Overarching Standards	● **Creating** 　○ Imagine 　○ Plan and Make 　○ Evaluate and Refine ● **Performing** 　○ Select 　○ Analyze 　○ Rehearse, Evaluate, and Refine 　○ Present ● **Responding** 　○ Analyze ● **Connecting** 　○ Synthesize and relate knowledge and personal experiences to make music. 　○ Relate musical ideas and works with varied context to deepen understanding.
Enduring Understanding	● The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. 1.1.4 ● Musicians' creative choices are influenced by their expertise, context, and expressive intent. 2.1.4 ● Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. 3.1.4 ● Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. 4.1.4 ● Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. 4.2.4 ● To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. 5.1.4 ● Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response. 6.1.4 ● Response to music is informed by analyzing context (social, cultural, and historial) and how creators and performers manipulate the elements of music. 7.2.4 ● Musicians connect their personal interest, experiences, ideas, and knowledge to creating, performing, and responding. 10.0.4 ● Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. 11.0.4

Essential Questions	- How do musicians generate creative ideas? 1.1.4 - How do musicians make creative decisions? 2.1.4 - How do musicians improve the quality of their creative work? 3.1.4 - How do performers select repertoire? 4.1.4 - How does understanding the structure and context of musical works inform performance? 4.2.4 - How do musicians improve the quality of their performance? 5.1.4 - When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? 6.1.4 - How does understanding the structure and context of music inform a response? 7.2.4 - How do musicians make meaningful connections to creating, performing, and responding? 10.0.4 - How do the other arts, other disciplines, context, and daily life inform creating, performing, and responding to music? 11.0.4
Priority Standards	MU:Cr1.1.4 a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural). b. Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters. MU:Cr2.1.4 a. Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context. b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas. MU:Cr3.1.4 a. Evaluate, refine, and document revisions to personal music ideas, applying teacher- provided and collaboratively-developed criteria and feedback. MU:Pr4.1.4 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill. MU:Pr4.2.4

	a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.
	b. When analyzing selected music, read and perform using iconic and/or standard notation. MU:Pr5.1.4
	a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.
	b. Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.
	MU:Pr6.1.4
	a. Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.
	b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.
	MU:Re7.2.4 Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).
	MU:Cn10.0.4 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
	MU:Cn11.0.4 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Performance Expectations **(Student outcomes: what will students will know/understand and be able to do)**	- Respond to, create with notation, and perform specific rhythm patterns. - Create with notation, perform, and respond to subdivisions of the beat in duple and triple meters - Improvise rhythms in various meters, including 6/8 - Create, notate, and perform a rhythmic piece in a specified meter - Aurally decode rhythm patterns

Strategies (examples)	Materials/Resources (examples)	Assessments (examples)
● Draw upward and downward arrows to show parts of each beat ● Model a method of counting, or syllables, while performing rhythms ● Model conducting patterns for various meters ● Demonstrate movement to practice subdivision of the beat ● Create visual aids to model various subdivisions of the beat	● Classroom instruments ● Music Games ● Dances or created movements to show concept taught ● Songs related to concepts taught ● Staff notation materials ● Live/pre-recorded performances and identify the related concept ● Technology ● Quaver Music ● Vocabulary Wall ● Conversational Solfege - Level 2 - John M. Feierabend	Summative Assessments ● Rhythm Assessment ● Rubrics Formative Assessments ● Music Journal ● Exit Ticket ● Self Assessment

UNIT 2- Building Scales and Melodies

Subject: Grade: Time Frame: (# of weeks, etc)	**Music - Grade 4 - On Going - September - June**
CCSS Overarching Standards	● **Creating** ○ Imagine ○ Plan and Make ○ Evaluate and Refine ○ Present ● **Performing** ○ Select ○ Analyze ○ Rehearse, Evaluate, and Refine ○ Present ● **Responding** ○ Analyze ○ Evaluate ● **Connecting** ○ Synthesize and relate knowledge and personal experiences to make music. ○ Relate musical ideas and works with varied context to deepen understanding.
Enduring Understanding	● The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. 1.1.4 ● Musicians' creative choices are influenced by their expertise, context, and expressive intent. 2.1.4 ● Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. 3.1.4 ● Musician's presentation of creative work is the culmination of a process of creation and communication. 3.2.4 ● Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. 4.1.4 ● Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. 4.2.4 ● To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. 5.1.4 ● Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response. 6.1.4 ● Response to music is informed by analyzing context (social, cultural, and historial) and how creators and performers manipulate the elements of music. 7.2.4 ● The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. 9.1.4

	● Musicians connect their personal interest, experiences, ideas, and knowledge to creating, performing, and responding. 10.0.4 ● Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. 11.0.4
Essential Questions	● How do musicians generate creative ideas? 1.1.4 ● How do musicians make creative decisions? 2.1.4 ● How do musicians improve the quality of their creative work? 3.1.4 ● When is creative work ready to share? 3.2.4 ● How do performers select repertoire? 4.1.4 ● How does understanding the structure and context of musical works inform performance? 4.2.4 ● How do musicians improve the quality of their performance? 5.1.4 ● When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? 6.1.4 ● How does understanding the structure and context of music inform a response? 7.2.4 ● How do we judge the quality of musical work(s) and performance(s)? 9.1.4 ● How do musicians make meaningful connections to creating, performing, and responding? 10.0.4 ● How do the other arts, other disciplines, context, and daily life inform creating, performing, and responding to music? 11.0.4
Priority Standards	MU:Cr1.1.4 a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural). b. Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters. MU:Cr2.1.4 a. Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context. b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas. MU:Cr3.1.4 a. Evaluate, refine, and document revisions to personal music ideas, applying teacher- provided and collaboratively-developed criteria and feedback.

	MU:Cr3.2.4 Present the final version of personal created music to others, and explain connection to expressive intent.
	MU:Pr4.1.4 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.
	MU:Pr4.2.4
	a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.
	b. When analyzing selected music, read and perform using iconic and/or standard notation. MU:Pr5.1.4
	a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.
	b. Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.
	MU:Pr6.1.4
	a. Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.
	b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.
	MU:Re7.2.4 Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).
	MU:Re9.1.4 Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.
	MU:Cn10.0.4 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
	MU:Cn11.0.4 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Performance Expectations **(Student outcomes: what will students will know/understan**	● Identify and notate whole and half steps. ● Rehearse and perform various intervals from the identified tonal center of a specified piece ● Improvise a melody within a selected tonality. ● Aurally identify major/minor keys. ● Read notation and perform specified melodies.

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d and be able to do)	● Using prior knowledge of rhythm, create, notate, and perform a piece based on a specified key. ● Aurally decode melodic patterns.

Strategies (examples)	**Materials/Resources (examples)**	**Assessments (examples)**
● Model solfeggio to distinguish pitches in various keys ● Create visual aids or piano keys to demonstrate whole/half steps ● Distribute and discuss a note reading chart. ● Model performance of different notes on a staff. ● Demonstrate a response through movement to recurring melodic motives in various pieces ● Present pentatonic melodies from various cultures	● Classroom instruments ● Music Games ● Dances or created movements to show concept taught ● Songs related to concepts taught ● Staff notation materials ● Live/pre-recorded performances and identify the related concept ● Technology ● Quaver Music ● Vocabulary Wall ● Conversational Solfege - Level 2 - John M. Feierabend ● Use Kodaly/Curwen handsigns when singing pitch	Summative Assessments ● Scale and Melody Assessment ● Rubric Formative Assessments ● Music Journal ● Exit Ticket ● Self Assessment

UNIT 3- Expression

Subject: Grade: Time Frame: (# of weeks, etc)	Music - Grade 4 - On Going - September - June
CCSS Overarching Standards	**Creating** - Imagine - Plan and Make - Evaluate and Refine - Present **Performing** - Select - Analyze - Interpret - Rehearse, Evaluate, and Refine - Present **Responding** - Select - Analyze - Interpret - Evaluate **Connecting** - Synthesize and relate knowledge and personal experiences to make music. - Relate musical ideas and works with varied context to deepen understanding.
Enduring Understanding	- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. 1.1.4 - Musicians' creative choices are influenced by their expertise, context, and expressive intent. 2.1.4 - Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. 3.1.4 - Musician's presentation of creative work is the culmination of a process of creation and communication. 3.2.4 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. 4.1.4 - Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. 4.2.4 - Performers make interpretive decisions based on their understanding of context and expressive intent. 4.3.4 - To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. 5.1.4 - Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response. 6.1.4 - Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. 7.1.4 - Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. 7.2.4

	● Through their use of elements and structures of music, creators and performers provide clues to their expressive intent 8.1.4 ● The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. 9.1.4 ● Musicians connect their personal interest, experiences, ideas, and knowledge to creating, performing, and responding. 10.0.4 ● Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. 11.0.4
Essential Questions	● How do musicians generate creative ideas? 1.1.4 ● How do musicians make creative decisions? 2.1.4 ● How do musicians improve the quality of their creative work? 3.1.4 ● When is creative work ready to share? 3.2.4 ● How do performers select repertoire? 4.1.4 ● How does understanding the structure and context of musical works inform performance? 4.2.4 ● How do performers interpret musical works? 4.3.4 ● How do musicians improve the quality of their performance? 5.1.4 ● When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? 6.1.4 ● How do individuals choose music to experience? 7.1.4 ● How does understanding the structure and context of music inform a response? 7.2.4 ● How do we discern the musical creators' and performers' expressive intent? 8.1.4 ● How do we judge the quality of musical work(s) and performance(s)? 9.1.4 ● How do musicians make meaningful connections to creating, performing, and responding? 10.0.4 ● How do the other arts, other disciplines, context, and daily life inform creating, performing, and responding to music? 11.0.4
Priority Standards	MU:Cr1.1.4 b. Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters. MU:Cr2.1.4 a. Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context. b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas. MU:Cr3.1.4

a. Evaluate, refine, and document revisions to personal music ideas, applying teacher- provided and collaboratively-developed criteria and feedback.

MU:Cr3.2.4 Present the final version of personal created music to others, and explain connection to expressive intent.

MU:Pr4.1.4 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.

MU:Pr4.2.4

a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.

b. When analyzing selected music, read and perform using iconic and/or standard notation.

c. Explain how context (such as social and cultural) informs a performance.

MU:Pr4.3.4 Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).

MU:Pr5.1.4

a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.

b. Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.

MU:Pr6.1.4

a. Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.

b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.

MU:Re7.1.4 Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

MU:Re7.2.4 Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).

MU:Re8.1.4 Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.

MU:Re9.1.4 Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.

MU:Cn10.0.4 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.4 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Performance Expectations **(Student outcomes: what will students will know/understand and be able to do)**	● Listen and identify expressive techniques heard in musical examples ● Perform by singing or using classroom instruments changes in dynamics, tempo, and articulation ● Using prior knowledge of rhythm and melody, create, notate, and perform a piece with ● expressive intent

Strategies (examples)	**Materials/Resources (examples)**	**Assessments (examples)**
● Compile student-developed criteria to evaluate expression in musical examples ● Create visual charts with expressive symbols, and associated moods ● Model articulation and dynamic changes while singing or using classroom instruments.	● Classroom instruments ● Music Games ● Dances or created movements to show concept taught ● Songs related to concepts taught ● Staff notation materials ● Live/pre-recorded performances and identify the related concept ● Technology ● Quaver Music ● Vocabulary Wall ● Conversational Solfege - Level 2 - John M. Feierabend	Summative Assessments ● Expression Assessment ● Rubric Formative Assessments ● Music Journal ● Exit Ticket ● Self Assessment

UNIT 4- Harmony

Subject: Grade: Time Frame: (# of weeks, etc)	**Music - Grade 4 - On Going - September - June**
CCSS Overarching Standards	**Creating** - Imagine - Plan and Make - Evaluate and Refine - Present **Performing** - Select - Analyze - Interpret - Rehearse, Evaluate, and Refine - Present **Responding** - Select - Analyze - Interpret - Evaluate **Connecting** - Synthesize and relate knowledge and personal experiences to make music. - Relate musical ideas and works with varied context to deepen understanding.
Enduring Understanding	- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. 1.1.4 - Musicians' creative choices are influenced by their expertise, context, and expressive intent. 2.1.4 - Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. 3.1.4 - Musician's presentation of creative work is the culmination of a process of creation and communication. 3.2.4 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. 4.1.4 - Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. 4.2.4 - Performers make interpretive decisions based on their understanding of context and expressive intent. 4.3.4 - To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. 5.1.4 - Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response. 6.1.4

	● Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. 7.1.4 ● Response to music is informed by analyzing context (social, cultural, and historial) and how creators and performers manipulate the elements of music. 7.2.4 ● Through their use of elements and structures of music, creators and performers provide clues to their expressive intent 8.1.4 ● The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. 9.1.4 ● Musicians connect their personal interest, experiences, ideas, and knowledge to creating, performing, and responding. 10.0.4 ● Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. 11.0.4
Essential Questions	● How do musicians generate creative ideas? 1.1.4 ● How do musicians make creative decisions? 2.1.4 ● How do musicians improve the quality of their creative work? 3.1.4 ● When is creative work ready to share? 3.2.4 ● How do performers select repertoire? 4.1.4 ● How does understanding the structure and context of musical works inform performance? 4.2.4 ● How do performers interpret musical works? 4.3.4 ● How do musicians improve the quality of their performance? 5.1.4 ● When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? 6.1.4 ● How do individuals choose music to experience? 7.1.4 ● How does understanding the structure and context of music inform a response? 7.2.4 ● How do we discern the musical creators' and performers' expressive intent? 8.1.4 ● How do we judge the quality of musical work(s) and performance(s)? 9.1.4 ● How do musicians make meaningful connections to creating, performing, and responding? 10.0.4 ● How do the other arts, other disciplines, context, and daily life inform creating, performing, and responding to music? 11.0.4
Priority Standards	MU:Cr1.1.4 a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural). b. Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters. MU:Cr2.1.4 a. Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.

b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.

MU:Cr3.1.4

a. Evaluate, refine, and document revisions to personal music ideas, applying teacher- provided and collaboratively-developed criteria and feedback.

MU:Cr3.2.4 Present the final version of personal created music to others, and explain connection to expressive intent.

MU:Pr4.1.4 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.

MU:Pr4.2.4

a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.

b. When analyzing selected music, read and perform using iconic and/or standard notation.

c. Explain how context (such as social and cultural) informs a performance.

MU:Pr4.3.4 Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).

MU:Pr5.1.4

a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.

b. Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.

MU:Pr6.1.4

a. Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.

b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.

MU:Re7.1.4 Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

	MU:Re7.2.4 Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural). MU:Re8.1.4 Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent. MU:Re9.1.4 Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context. MU:Cn10.0.4 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. MU:Cn11.0.4 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Performance Expectations **(Student outcomes: what will students will know/understand and be able to do)**	● Listen to, identify, and perform various harmonies including canons and countermelodies ● Identify by listening/reading notation parallel and contrary motion in 2-part harmony ● Notate pitches on a staff. ● Read notation and perform harmonies with I, IV, and V7 chords ● Using previous knowledge of rhythm, melody, and expression, create a chordal accompaniment to a specified melody

Strategies (examples)	Materials/Resources (examples)	Assessments (examples)
● Create visual aids to show parallel/contrary motion ● Use technology to pre-record and compile countermelodies ● Demonstrate listening games to identify harmony/disharmony ● Model movements to show chord changes	● Classroom instruments ● Music Games ● Dances or created movements to show concept taught ● Songs related to concepts taught ● Staff notation materials ● Live/pre-recorded performances and identify the related concept ● Technology ● Quaver Music ● Vocabulary Wall ● Conversational Solfege - Level 2 - John M. Feierabend	Summative Assessments ● Ukulele Project ● Harmony Assessment ● Rubric Formative Assessments ● Music Journal ● Exit Ticket ● Self Assessment

UNIT 5- Composing with Form

Subject: Grade: Time Frame: (# of weeks, etc)	**Music - Grade 4 - On Going - September - June**
CCSS Overarching Standards	**Creating** - Imagine - Plan and Make - Evaluate and Refine - Present **Performing** - Select - Analyze - Interpret - Rehearse, Evaluate, and Refine - Present **Responding** - Select - Analyze - Interpret - Evaluate **Connecting** - Synthesize and relate knowledge and personal experiences to make music. - Relate musical ideas and works with varied context to deepen understanding.
Enduring Understanding	- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. 1.1.4 - Musicians' creative choices are influenced by their expertise, context, and expressive intent. 2.1.4 - Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. 3.1.4 - Musician's presentation of creative work is the culmination of a process of creation and communication. 3.2.4 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. 4.1.4 - Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. 4.2.4 - Performers make interpretive decisions based on their understanding of context and expressive intent. 4.3.4 - To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. 5.1.4 - Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response. 6.1.4

	● Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. 7.1.4 ● Response to music is informed by analyzing context (social, cultural, and historial) and how creators and performers manipulate the elements of music. 7.2.4 ● Through their use of elements and structures of music, creators and performers provide clues to their expressive intent 8.1.4 ● The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. 9.1.4 ● Musicians connect their personal interest, experiences, ideas, and knowledge to creating, performing, and responding. 10.0.4 ● Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. 11.0.4
Essential Questions	● How do musicians generate creative ideas? 1.1.4 ● How do musicians make creative decisions? 2.1.4 ● How do musicians improve the quality of their creative work? 3.1.4 ● When is creative work ready to share? 3.2.4 ● How do performers select repertoire? 4.1.4 ● How does understanding the structure and context of musical works inform performance? 4.2.4 ● How do performers interpret musical works? 4.3.4 ● How do musicians improve the quality of their performance? 5.1.4 ● When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? 6.1.4 ● How do individuals choose music to experience? 7.1.4 ● How does understanding the structure and context of music inform a response? 7.2.4 ● How do we discern the musical creators' and performers' expressive intent? 8.1.4 ● How do we judge the quality of musical work(s) and performance(s)? 9.1.4 ● How do musicians make meaningful connections to creating, performing, and responding? 10.0.4 ● How do the other arts, other disciplines, context, and daily life inform creating, performing, and responding to music? 11.0.4
Priority Standards	MU:Cr1.1.4 a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural). b. Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters. MU:Cr2.1.4 a. Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.

b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.

MU:Cr3.1.4

a. Evaluate, refine, and document revisions to personal music ideas, applying teacher- provided and collaboratively-developed criteria and feedback.

MU:Cr3.2.4 Present the final version of personal created music to others, and explain connection to expressive intent.

MU:Pr4.1.4 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.

MU:Pr4.2.4

a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.

b. When analyzing selected music, read and perform using iconic and/or standard notation.

c. Explain how context (such as social and cultural) informs a performance.

MU:Pr4.3.4 Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).

MU:Pr5.1.4

a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.

b. Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.

MU:Pr6.1.4

a. Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.

b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.

MU:Re7.1.4 Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

MU:Re7.2.4 Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).

MU:Re8.1.4 Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.

MU:Re9.1.4 Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.

MU:Cn10.0.4 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.4 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Performance Expectations **(Student outcomes: what will students will know/understand and be able to do)**	● Listen to, identify, and perform various forms within music. ● Read notation and perform pieces of various forms. ● Using prior knowledge of rhythm, melody, expression, and harmony, create a composition.

Strategies (examples)	**Materials/Resources (examples)**	**Assessments (examples)**
● Present and cultivate discussion about examples of theme and variation, identifying musical elements that create each variation ● Discuss the Italian translation of DS al Coda, and follow notation together with students on an overhead/smartboard/technology ● Demonstrate a melody students are familiar with and use articulation, tempo, meter changes to create variations ● Compile student-created criteria to evaluate a composition.	● Classroom instruments ● Music Games ● Dances or created movements to show concept taught ● Songs related to concepts taught ● Staff notation materials ● Live/pre-recorded performances and identify the related concept ● Technology ● Quaver Music ● Vocabulary Wall ● Conversational Solfege - Level 2 - John M. Feierabend ● Jazz Month	<u>Summative Assessments</u> ● Form Assessment ● Rubric <u>Formative Assessments</u> ● Music Journal ● Exit Ticket ● Self Assessment

UNIT 6- Discovering Major Works

Subject: Grade: Time Frame: (# of weeks, etc)	**Music - Grade 4 - On Going - September - June**
CCSS Overarching Standards	● **Performing** 　○ Select 　○ Analyze 　○ Interpret 　○ Rehearse, Evaluate, and Refine 　○ Present ● **Responding** 　○ Select 　○ Analyze 　○ Interpret 　○ Evaluate ● **Connecting** 　○ Relate musical ideas and works with varied context to deepen understanding.
Enduring Understanding	● Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. 4.1.4 ● Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. 4.2.4 ● Performers make interpretive decisions based on their understanding of context and expressive intent. 4.3.4 ● To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. 5.1.4 ● Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response. 6.1.4 ● Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. 7.1.4 ● Response to music is informed by analyzing context (social, cultural, and historial) and how creators and performers manipulate the elements of music. 7.2.4 ● Through their use of elements and structures of music, creators and performers provide clues to their expressive intent 8.1.4 ● The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. 9.1.4

	● Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. 11.0.4
Essential Questions	● How do performers select repertoire? 4.1.4 ● How does understanding the structure and context of musical works inform performance? 4.2.4 ● How do performers interpret musical works? 4.3.4 ● How do musicians improve the quality of their performance? 5.1.4 ● When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? 6.1.4 ● How do individuals choose music to experience? 7.1.4 ● How does understanding the structure and context of music inform a response? 7.2.4 ● How do we discern the musical creators' and performers' expressive intent? 8.1.4 ● How do we judge the quality of musical work(s) and performance(s)? 9.1.4 ● How do the other arts, other disciplines, context, and daily life inform creating, performing, and responding to music? 11.0.4
Priority Standards	MU:Pr4.1.4 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill. MU:Pr4.2.4 a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance. b. When analyzing selected music, read and perform using iconic and/or standard notation. c. Explain how context (such as social and cultural) informs a performance. MU:Pr4.3.4 Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre). MU:Pr5.1.4 a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances. b. Rehearse to refine technical accuracy and expressive qualities, and address performance challenges. MU:Pr6.1.4 a. Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.

	b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.

MU:Re7.1.4 Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

MU:Re7.2.4 Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).

MU:Re8.1.4 Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.

MU:Re9.1.4 Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.

MU:Cn11.0.4 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. |
| **Performance Expectations (Student outcomes: what will students will know/understand and be able to do)** | ● Listen to/ watch performances of major works in history and culture
● Identify unique musical elements in various styles/genres
● Create a system for evaluating performances of major works
● Perform selections from major works |

Strategies (examples)	Materials/Resources (examples)	Assessments (examples)
● Research on Youtube or the internet and present videos of performances ● Design charts to compare/contrast different performances of the same piece ● Cultivate discussion and design technology projects about instrumentation, unique elements, and style of major works using computer generated research ● Discuss historical context and music.	● Classroom instruments ● Music Games ● Dances or created movements to show concept taught ● Songs related to concepts taught ● Staff notation materials ● Live/pre-recorded performances and identify the related concept ● Technology ● Quaver Music ● Vocabulary Wall ● Conversational Solfege - Level 2 - John M. Feierabend	Summative Assessments ● Major Works Assessment ● Rubric Formative Assessments ● Music Journal ● Exit Ticket ● Self Assessment