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| **DOMAIN: PERFORM****Foundations****P1:** Select, analyze and interpret artistic work for performance.**P2:** Develop and refine artistic techniques and work for performance.**P3:** Convey and express meaning through the presentation of artistic work. **Color Code Key*** Major Work of the Grade
* Areas of Reinforcement
* Areas of Enrichment
 | **G4 Q2 PERFORM DOMAIN RESOURCE LIST***Orff Source = OS* *Purposeful Pathways 1 = PP1**Purposeful Pathways 2 = PP2**Recorder Routes = RR**Rhythmically Moving = RM**Spotlight On Music = SOM**Share the Music =STM**Silver Burdett Making Music = SBMM**World Music Drumming = WMD*[*www.dsokids.com*](http://www.dsokids.com/) *(Dallas Symphony Orchestra)* [www.sfskids.org](http://www.sfskids.org/) (San Francisco Symphony)<http://www.nyphilkids.org/> *(New York Philharmonic)*<http://www.classicsforkids.com/><https://kids.usa.gov/art-and-music/index.shtml><http://teachingwithorff.com/> |

| QUARTER 2 |
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| KNOWLEDGE & SKILLS | ACTIVITIES/OUTCOMES | ASSESSMENTS | RESOURCES | CORRELATIONS |
| **P1.A****Musical Concepts**Demonstrate (through performance) and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.  | Verbalize based on the musical objective why the class may be learning a piece of music. | Observe as students participate in a group discussion and assess using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1o7euJ5IGWaxh9tgYkc-glPjAHkr1MQvn_VGWEBPhSLY/edit?usp=sharing) | [Group Discussion Rubric](https://docs.google.com/document/d/1o7euJ5IGWaxh9tgYkc-glPjAHkr1MQvn_VGWEBPhSLY/edit) | **4.SL.CC.1** Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing their own ideas clearly. |
| **P1.B****Musical Contrasts**Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.  | Echo on barred instruments and recorders patterns that illustrate repeated notes, step-wise movement and skips Vocally perform patterns that contain repeated notes, steps, and skips  | Observe students’ performances of songs or echo fragments that contain notes that skip, step, or repeat. Assess vocal and recorder technique using teacher-created or [district-provided rubric for voice](https://docs.google.com/document/d/1l5Hqo7uHnFNHF9Y-shJONlCCSKH89CeYXYiOaI3RbSQ/edit?usp=sharing) or [recorder](https://docs.google.com/document/d/1L7WABxVFdYDCtbR9ULKdApRLoVgIsVT50a1lsLldKLk/edit?usp=sharing). Observe as students improvise and perform melodic patterns that contain skips, steps and repeated tones. Assess underestanding using teacher-created or [district-provided rubric](https://docs.google.com/document/d/1mocce1BC_zdcXr8ChcH6BTpcNSagdKxiVj-nQg_W69k/edit?usp=sharing).  | “Cotton-Eyed Joe” *SOM Gr. 4*Unit 1 Warm-ups RR “Old Abram Brown” *SOM Gr. 4/STM Gr. 5*“Early in the Morning at Eight O’clock” *SOM Gr. 4*“Water Come-A Me Eye” *SOM Gr. 4*“Achshav” *SOM Gr. 4*[Skips, Steps and Repeated Tones Resource](https://drive.google.com/file/d/0B1eNkvNz85T6WlljSGMtX3Y0eTg/view?usp=sharing)  | Vocabulary: Identify real-life connections between the terms *step, skip, and repeated* and their use in music.**4.RI.CS.4** Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings. |
| **P1.C****Expressive Qualities**Explain how context (such as social and cultural) informs a performance. | Discuss a piece of music from another culture, time period, etc. Trace the melodic contour of a melody while performing it. | Observe students making connections between song lyrics and the history of the song.Observe students following the shape of the melody | "Hine Ma Tov" *SOM Gr. 4*“Water Come-A Me Eye” *SOM Gr. 4* | **4.RI.CS.4** Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings. |
| **P1.D****Notation**When analyzing selected music, read and perform using standard notation (including treble clef) with voice, body percussion, and/or instruments.  | Read short treble clef patterns from iconic notation and then transfer them to the standard notation | Observe students making connections between iconic notation and using a system (hand staff, mnemonic device, etc.) to place the notes on the treble clef.Observe students' performance of notated melodic patterns using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1dk2oJiWf9bY-NVoRCFKVSv03KAGdLORQPPPLptDl6Jk/edit?usp=sharing). | [“It’s in the BAG” (See Appendix)](https://docs.google.com/document/d/1HzygBvrFmFeh_XRC-qohtixwCO4r2cnZ7A2m52RCCaI/edit?usp=sharing)[“Traffic Jam” (See Appendix)](https://docs.google.com/document/d/1Vttnd0XQkbit-WoD5oIoYcs6HsvOnHKkyYMRkYXxVDQ/edit?usp=sharing)All Through the Night RRBoat to Brazil RRPossum Trot RR | **4.FL.F.5** Read with sufficient accuracy and fluency to support comprehension. |
| **P2.A****Apply Feedback**Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of solo/ensemble rehearsals/performances | Listen to feedback on recorder performance to improve student technique (air, hole covering, tonguing, etc.).  | Observe students listening and correcting performance at the class, small group, and or individual level. Assess as students restate and apply appropriate feedback using teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1crXQBXfok9maXmfDdvE0lmTIi0Os8FvLximPQT4dYGA/edit?usp=sharing) | [“It’s in the BAG” (See Appendix)](https://docs.google.com/document/d/1HzygBvrFmFeh_XRC-qohtixwCO4r2cnZ7A2m52RCCaI/edit?usp=sharing)[“Traffic Jam” (See Appendix)](https://docs.google.com/document/d/1Vttnd0XQkbit-WoD5oIoYcs6HsvOnHKkyYMRkYXxVDQ/edit?usp=sharing)All Through the Night RRBoat to Brazil RRPossum Trot RR | When listening to feedback, apply ELA standard **4.SL.CC.3**: Identify the reasons and evidence a speaker provides to support particular points. |
| **P2.B****Rehearse and Refine**Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.  | Perform crossover bordun accompaniment with a pentatonic song and use class feedback to refine elements of the crossover pattern. | Observe and assess student performance of bordun accompaniments using teacher-created or [district-provided rubric](https://docs.google.com/document/d/1m7zuxiGrxItpmklkAEjaVLHh6KNCnAcGTI21UFs5OZY/edit?usp=sharing).  | “I’ll Rise When the Rooster Crows” *SOM Gr. 4*[“There Was a Pig Went Out to Dig” (See Appendix)](https://docs.google.com/document/d/1cj3MQ4X7sOYDt1qkAHrj6jMuc8fZ96VphmZN0Eu7mcc/edit?usp=sharing)“Make New Friends” *SBMM Gr. 3*  | Give an in-class performance complete with a verbal introduction of the piece. **4.SL.PKI.6** Recognize that different situations call for formal vs. informal English, and use formal English when appropriate. |
| **P3.A****Singing**Sing, alone and with others, with expression, technical accuracy, and appropriate interpretation\* | Sing songs that include whole note and whole rest Perform songs using proper vocal technique in major and minor pentatonic scales  | Observe and assess student performance of rhythms and/or rhythm reading using teacher-created or [district-provided rubric](https://docs.google.com/document/d/12-PBi_17xMob64Sg-jCN89UGJ_bcNZFX7mtlXGI_Dpo/edit?usp=sharing).Pitch Matching - Listen to students individually sing phrases using pentatonic patterns (singing answers or parts of songs). Assess student performance using teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1l5Hqo7uHnFNHF9Y-shJONlCCSKH89CeYXYiOaI3RbSQ/edit?usp=sharing) | “Peace Round” *SOM Gr. 4/STM Gr. 5*“Back of the Bus” *SBMM Gr. 3*“Every Night” *STM* Gr. 3 “Happy Talk” *SOM Gr. 4*“Dok Djampa” *SOM Gr. 4*[“Black and Gold” (See Appendix for melody. Use two verses of poem, found in STM KK revised edition.](https://docs.google.com/document/d/132LEkBtuGQ0jNpuAPDX-Jcf2h_6xY0RDdeDA3nW3cyM/edit?usp=sharing)) Sing, Sing Together *OS* | Fluency: Have students read text of “Black and Gold” with proper expression to reinforce vocal technique**4.FL.F.5b** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  Fluency: Discuss similarities between phrase structure and sentence structure**4.FL.SC.6e** Produce complete sentences; recognize and correct inappropriate fragments and runons.  |
| **P3.B****Instruments and Body Percussion**Using body percussion or instruments, perform instrumentally (pitched/unpitched), alone and with others, with expression, technical accuracy, and appropriate interpretation\*  | Perform 8-beat notated patterns using whole, half, quarter, and eighth notes, and quarter, half, and whole rests using body percussion and instruments Perform simple patterns using B-A-G fingerings Perform level bordun accompaniment with a pentatonic songPerform partner songs  | Observe and assess student performance of rhythms and/or rhythm reading using teacher-created or [district-provided rubric](https://docs.google.com/document/d/12-PBi_17xMob64Sg-jCN89UGJ_bcNZFX7mtlXGI_Dpo/edit?usp=sharing). Observe student performances of BAG patterns on recorder and assess using teacher-created or [district-provided rubric](https://docs.google.com/document/d/1L7WABxVFdYDCtbR9ULKdApRLoVgIsVT50a1lsLldKLk/edit) Observe and assess student performance of bordun accompaniments using teacher-created or [district-provided rubric](https://docs.google.com/document/d/1m7zuxiGrxItpmklkAEjaVLHh6KNCnAcGTI21UFs5OZY/edit?usp=sharing). Observe student’s ability to maintain their own part while 2 parts are sung. Assess using teacher-created or [district-provided rubric](https://docs.google.com/document/d/1G6_XPpG1NxEkW7ADbCy1FG4O9Q1AUdvF5CUa0vANL6k/edit?usp=sharing)  | “We Shall Overcome” *SOM Gr. 4*“Peace Round” *SOM Gr. 4/STM Gr. 5*“Back of the Bus” *SBMM Gr. 3*“Every Night” *STM* Gr. 3 “All Through the Night” *RR*“Shalom Chaveyrim” *SOM Gr. 3/4* [“It’s in the BAG” (See Appendix)](https://docs.google.com/document/d/1HzygBvrFmFeh_XRC-qohtixwCO4r2cnZ7A2m52RCCaI/edit?usp=sharing)[“Traffic Jam” (See Appendix)](https://docs.google.com/document/d/1Vttnd0XQkbit-WoD5oIoYcs6HsvOnHKkyYMRkYXxVDQ/edit?usp=sharing)All Through the Night RRBoat to Brazil RRPossum Trot RR[“Black and Gold” (See Appendix for orchestration)](https://docs.google.com/document/d/132LEkBtuGQ0jNpuAPDX-Jcf2h_6xY0RDdeDA3nW3cyM/edit?usp=sharing)Sing, Sing Together *OS*“Oliver Cromwell” *SOM Gr. 4*Countermelody for “Cotton-Eye Joe” *SOM Gr. 4*“Chicka Hanka” *SOM Gr. 4* “Winter Fantasy” *STM* Gr. 4/ *SBMM Gr. 4* “Seagull, Seagull, Sit On the Shore” *SBMM Gr. 4*  | Comprehension: Use appropriate children’s literature, such as *Nobody Gonna Turn Me 'Round: Stories and Songs of the Civil Rights Movement*by Doreen Rappaport to introduce and discuss texts of songs such as “We Shall Overcome” and “Back of the Bus”**4.RI.RRTC.10** Read and comprehend stories and informational texts throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed. Comprehension: Identify key ideas and sequence of events in the texts of partner songs.Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.**4.RL.KID.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character’s thoughts, words, or actions  |
| **P3.C****Performance Etiquette**Perform appropriately for the audience and context; demonstrate appropriate posture, and evaluate performance etiquette.  | Display grade-level appropriate applications of performance etiquette skills including watching the conductor, responding to non-verbal cues, maintaining appropriate posture, remaining on-task, refraining from distracting others, and properly acknowledging the audience.  | Observe student performance etiquette assess using teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1OUHym7RMq9DkwSATVq2o1ldgwWju9he32NhgOx6kdyA/edit?usp=sharing)  | [Concert Etiquette Video 1 (General)](https://www.youtube.com/watch?v=aYofTwnpGyA&index=3&list=PL2qS5BbUyFS15sT1Ou-Ba7UZrjP4ClUDe)[Concert Etiquette Video 2 (Choral)](https://www.youtube.com/watch?v=pqRuA_xl1ik) [Ten Performance Etiquette Tips for Musicians](https://blog.sheetmusicplus.com/2013/07/11/10-performance-etiquette-tips-for-musicians/) [Performance Practices by Grade Level](https://docs.google.com/document/d/1910a7ZQPwxWiEjkGfsXGz4nD2jlvOkgdLFiKUn7Hi0c/edit?usp=sharing) | **4.SL.CC.1** Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing their own ideas clearly.**4.SL.CC.3** Identify the reasons and evidence a speaker provides to support particular points. |
| **P3.D****Audience Etiquette**Demonstrate appropriate audience behavior, and evaluate student behavior during a performance.  | Demonstrate proper audience etiquette and evaluate audience behavior during performances  | Observe student behavior during performances and assess using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1RJLJOyOjiXLVtb1hkAgD7w4Kzy2IXWQLGr672T2JPTs/edit?usp=sharing)  | [Audience Etiquette Self-Evaluation](https://docs.google.com/document/d/1RJLJOyOjiXLVtb1hkAgD7w4Kzy2IXWQLGr672T2JPTs/edit?usp=sharing) [Audience Etiquette Video](https://youtu.be/etKMvzjASFk) [List of live, local, free or low-cost events, field trip grants and how to apply for them.](https://docs.google.com/document/d/1IZSLG-11fyvRxVphyJZ0mHcpShJ_TMM_k2qebUsivlc/edit?usp=sharing)  | **4.SL.CC.1** Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing their own ideas clearly.**4.SL.CC.3** Identify the reasons and evidence a speaker provides to support particular points. |

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| **DOMAIN: CREATE****Foundations****Cr1:** Generate and conceptualize artistic ideas and work.**Cr2:** Organize and develop artistic ideas and work.**Cr3:** Refine and complete artistic work. | **G4 Q2 CREATE DOMAIN RESOURCE LIST***Orff Source = OS* *Purposeful Pathways 1 = PP1**Purposeful Pathways 2 = PP2**Recorder Routes = RR**Rhythmically Moving = RM**Spotlight On Music = SOM**Share the Music =STM**Silver Burdett Making Music = SBMM**World Music Drumming = WMD*[*www.dsokids.com*](http://www.dsokids.com/) *(Dallas Symphony Orchestra)* [www.sfskids.org](http://www.sfskids.org/) (San Francisco Symphony)<http://www.nyphilkids.org/> *(New York Philharmonic)*<http://www.classicsforkids.com/><https://kids.usa.gov/art-and-music/index.shtml><http://teachingwithorff.com/> |

| QUARTER 2 |
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| KNOWLEDGE & SKILLS | ACTIVITIES/OUTCOMES | ASSESSMENTS | RESOURCES | CORRELATIONS |
| **Cr1. A****Musical Concepts**Use pentatonic melodies in major/minor, simple accompaniments, introductions, codas, or question/answer phrases to improvise rhythmic, melodic, harmonic, and/or movement ideas within a context (such as social, cultural, historical, etc.).  | For a given rhythm, create and play a short melody that includes steps, skips and repeated notes  | Observe student performances of created melodies. Assess using an applicable teacher-created or district-provided rubric for [improvisation](https://docs.google.com/document/d/1mocce1BC_zdcXr8ChcH6BTpcNSagdKxiVj-nQg_W69k/edit?usp=sharing) or [composition](https://docs.google.com/document/d/1-ZlfaHL0tHtJzTT1nBBbKr0k7K7WBJwcq8ahMFLGVdg/edit?usp=sharing). | Cotton-Eyed Joe” *SOM Gr. 4*[“Thanksgiving Day Parade” C. King (See Appendix)](https://docs.google.com/document/d/19n0NGCZD_F4LZ7M1vOaeyZNziFt7yS4rjqQ1Y80moLY/edit?usp=sharing)“Old Abram Brown” *SOM Gr. 4/STM Gr. 5*“Early in the Morning at Eight o’Clock” *SOM Gr. 4*“Water Come-A Me Eye” *SOM Gr. 4*“Achshav” *SOM Gr. 4*  | Vocabulary: Identify real-life connections between the terms *step, skip, and repeated* and their use in music.**4.FL.VA.7b.iii** Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings**4.FL.VA.7c** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic  |
| **Cr1.B****Varied Timbres**Use parameters such as improvising/composing a 2-4 measure musical idea, a pentatonic melody, or a rhythm pattern using grade- appropriate note values in binary/ternary form to generate musical ideas within a given tonality, form, and/or rhythmic set. | Improvise a BAG melody using rhythm of the words with appropriate starting and ending pitches. | Observe student improvisations  | Tall Tale RR | **4.W.TTP.3** Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences. **b.** Organize an event sequence that unfolds naturally and logically. **d.** Use a variety of transitional words and phrases to manage the sequence of events. |
| **Cr2.A**Selecting Musical IdeasUsing musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas for arrangement, improvisation, or composition.  | Using ideas from the melody or piece, create and perform introduction, interlude, coda for a song/poem  | Observe student performances of created introduction, interlude, and codas for a song/poem. Have students describe how their created parts relate to the song/poem. Assess using a teacher-created or district provided rubric for [melodic composition of introduction, interlude and coda](https://docs.google.com/document/d/1qXYZHNDjJDN03BrHK0oPt21QffssKDt3ypazPPOn5k4/edit?usp=sharing), or[sound color/unpitched percussion/speech composition of introduction, interlude and coda](https://docs.google.com/document/d/1Tpj9rn4qoyZVR9QGcIrSfXVAdxK1dDx3dzj-gfZ4aEU/edit?usp=sharing). | [“Thanksgiving Day Parade” C. King (See Appendix)](https://docs.google.com/document/d/19n0NGCZD_F4LZ7M1vOaeyZNziFt7yS4rjqQ1Y80moLY/edit?usp=sharing)“All Through the Night” *RR*“Tall Tale” *RR*  | Comprehension: Sequencing – compare Introduction, Interlude, and Coda, to sequence of events of a story or other text.Work together to create a finished composition: **4.W.PDW.6** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with othersCompose a 1-3 sentence "composer's statement" about your composition. **4.W.PDW.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| **Cr2.B****Notating Ideas**Use notation and/or recording technology to document personal musical ideas (such as grade-appropriate rhythm/melodic pattern, simple harmonies, introduction, coda, interlude, etc.).  | Create and notate or record a 8-beat rhythmic ostinato and perform it as an accompaniment to speech or song, using body percussion/instruments  | Observe recordings of small group performances of students’ created eight-beat ostinato as accompaniment for a section of a listening example and assess using teacher-created or [district-provided rubric](https://docs.google.com/document/d/1EXJGnVLQKDgJ_Nt7xZXKshBhclW0gIJu8j8Io_BBbEE/edit?usp=sharing). | “Early in the Morning at Eight O’clock” *SOM Gr. 4*“Water Come-A Me Eye” *SOM Gr. 4* | Create a 1-3 sentence "composer's statement" about your composition. **4.W.PDW.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| **Cr3.A****Refining Musical Ideas**Interpret and apply collaboratively developed feedback to revise personal music over time, such as a created introduction, sequence, interlude, and/or coda.  | As a class, compose a BAG melody revising the melody according to class preferences after playing portions of the melody. | Observe student discussions as they refine a piece to play | [“Thanksgiving Day Parade” C. King (See Appendix)](https://docs.google.com/document/d/19n0NGCZD_F4LZ7M1vOaeyZNziFt7yS4rjqQ1Y80moLY/edit?usp=sharing)  | **4.W.PDW.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  |
| **Cr3.B****Demonstrate Musical Ideas**Demonstrate a final version of personal musical ideas using created vocal, instrumental, or movement pieces through performance.  | As a class, perform a created BAG melody as part of a performance.  | Observe class performance | [“Thanksgiving Day Parade” C. King (See Appendix)](https://docs.google.com/document/d/19n0NGCZD_F4LZ7M1vOaeyZNziFt7yS4rjqQ1Y80moLY/edit?usp=sharing)  | **4.W.PDW.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  |

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| **DOMAIN: RESPOND****Foundations****R1:** Perceive and analyze artistic work.**R2:** Interpret intent and meaning in artistic work.**R3:** Apply criteria to evaluate artistic work. | **G4 Q2 RESPOND DOMAIN RESOURCE LIST***Orff Source = OS* *Purposeful Pathways 1 = PP1**Purposeful Pathways 2 = PP2**Recorder Routes = RR**Rhythmically Moving = RM**Spotlight On Music = SOM**Share the Music =STM**Silver Burdett Making Music = SBMM**World Music Drumming = WMD*[*www.dsokids.com*](http://www.dsokids.com/) *(Dallas Symphony Orchestra)* [www.sfskids.org](http://www.sfskids.org/) (San Francisco Symphony)<http://www.nyphilkids.org/> *(New York Philharmonic)*<http://www.classicsforkids.com/><https://kids.usa.gov/art-and-music/index.shtml><http://teachingwithorff.com/> |

| QUARTER 2 |
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| KNOWLEDGE & SKILLS | ACTIVITIES/OUTCOMES | ASSESSMENTS | RESOURCES | CORRELATIONS |
| **R1.A****Musical Preferences**Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts (such as how music listening is influenced by interests, etc.). | Identify how student preference in holiday music might be influenced by culture. | Observe student discussions | [Group Discussion Rubric](https://docs.google.com/document/d/1o7euJ5IGWaxh9tgYkc-glPjAHkr1MQvn_VGWEBPhSLY/edit)Celebrations” Section *SOM Gr. 4, pp.* 372-284 | Comprehension: Have students identify and describe characteristics of holiday songs and classify or compare and contrast**4.SL.CC.1** Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing their own ideas clearly.**4.SL.PKI.6** Recognize that different situations call for formal vs. informal English, and use formal English when appropriate. |
| **R1.B****Musical Concepts** Demonstrate and explain how specific music concepts (such as form, timbre, etc.) are used to support a specific purpose in music (such as social and cultural contexts) through various means (such as manipulatives, movement, and/or pictorial representation). | Demonstrate phrase awareness by drawing lines in air to show length and number of phrases in the song  | Observe student identification of phrases in a song and assess using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1mMHDbXYAcYA4LbH_MhpvN_i6gjEoXHFNr2yGyeHYePg/edit?usp=sharing). | “A La Puerta del Cielo” *SOM Gr. 4*“Leatherwing Bat” *SBMM* Gr. (4 different phrases)“Liza Jane” *SOM Gr. 4/STM Gr. 5*“Morning Has Broken” *SOM Gr. 4*[“Black and Gold” (see appendix)](https://docs.google.com/document/d/132LEkBtuGQ0jNpuAPDX-Jcf2h_6xY0RDdeDA3nW3cyM/edit?usp=sharing)“Alley Cat” *RM*3  | Fluency: Have students read text of “Black and Gold” with proper expression to reinforce vocal techniqueFluency: Discuss similarities between phrase structure and sentence structure**4.FL.F.5** Read with sufficient accuracy and fluency to support comprehension. |
| **R1.C****Describing Elements of Music**Demonstrate an understanding of the elements of music applied to a listening example using teacher-given vocabulary (such as different sections of complex forms, teacher-selected orchestral instruments, etc.).  | Apply a rubric normally used for class performance to assess a listening example or video | Observe student discussion of the rubric and assess using [rubric 2](https://docs.google.com/document/d/1fkA_1ryr29klXFPyAThUEbyp-lvWFnYhb45Z5iyWdc4/edit?usp=sharing) or a teacher-created rubric. | [At Home with Lucie Horsch from The Netherlands](https://youtu.be/i0otqdDB31w)[Mickey Mouse – William Tell Overture/Turkey in the Straw – Orlan Charles](https://youtu.be/R-RhjrHk_84) [Sirena: The Pink Panther](https://youtu.be/BeSuYk33zns)[Group Discussion Rubric](https://docs.google.com/document/d/1o7euJ5IGWaxh9tgYkc-glPjAHkr1MQvn_VGWEBPhSLY/edit) | **4.FL.VA.7c** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. |
| **R2.A****Musical Characteristics**Demonstrate and explain how music concepts are used by performers to reflect intent (such as comparing how tempo could be used in different arrangements to create a different mood).  | Label phrases in a song as same or different and demonstrate and describe how a performer would use this knowledge | Observe as students describe how phrases are alike/ different (length, rhythm, pitch pattern). Assess using a teacher-created of [district-provided rubric](https://docs.google.com/document/d/108Huh1Mmxc3xry-qUKSgG-OYscHaLaxM2a5BO9Vgo68/edit?usp=sharing). | “A La Puerta del Cielo” *SOM Gr. 4*“Leatherwing Bat” *SBMM* Gr. (4 different phrases)“Liza Jane” *SOM Gr. 4/STM Gr. 5*“Morning Has Broken” *SOM Gr. 4*[“Black and Gold” (see appendix)](https://docs.google.com/document/d/132LEkBtuGQ0jNpuAPDX-Jcf2h_6xY0RDdeDA3nW3cyM/edit?usp=sharing)“Alley Cat” *RM*3  | Comprehension: Students compare and contrast phrase structure of a song to sequence of events in a story**4.FL.VA.7b** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  |
| **R3.A****Evaluating Artistic Work**Evaluate musical works and performances, applying established criteria. | After listening or watching several performances, discuss the performance practices observed. | Observe student discussion | [At Home with Lucie Horsch from The Netherlands](https://youtu.be/i0otqdDB31w)[Mickey Mouse – William Tell Overture/Turkey in the Straw – Orlan Charles](https://youtu.be/R-RhjrHk_84) [Sirena: The Pink Panther](https://youtu.be/BeSuYk33zns) [Group Discussion Rubric](https://docs.google.com/document/d/1o7euJ5IGWaxh9tgYkc-glPjAHkr1MQvn_VGWEBPhSLY/edit) | **4.FL.VA.7c** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.**4.SL.CC.1** Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing their own ideas clearly. |

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| **DOMAIN: CONNECT****Foundations****Cn1:** Synthesize and relate knowledge and personal experiences to artistic endeavors.**Cn2:** Relate artistic ideas and works with societal, cultural, and historical context. | **G4 Q2 CONNECT DOMAIN RESOURCE LIST***Orff Source = OS* *Purposeful Pathways 1 = PP1**Purposeful Pathways 2 = PP2**Recorder Routes = RR**Rhythmically Moving = RM**Spotlight On Music = SOM**Share the Music =STM**Silver Burdett Making Music = SBMM**World Music Drumming = WMD*[*www.dsokids.com*](http://www.dsokids.com/) *(Dallas Symphony Orchestra)* [www.sfskids.org](http://www.sfskids.org/) (San Francisco Symphony)<http://www.nyphilkids.org/> *(New York Philharmonic)*<http://www.classicsforkids.com/><https://kids.usa.gov/art-and-music/index.shtml><http://teachingwithorff.com/> |

| QUARTER 2 |
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| KNOWLEDGE & SKILLS | ACTIVITIES/OUTCOMES | ASSESSMENTS | RESOURCES | CORRELATIONS |
| **Cn1.A****Music and Personal Experiences**Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as identifying pieces of music that are important to one’s family or how music is used in daily life).  | Listen to, sing, and classify various holiday songs and have students identify how they are familiar with them. | Students describe a context where they might be familiar with a holiday song. | Celebrations” Section *SOM Gr. 4, pp.* 372-284 [Writing About World Music Graphic Organizer](https://drive.google.com/file/d/0B1eNkvNz85T6ZlJDUW5ka0xSc28/view?usp=sharing)  | Comprehension: Have students identify and describe characteristics of holiday songs and classify or compare and contrast |
| **Cn2.A****Society, Culture and History**Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as the connection between fractions and rhythm values).  | Listen to, sing, and classify various holiday songs that expand a student's cultural awareness. | Students describe the characteristics of the songs in relation to the holiday it observes. Identify (classify) and discuss music from different holiday traditions and cultures using a graphic organizer. Assess student understanding using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1J3Uas_zW39dUz7f34HInc-cgo4MsX0rWRiAQOy9l2As/edit?usp=sharing).  | Celebrations” Section *SOM Gr. 4, pp.* 372-284 [Writing About World Music Graphic Organizer](https://drive.google.com/file/d/0B1eNkvNz85T6ZlJDUW5ka0xSc28/view?usp=sharing)  | Write a short introduction to a song that explains its cultural significance. **4.W.TTP.2** Write informative/explanatory texts to examine a topic and convey ideas and information |