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| **Introduction**   In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance.  The District is committed to these goals, as further described in our strategic plan, Destination 2025.   By 2025,   * 80% of our students will graduate from high school college or career ready * 90% of students will graduate on time * 100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.    To achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction.  Designed with the teacher in mind, the Performing Arts Education Curriculum Maps focus on teaching and learning correspond to the 2018 Tennessee Department of Education Revised Standards for Arts Education.  A high-quality arts education is essential to the social, emotional, and intellectual growth of every student. Therefore, SCS will provide a broad range of innovative, inspiring, and relevant arts education offerings so all students learn to express their unique voice and shape a thriving Memphis/Shelby County community. Shelby County Schools will foster collaboration, creativity, and self-expression through equitable, high quality, and sequential K-12 arts experiences, empowering all young people to strive for artistic and scholastic excellence.   This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS Arts Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.   The SCS Arts Education curriculum maps are designed to create artistically/musically literate students by engaging them both individually and collaboratively in creative practices of envisioning, investigating, constructing, and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: Perform, Create, Respond, and Connect.  **How to Use the Arts Education Curriculum Maps**   The SCS Arts Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. Across all arts disciplines, this is generally reflected in the following quarterly framework:   * Knowledge and Skills- This column reflects the anchor standards and essential tasks associated with grade level mastery of each discipline. * Activities and Outcomes- Generally phrased like “I Can” statements, this portion identifies the specific performance indicators that are expected for students at a given time within the quarters/semester. * Assessments- This section of the quarterly maps focuses on the formative and summative methods of gauging student mastery of the student performance indicators listed in the activities/outcomes section. * Resources and Correlations- In these columns, teachers will find rich bodies of instructional resources/materials/links to help students efficiently and effectively learn the content. Additionally, there are significant resources to engage alignment with the Tennessee English Language Arts Standards that are designed to strengthen authentic development of aural/visual literacy in the arts content areas as well as support larger district goals for improvement in literacy.    Throughout this curriculum map, you will see high-quality works of art/music literature that students should be experiencing deeply, as well as some resources and tasks to support you in ensuring that students are able to reach the demands of the standards in your classroom.  In addition to the resources embedded in the map, there are some high-leverage resources available for teacher use. |

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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 Q1 PERFORM DOMAIN RESOURCE LIST**  *Spotlight On Music = SOM*  *Share the Music =STM*  *Silver Burdett Making Music = SBMM*  *Purposeful Pathways 1 = PP1*  *Purposeful Pathways 2 = PP2*  *Recorder Routes = RR*  *Rhythmically Moving = RM*  *World Music Drumming = WMD*  *Orff Source = OS*  [*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 1 | | | | |
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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. | Discuss student's personal music interests | Have students complete a musical interest inventory to start the year. | Interest Inventory STM 4th Resource Guide | Comprehension: Students follow agreed-upon rules for discussions; make comments that contribute to the discussion and link to other comments  **4.RL.KID.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text, such as a character's thoughts, words, or actions. |
| **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. | Distinguish between beat and rhythm of words of a song or poem  Echo-sing, using proper vocal technique, pentatonic scale patterns using solfege and hand signs (Sol,-La,-Do-Re-Mi-Sol-La-Do’)  Play pentatonic patterns on the pitched Orff instruments | Students speak a familiar poem/sing a song with eyes closed and silently tap the beat; repeat the poem/song and have them silently tap the rhythm of the words. Assess using teacher-created or [district-provided rubric](https://docs.google.com/document/d/1tS8tC9sI9Kvla17WYA10uK6iuJ2WXbPzrRSLDJkmpiw/edit?usp=sharing).  Pitch Matching - Listen to students individually sing phrases using pentatonic patterns (singing answers or parts of songs)  Have students sing one phrase or verse substituting pitch-syllable names for the words of the song.  Observe and assess student performance of vocal pentatonic melodies using teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1l5Hqo7uHnFNHF9Y-shJONlCCSKH89CeYXYiOaI3RbSQ/edit?usp=sharing)  Observe and assess student performance of pentatonic patterns on pitched percussion using a teacher-created or [district- provided rubric](https://docs.google.com/document/d/1fQexktP-AMYv_MsFMul-lxf8xjxlw6iGCWS3Ny6cY9U/edit?usp=sharing). | [“Bedbugs and Beetles”](https://docs.google.com/document/d/1o_E_JuQ1sRjvg6mcxKpeVxszk8fjH8wb0_8z900p2c8/edit?usp=sharing) (See Appendix)  “Ida Red” *SBMM Gr. 3*  Canoe Song *OS2*  Bats *OS*  Hiya *Music for Children Vol 1*  Bu-Vah” *SOM Gr. 4*  “Lil’ Liza Jane” *SOM Gr. 4*  *“*Ame Fure” *SOM Gr. 4*  “Allundé Alluia” *SOM Gr. 4*  “Page’s Train” *SOM Gr. 4*  “I’ll Rise When the Rooster Crows” *SOM Gr. 4*  “Old Ark’s A-Moverin’” *SOM Gr. 4*  “Hold My Mule” *SOM Gr. 4*  “Every Morning When I Wake Up” *SBMM*Gr. 2  “Sourwood Mountain” *SBMMGr. 4* | Comprehension: Recall story details of songs such as “The Ballad of the Bedbugs and the Beetles” and dramatize.  **4.RL.KID.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.  Phonics: Have students use knowledge of letter-sound correspondences to phonetically read texts of songs in unfamiliar languages, such as “Bu-Vah,” “Ame Fure,” or “Allundé Alluia.”  **4.RL.RRTC.10** Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed. |
| **P1.C**  **Musical Context**  Explain how context (such as social and cultural) informs a performance. | Describe stylistic characteristics of selected regional songs | Students describe the characteristics of the songs in relation to the region. Identify (classify) and discuss music from different genres 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). | “Rocky Top” *SOM Gr. 5/SBMM*Gr. 5  “Frog Went A-Courtin’” *SOM Gr. 4*  “Cotton-Eye Joe” *SOM Gr. 4*    [Writing About the Music of TN graphic organizer](https://drive.google.com/file/d/0B1eNkvNz85T6eW5fdml1dGQtV1E/view?usp=sharing) | Comprehension: Students use key details from the texts of regional songs to classify those songs as from a particular region  **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 and perform patterns using half, quarter, eighth notes and rests with speech, body percussion, and instruments  Explore reading pitches on the treble clef | Read and Listen section from *SOM Unit 1 Review Gr. 4*  Create and Perform section from *SOM Unit 1 Review Gr. 4*  Informal Assessment and Optional Reteaching, page 17 *SOM Gr. 4*  Observe and assess student performance of rhythms using teacher-created or [district-provided rubric](https://docs.google.com/document/d/12-PBi_17xMob64Sg-jCN89UGJ_bcNZFX7mtlXGI_Dpo/edit?usp=sharing).  Observe students exploring staff notation separately from performance | “A Journey” *SOM Gr. 4*  “Peace Round” *SOM Gr. 4*  “Canon in D” *SOM Gr. 4*  “Caballito Blanco” *SOM Gr. 4*  “We Remember” *SOM Gr. 4*  “Treble Clef Speller” activities, such as the ones found at <http://www.makingmusicfun.net/> to reinforce treble clef staff notation | Vocabulary: Have students identify and explain meaning of literal and figurative language found in songs such as “Peace Round”  **4.RL.CS.4-** Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history. |
| **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 teacher feedback and fix technical issues with a bordun accompaniment. | Observe students listening and fixing mistakes using feedback from teacher | Canoe Song *OS2*  Bats *OS*  “Buckeye Jim” *SOM Gr. 4*  [“Bedbugs and Beetles”](https://docs.google.com/document/d/1o_E_JuQ1sRjvg6mcxKpeVxszk8fjH8wb0_8z900p2c8/edit?usp=sharing) (See Appendix)  “Ida Red” SBMMGr. 3 | **4.W.PDW.5-** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing |
| **P2.B**  **Rehearse and Refine**  Rehearse to refine technical accuracy and expressive qualities, and address performance challenges. | Perform chord, broken chord and crossover bordun accompaniments with a pentatonic song using correct mallet technique  Play unpitched instruments with poetry/song using correct technique | Observe student performance of chord, broken chord, and crossover bordun accompaniments, maintaining given tempo and using teacher-created or [district-provided rubric](https://docs.google.com/document/d/1m7zuxiGrxItpmklkAEjaVLHh6KNCnAcGTI21UFs5OZY/edit?usp=sharing)  Observe student technique while playing instruments and assess using teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1-W7pk8OuhteZf8Ym8HjFWkqP6mHDHyGd_N0ym507oZM/edit?usp=sharing) | Canoe Song *OS2*  Bats *OS*  “Buckeye Jim” *SOM Gr. 4*  [“Bedbugs and Beetles”](https://docs.google.com/document/d/1o_E_JuQ1sRjvg6mcxKpeVxszk8fjH8wb0_8z900p2c8/edit?usp=sharing) (See Appendix)  “Ida Red” SBMMGr. 3  Above a Plain *OS3*  “A Journey” *SOM Gr. 4*  *“Ame fure” SOM Gr. 4*  [“I Let Her Go-Go”](https://docs.google.com/document/d/1HKSWs2dVag1SDl-XKFFlaDOGSdA-X0lVy6BJ-fPPGMM/edit?usp=sharing) *STM* Gr. 4 (See Appendix)  “El Manisero” *SOM Gr. 4*  “Guadalcanal March” from *Victory at Sea* (Listening) *SOM* Gr. 4  We Remember” *SOM Gr. 4*  “The Swing” *SOM Gr. 4* | Comprehension: Recall story details of songs such as “The Ballad of the Bedbugs and the Beetles” and dramatize.  **4.RI.KID.2-** Determine the main idea of a text and explain how it is supported by key details; summarize a text.  **4.RL.RRTC.10-** Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed. |
| **P3.A**  **Singing**  Sing, alone and with others, with expression, technical accuracy, and appropriate interpretation\* | Sing, using diction, head tone, breath support, vowel shape, tone color, voice placement  Perform 2-part rhythmic speech canon    Sing a simple 2-part vocal canon | Observe and assess student vocal performance using teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1l5Hqo7uHnFNHF9Y-shJONlCCSKH89CeYXYiOaI3RbSQ/edit?usp=sharing)  Observe and assess student performance of rhythmic, speech or vocal canon using teacher-created or [district-provided rubric](https://docs.google.com/document/d/1hgiCc6pf-mUgmExK1S2YhowWJXQ2p202L3M9rw0ZEzw/edit?usp=sharing). | Music Skills Vocal Development, *SOM Gr. 4 pgs 306, 308, 314, 317, 321, 322, 330, 347, 349*  *Choir Builders* (Rollo Dillworth)  Above a Plain *OS3*  “Peace Round” *SOM Gr. 4*  “Canon in D” *SOM Gr. 4*  “Allundé, Alluia” *SOM Gr. 4*  “Rise Up, O Flame” *SOM Gr. 4*  “Chairs to Mend” *SOM Gr. 4*  “Sandy McNab” *SOM Gr. 4*  “Viva La Musica” *SOM Gr. 4*  “Row, Row, Row Your Boat”  *SOM Gr. 4*  “Himmel Und Erde” *SOM Gr. 4*  “Make New Friends” *SBMM Gr. 3* | Comprehension: Students follow agreed-upon rules for discussions; make comments that contribute to the discussion and link to other comments  **4.RL.KID.1-** Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.  **4.FL.WC.4** Know and apply grade-level phonics and word analysis skills when encoding words; or  phonetically read texts of songs in unfamiliar languages, such as “Bu-Vah,” “Ame Fure,” or “Allundé Alluia.”  **4.RL.RRTC.10-** Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed. |
| **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 rhythmic ostinato using speech, body percussion, and instruments  Perform 2-part rhythmic canon with body percussion  Prepare to play the recorder by using air control activities and discuss its basic fundamentals | Observe as students perform a rhythmic ostinato accompaniment for a poem, song or speech piece and assess using teacher-created or [district-provided rubric](https://docs.google.com/document/d/15AGVs_C8cwC-C5O_VyoYOWdA-PLXQ-VlN6zc6nz__0A/edit?usp=sharing)  Observe and assess student performance of rhythmic canon using teacher-created or [district-provided rubric](https://docs.google.com/document/d/1hgiCc6pf-mUgmExK1S2YhowWJXQ2p202L3M9rw0ZEzw/edit?usp=sharing).  Observe students practicing using warm air. | Ensemble 1 *WMD*  “I’ll Rise When the Rooster Crows” *SOM Gr. 4*  “One Note Samba” *SOM Gr. 4*  [“Beetles and Bedbugs”](https://docs.google.com/document/d/1o_E_JuQ1sRjvg6mcxKpeVxszk8fjH8wb0_8z900p2c8/edit?usp=sharing)  (See Appendix)  “How Much Wood Could a Woodchuck Chuck?” *SBMM Gr.*  *Recorder Routes*  [Feather](https://drive.google.com/open?id=0B1eNkvNz85T6QVg0S0VsMmFxOFU)  [How a Recorder Is Made (start at 0:26)](https://youtu.be/WiSW6LPchSc?t=26s) | Comprehension: Recall story det1ails of songs such as “The Ballad of the Bedbugs and the Beetles” and dramatize.  **4.RI.CS.5** Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.  **4.RI.KID.1** Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.  **4.RI.KID.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |
| **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)    [Performance Practices by Grade Level](https://docs.google.com/document/d/1910a7ZQPwxWiEjkGfsXGz4nD2jlvOkgdLFiKUn7Hi0c/edit?usp=sharing) | **4.RI.IKI.7** Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. |
| **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) | Comprehension: Students follow agreed-upon rules for discussions; make comments that contribute to the discussion and link to other comments  **4.RI.IKI.8** Explain how an author uses reasons and evidence to support particular points in a text. |

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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.   * Major Work of the Grade * Areas of Reinforcement * Areas of Enrichment | **G4 Q1 CREATE DOMAIN RESOURCE LIST**  *Spotlight On Music = SOM*  *Share the Music =STM*  *Silver Burdett Making Music = SBMM*  *Purposeful Pathways 1 = PP1*  *Purposeful Pathways 2 = PP2*  *Recorder Routes = RR*  *Rhythmically Moving = RM*  *World Music Drumming = WMD*  *Orff Source = OS*  [*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 1 | | | | |
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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.). | Perform simple question and answer phrases using unpitched percussion.  Perform simple question and answer phrases using movement | Observe students creating questions and answers using unpitched percussion in get to know you activity  Observe students creating questions and answers using movement. | *WMD Unit 1*  *"Sliding"* RM - use song to create 8 beat question and 8 beat answers with movement. | **4.RI.CS.5** Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.  **4.RI.KID.1** Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text. |
| **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 an eight-beat melody using a pentatonic scale | Observe as students improvise melodies on pitched percussion instruments and assess using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1v4rSwcwbSqlCdQgsoZILEUe2YLcZXZWMMe0TxT-MkpE/edit?usp=sharing) | [“Bedbugs and Beetles”](https://docs.google.com/document/d/1o_E_JuQ1sRjvg6mcxKpeVxszk8fjH8wb0_8z900p2c8/edit?usp=sharing) (See Appendix)  “I’ll Rise When the Rooster Crows” *SOM Gr. 4*  Canoe Song *OS2*  Bats *OS* | Comprehension: Recall story details of songs such as “The Ballad of the Bedbugs and the Beetles” and dramatize.  **4.RI.CS.5** Describe the overall structure of events, ideas, and concepts of information in a text or part of a text. |
| **Cr2.A**  **Selecting Musical Ideas**  Using musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas for arrangement, improvisation, or composition. | Verbalize student reasoning behind ending a melodic improvisation on Do or La | Observe student conversations that that use correct musical vocabulary.  [Group Discussion Rubric](https://docs.google.com/document/d/1o7euJ5IGWaxh9tgYkc-glPjAHkr1MQvn_VGWEBPhSLY/edit) | [“Bedbugs and Beetles”](https://docs.google.com/document/d/1o_E_JuQ1sRjvg6mcxKpeVxszk8fjH8wb0_8z900p2c8/edit?usp=sharing) (See Appendix)  “I’ll Rise When the Rooster Crows” *SOM* Gr. 4  Canoe Song *OS2*  Bats *OS* | **4.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history. |
| **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.). | Notate an 8-beat rhythm to play as an introduction or interlude for a piece of music. | Observe students creating an 8-beat pattern individually, as a small group, or as a class. | Canoe Song *OS2* | **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. | Apply teacher feedback to correct question and answer performance. | Observe students responding to feedback and making changes. | *WMD Unit 1* | **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. | Create and perform a notated 8-beat rhythm as an introduction or interlude for a piece. | Observe students performing their created rhythms as the interlude for a song. | Canoe Song *OS2* | **4.W.PDW.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

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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.   * Major Work of the Grade * Areas of Reinforcement * Areas of Enrichment | **G4 Q1 RESPOND DOMAIN RESOURCE LIST**  *Spotlight On Music = SOM*  *Share the Music =STM*  *Silver Burdett Making Music = SBMM*  *Purposeful Pathways 1 = PP1*  *Purposeful Pathways 2 = PP2*  *Recorder Routes = RR*  *Rhythmically Moving = RM*  *World Music Drumming = WMD*  *Orff Source = OS*  [*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 1 | | | | |
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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.). | Use musical vocabulary to describe a personal preference for pitched percussion. | Observe students participating in a group discussion. | [Group Discussion rubric](https://docs.google.com/document/d/1o7euJ5IGWaxh9tgYkc-glPjAHkr1MQvn_VGWEBPhSLY/edit) | **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. |
| **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). | Perform a piece in AB/ABA form and label the sections. Discuss changes students could make to change or extend the form | Discuss the difference between AB and ABA form  Observe student identification of sections of a song by using cue cards, lisstening maps or creative movement and assess using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/16FdrX428REt1buu9speyHYu3L69eJRx-G7Ha1vSwtis/edit?usp=sharing). | “Allundé, Alluia” *SOM Gr. 4*  “Cedar Swamp” *SOM Gr.4*  [“I Let Her Go, Go”](https://docs.google.com/document/d/1HKSWs2dVag1SDl-XKFFlaDOGSdA-X0lVy6BJ-fPPGMM/edit?usp=sharing) *STM* Gr. 4 (See Appendix for B section)  “Sarasponda” *SOM Gr. 4*  Previously learned dances | **4.RL.RRTC.10** Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed. |
| **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.). | Identify number of phrases in a section and number of beats in phrases  Identify and demonstrate dynamic markings (e.g., fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo, crescendo, decrescendo) and tempo markings (e.g., andante, largo, presto, accelerando, ritardando) within a given music selection. | 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).  Perform a speech piece, demonstrating the use of the chosen dynamic markings. Assess using teacher-created or [district-provided rubric](https://docs.google.com/document/d/1QM-TEdqLYKlYOYfdXU6Eq_x3NexzbssrjG0r33LvgS0/edit?usp=sharing).  Label dynamics on a listening map or piece of music heard during a listening example. Assess using teacher-created or [district-provided rubric](https://docs.google.com/document/d/1QM-TEdqLYKlYOYfdXU6Eq_x3NexzbssrjG0r33LvgS0/edit?usp=sharing).  Informal assessment game: List tempo terms on the board. As you point to each term, observe students adjustment of their tempo as they pat the beat and speak/sing a poem/song.Assess using teacher-created or [district-provided rubric](http://www.apple.com/). | “Morning Has Broken” *SOM Gr. 4*  “Vinqo” *SOM Gr. 4*  “Frére Jacques” *SOM Gr. 4*  “Marken er Mejet” *SOM Gr. 4*  “The Old Carrion Crow” *SOM Gr. 4*  “A Tragic Story” (Listening) *SOM* Gr. 4  “Infernal Dance of King Kashchei” from *The Firebird Suite* (Listening) *SOM* Gr. 4 [(link to video of ballet: famous excerpt starts at 1:20)](https://www.youtube.com/watch?v=MOWJuZqQMmk)  “Walking in the Air” *SOM Gr. 4* | Fluency: Discuss similarities between phrase structure and sentence structure  Comprehension: Students compare and contrast phrase structure of a song to sequence of events in a story  **4.RL.KID.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text, such as a character's thoughts, words, or actions.  Vocabulary: Demonstrate understandings of word meanings and relationships by accurately labeling dynamic and tempo markings in listening examples  **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. |
| **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). | Classify pitched instruments according to family and describe why a composer might use each instrument. | Have students give an example of what mood the composer is giving the audience by using certain instruments. | "Listen" *Strike It Rich* | **4.W.PDW.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **R3.A**  **Evaluating Artistic Work**  Evaluate musical works and performances, applying established criteria. | Evaluate the phrasing of a musical performance | Record a class performance or split them in and half and have them perform for each other. | “Morning Has Broken” *SOM Gr. 4*  “Vinqo” *SOM Gr. 4*  “Frére Jacques” *SOM Gr. 4*  “Marken er Mejet” *SOM Gr. 4*  [Group Discussion rubric](https://docs.google.com/document/d/1o7euJ5IGWaxh9tgYkc-glPjAHkr1MQvn_VGWEBPhSLY/edit) | **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: 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.   * Major Work of the Grade * Areas of Reinforcement * Areas of Enrichment | **G4 Q1 CONNECT DOMAIN RESOURCE LIST**  *Spotlight On Music = SOM*  *Share the Music =STM*  *Silver Burdett Making Music = SBMM*  *Purposeful Pathways 1 = PP1*  *Purposeful Pathways 2 = PP2*  *Recorder Routes = RR*  *Rhythmically Moving = RM*  *World Music Drumming = WMD*  *Orff Source = OS*  [*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 1 | | | | |
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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). | As a review to the start of the year, discuss favorite pieces performed and why they were a favorite. | Observe student discussion | [Group Discussion Rubric](https://docs.google.com/document/d/1o7euJ5IGWaxh9tgYkc-glPjAHkr1MQvn_VGWEBPhSLY/edit) | **4.RL.KID.1** Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text. |
| **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). | Perform songs and dances from various cultures and historical periods | Students compare and contrast the dances of two or more cultures using a Venn Diagram and discuss what makes the dances characteristic to their cultures . Assess student understanding using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1JVOVwbinkSJuCEXR0ILk7xMaGZAgh10wGf3OWgcsC8s/edit?usp=sharing).    Observe student performance of folk dances and assess using teacher-created or [district-provided rubric](https://docs.google.com/document/d/1MmCutEB9KepbVySWJ8ntcOgvoJkmFleqHFclMJinb7s/edit?usp=sharing). | “Lil ‘Liza Jane” *SOM Gr. 4*  “Vinqo” *SOM Gr. 4*  “Cedar Swamp” *SOM Gr. 4*  “Zum Gali Gali” *SOM Gr. 4*  “Alley Cat” *RM* 3 (level II) | Comprehension: Students compare and contrast the dances of each culture and discuss what makes them characteristic to their cultures  **4.RI.IKI.7** Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.  **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. |