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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 Q3 PERFORM DOMAIN RESOURCE LIST**SOM=Spotlight On MusicSTM=Share the MusicSBMM=Silver Burdett Making Music *PP1=Purposeful Pathways 1* *PP2=Purposeful Pathways 2* RR=Recorder Routes RM=Rhythmically Moving WMD=World Music DrummingOS=Orff Source[*www.dsokids.com*](http://www.dsokids.com/) *(Dallas Symphony Orchestra)* [www.sfskids.org](http://www.sfskids.org/) *(*San Francisco Symphony)<http://www.nyphilkids.org/main.phtml>  (New York Philharmonic)<http://www.classicsforkids.com/>  <https://kids.usa.gov/art-and-music/index.shtml><http://teachingwithorff.com/>  |

| QUARTER 3 |
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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.  | Explain the context in which someone might sing a particular song | Observe student discussion | “Old Joe Clark” *SOM Gr. 4* “Frog Went A-Courtin’” *SOM* Gr.4/*STM* Gr. 4“Cedar Swamp” *SOM* Gr.4“Swapping Song” *SOM* Gr.4“Molinillo de Cafe” *SOM Gr. 4*“Early in the Morning at Eight O’clock” *SOM* Gr.4“I Don’t Care if the Rain Comes Down”*SBMM Gr. 3* [(See Appendix for ostinato)](https://docs.google.com/document/d/1nKPOP7fXvbq06NoMWhtYFjfD8PeGlrLvwXki-C9I9Fs/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. |
| **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.  | Vocally/instrumentally read and perform eight-beat patterns that include sixteenth notes Echo patterns and perform songs that include Fa and Ti Perform chord, broken chord, level and cross-over borduns | Observe as students perform the 8-beat rhythm pattern they composed to accompany “Old Joe Clark” (see Q3 Create, ostinato skill); check for accurate performance of sixteenth, eighth, and quarter note rhythms.Observestudent performances of rhythm using the Review section from *SOM Unit 2 Review Gr. 4*Observe student performances of rhythm using the “Read and Listen” section from *SOM Unit 2 Review Gr. 4*Assess student mastery of rhythm reading using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/12-PBi_17xMob64Sg-jCN89UGJ_bcNZFX7mtlXGI_Dpo/edit?usp=sharing). Have students sing one phrase or verse substituting pitch-syllable names for the words of the song. Assess solfege fluency using the following teacher-created or [district-provided rubric](https://docs.google.com/document/d/1SAkp9ZDnxRH_iMZr6kURUHYeWKiWM3w-vEmnEV6djTw/edit?usp=sharing) Observe students’ ability to perform various borduns | I am Slowly Going Crazy *OS3*“Early in the Morning at Eight O’Clock” *SOM Gr. 4* “Old Joe Clark” *SOM Gr. 4* “Frog Went A-Courtin’” *SOM* Gr.4/*STM* Gr. 4“Cedar Swamp” *SOM* Gr.4“Ridin’ of a Goat, Leadin’ of a Sheep” *SOM* Gr.4“Swapping Song” *SOM* Gr.4“Molinillo de Cafe” *SOM Gr. 4*“Chicken on the Fencepost” *SBMM* Gr. 3“Ding Dong Diggidiggidong” *SBMM* Gr. 3“Sourwood Mountain” *SBMM* Gr. 4“Fossils” from Carnival of the Animals(listening) SBMMGr. 4“Chatter with the Angels” *Strike it Rich* “Early in the Morning at Eight O’clock” *SOM* Gr.4“Love Somebody” *SOM* Gr.4“When I Was Young” *SOM* Gr.4“Roll On, Columbia” *SOM* Gr.4“Sansa Kroma” *SOM* Gr.4 “Take Time In Life”*SOM* Gr.4 "Miss Mary Mack" *musicplayonline.com* Gr. 4“Ding Dong Diggidiggidong” *SBMM* Gr. 3 | Comprehension: Identify key ideas and sequence of events in the texts of songs such as “Old Joe Clark” and “Frog Went A-Courtin’”**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. |
| **P1.C****Expressive Qualities**Explain how context (such as social and cultural) informs a performance.  | Discuss how the vocal technique used to perform two different songs may vary based on cultural background | Lead and observe student discussion | "Sansa Kroma” *SOM* Gr.4"Take Time In Life”*SOM* Gr.4[“Dream Ostinato” for “The Dream of Martin Luther King” F. Addicott (See Appendix)](https://docs.google.com/document/d/1CCe7_u8qPCE6BLxyihN9F9SZmRwaLmZNk4ecBIWWM4U/edit?usp=sharing)I am Slowly Going Crazy *OS3*"We Shall Overcome" *SOM* Gr. 4"Pat Works on the Railway" *SOM* Gr. 4 | **4.FL.VA.7b** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  |
| **P1.D****Notation**When analyzing selected music, read and perform using standard notation (including treble clef) with voice, body percussion, and/or instruments.  | Continue reading short treble clef patterns using standard notation as an extension of body percussion and iconic notation | Observe student performance from notation after first using some type of body percussion or iconic notation to experience the music | “Old House” *SOM* Gr.4[“Out in the Garden” (See Appendix)](https://docs.google.com/document/d/183iawgkuU9pTfZWjkd21JiEs87iUtaAn2bfZoTcV-Jc/edit?usp=sharing)“Standing in the Need of Prayer”(melody) *Highlighting the Holidays*[“I’ll Rise When the Rooster Crows” (See Appendix)](https://docs.google.com/document/d/1P929GEU-DXhC4w1YpjPXWqC1oqiMxxD-Ylkd3n3aOzY/edit?usp=sharing)[“Black Mosquito” (See Appendix)](https://docs.google.com/document/d/1lyKiTdzoqsXueqF3p_2B1_7oNRopcVBz-0MetZjyHRQ/edit?usp=sharing)Response pattern in “Pizza, Pizza,Daddy O” *STM* Gr. 2“Tomcat” (Version 1) *RR*“Acka Backa” *RR*“Who Has Seen the Wind?” *RR* | **4.SL.PKI.6** Recognize that different situations call for formal vs. informal English, and use formal English when appropriate.  |
| **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 and respond to teacher feedback about a melodic ostinato piece to improve performance | Observe students using feedback to improve performance | [“Dream Ostinato” for “The Dream of Martin Luther King” F. Addicott (See Appendix)](https://docs.google.com/document/d/1CCe7_u8qPCE6BLxyihN9F9SZmRwaLmZNk4ecBIWWM4U/edit?usp=sharing)“I Don’t Care if the Rain Comes Down”*SBMM Gr. 3* [(See Appendix for ostinato)](https://docs.google.com/document/d/1nKPOP7fXvbq06NoMWhtYFjfD8PeGlrLvwXki-C9I9Fs/edit?usp=sharing) | **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.  | Continue performing rhythmic ostinato accompaniments  | Observe studentperformance of rhythmic or melodic ostinato and assess using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/15AGVs_C8cwC-C5O_VyoYOWdA-PLXQ-VlN6zc6nz__0A/edit?usp=sharing).  | Ensemble 2 *WMD* | **4.FL.F.5** Read with sufficient accuracy and fluency to support comprehension. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  |
| **P3.A****Singing**Sing, alone and with others, with expression, technical accuracy, and appropriate interpretation\* | Sing using good vocal technique and interpretation | Assess student performance using teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1l5Hqo7uHnFNHF9Y-shJONlCCSKH89CeYXYiOaI3RbSQ/edit?usp=sharing) | I am Slowly Going Crazy *OS3*“Chicka Hanka” *SOM* Gr.4“Day-O” *SOM* Gr.4“Love Somebody” *SOM* Gr.4“When I Was Young” *SOM* Gr.4“Roll On, Columbia” *SOM* Gr.4“Sansa Kroma” *SOM* Gr.4“Take Time In Life” *SOM* Gr.4 *WMD*"Sandy McNab" *SOM* Gr. 4 | **4.SL.PKI.6** Recognize that different situations call for formal vs. informal English, and use formal English when appropriate.  |
| **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\*  | Sing/play a melodic ostinato with a song Add the fingering for low E on recorder and play simple patterns using B-A-G-E  | Observe studentperformance of rhythmic or melodic ostinato and assess using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/15AGVs_C8cwC-C5O_VyoYOWdA-PLXQ-VlN6zc6nz__0A/edit?usp=sharing). Observe student performance B-A-G-E recorder patterns from a combination of iconic and traditional notation and assess mastery using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1L7WABxVFdYDCtbR9ULKdApRLoVgIsVT50a1lsLldKLk/edit?usp=sharing).  | [“Dream Ostinato” for “The Dream of Martin Luther King” F. Addicott (See Appendix)](https://docs.google.com/document/d/1CCe7_u8qPCE6BLxyihN9F9SZmRwaLmZNk4ecBIWWM4U/edit?usp=sharing)“I Don’t Care if the Rain Comes Down”*SBMM Gr. 3* [(See Appendix for ostinato)](https://docs.google.com/document/d/1nKPOP7fXvbq06NoMWhtYFjfD8PeGlrLvwXki-C9I9Fs/edit?usp=sharing) “Old House” *SOM* Gr.4[“Out in the Garden” (See Appendix)](https://docs.google.com/document/d/183iawgkuU9pTfZWjkd21JiEs87iUtaAn2bfZoTcV-Jc/edit?usp=sharing)“Standing in the Need of Prayer”(melody) *Highlighting the Holidays*[“I’ll Rise When the Rooster Crows” (See Appendix)](https://docs.google.com/document/d/1P929GEU-DXhC4w1YpjPXWqC1oqiMxxD-Ylkd3n3aOzY/edit?usp=sharing)[“Black Mosquito” (See Appendix)](https://docs.google.com/document/d/1lyKiTdzoqsXueqF3p_2B1_7oNRopcVBz-0MetZjyHRQ/edit?usp=sharing)Response pattern in “Pizza, Pizza,Daddy O” *STM* Gr. 2“Tomcat” (Version 1) *RR*“Acka Backa” *RR*“Who Has Seen the Wind?” *RR*[Transitioning from Iconic to Traditional Notation Resource](https://drive.google.com/file/d/0B1eNkvNz85T6Sl85RzNic004c1U/view?usp=sharing)  | Fluency: Students perform prose and poetry orally with accuracy, appropriate rate, and expression**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. Vocabulary and Fluency: Use “Treble Clef Speller” activities, such as the ones found at <http://www.makingmusicfun.net/> to reinforce treble clef staff notation**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.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.FL.VA.7b** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| **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)  | [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.W.TTP.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  |

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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 Q3 CREATE DOMAIN RESOURCE LIST**SOM=Spotlight On MusicSTM=Share the MusicSBMM=Silver Burdett Making Music RR=Recorder Routes RM=Rhythmically Moving WMD=World Music DrummingOS=Orff Source[*www.dsokids.com*](http://www.dsokids.com/) *(Dallas Symphony Orchestra)* [www.sfskids.org](http://www.sfskids.org/) *(*San Francisco Symphony)<http://www.nyphilkids.org/main.phtml>  (New York Philharmonic)<http://www.classicsforkids.com/>  <https://kids.usa.gov/art-and-music/index.shtml><http://teachingwithorff.com/>  |

| QUARTER 3 |
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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.).  | Create a rondo with speech/song for A and rhythmic questions and answers for contrasting sections  | Observe students performances of 8-beat rhythmic questions and answers and assess using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1fE-ZQNEnv0QSMx2P_qNu4-A0f5WNbKORa913CRE2w8I/edit?usp=sharing).  | “Chicka Hanka” *SOM* Gr.4  | Comprehension: Have students describe the relationship between musical questions and answers and compare to linguistic questions and answers**4.W.PDW.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| **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 BAGE melody using rhythm of the wordsImprovise a four-measure melody in a pentatonic scale  | Observe student improvisations in small groups of 3 or 4 | Way Down South *RR*Improvise as a B section to a pentatonic song such as Funga Alafia | **4.W.PDW.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| **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.  | Discuss elements used to create a simple four-measure melody | Observe as students describe the elements they used in their composition | “Day-O” *SOM* Gr.4“I Heard a Mockingbird” *SOM* Gr.4 "Dry Bones Come Skipping" *SBMM* Gr. 4 | **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.).  | Compose (and perform) a simple four-measure melody  | Observe as students perform their melodies for others. Assess using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1E8B_KnWfCJEJ0aaUsEvE6rS8nyF578eVgsXZP4wbTso/edit?usp=sharing).  | “Day-O” *SOM* Gr.4“I Heard a Mockingbird” *SOM* Gr.4 "Dry Bones Come Skipping" *SBMM* Gr. 4 | **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.  | Work together as a class to revise a notated compositionCreate an introduction, sequence, interlude, and/or coda to a piece of music  | Observe class discussion about changes made to the melody.Observe class choices and discussion in creation of the form of a piece of music | [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.  |
| **Cr3.B****Demonstrate Musical Ideas**Demonstrate a final version of personal musical ideas using created vocal, instrumental, or movement pieces through performance.  | Perform created improvisations and compositions  | Observe student performances | “Day-O” *SOM* Gr.4“I Heard a Mockingbird” *SOM* Gr.4 Way Down South *RR*"Dry Bones Come Skipping" *SBMM* Gr. 4 | **4.SL.PKI.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  |

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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 Q3 RESPOND DOMAIN RESOURCE LIST**SOM=Spotlight On MusicSTM=Share the MusicSBMM=Silver Burdett Making Music RR=Recorder Routes RM=Rhythmically Moving WMD=World Music DrummingOS=Orff Source[*www.dsokids.com*](http://www.dsokids.com/) *(Dallas Symphony Orchestra)* [www.sfskids.org](http://www.sfskids.org/) *(*San Francisco Symphony)<http://www.nyphilkids.org/main.phtml>  (New York Philharmonic)<http://www.classicsforkids.com/>  <https://kids.usa.gov/art-and-music/index.shtml><http://teachingwithorff.com/>  |

| QUARTER 3 |
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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.). | Explain how a cartoon (or other media) may use an instrumental piece to increase audience interest | Observe class discussion | “The Sorcerer’s Apprentice” (Excerpt) (Listening) *SOM* Gr. 4[The Barber of Seville](https://youtu.be/PZzTv0Sb4Zg) | **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.  |
| **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). | Listen to/follow a listening map for an example of sudden and gradual changes in dynamics and explain how the composer used them in the music. | Observe as students identify and label dynamics and dynamic changes in a listening example by indicating them on a listening map. Assess student mastery using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1QM-TEdqLYKlYOYfdXU6Eq_x3NexzbssrjG0r33LvgS0/edit?usp=sharing) (See the “Identify and Label” row of the rubric for this assessment.)  | “El Manisero” *SOM* Gr.4“Guadalcanal March” *SOM* Gr.4 “Infernal Dance of King Kashchei”*SOM* Gr.4“The Night Watch” by Holbourne *STM* Gr. 3“Slavonic Dance No. 8 *STM* Gr. 4 (See Gr. 3 and Gr. 4 resource master booklets for listening maps)  | Vocabulary: Demonstrate understandings of word meanings and relationships by accurately labeling dynamic markings in listening examples**4.SL.PKI.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  |
| **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.).  | Classify, visually or aurally, given instruments into their orchestral families. Discuss why a composer might use specific instruments to convey a particular mood in a musical selection. | Assess student mastery of instrument identification (aural and visual) using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1b78WRqEVOnYZaDSyrW33WFQGkm61qWfWYnZuX7Mey4Q/edit?usp=sharing).  | “The Sorcerer’s Apprentice” (Excerpt) (Listening) *SOM* Gr. 4  | Comprehension: Using the S*orcerer’s Apprentice* lesson on pp. 116-117 of *Spotlight on Music,* have students classify instruments into families using details from the text.**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).  | Describe how performers have used dynamics to convey a mood | Observe student discussion and movement to as they describe and move to show what they hear | “The Sorcerer’s Apprentice” (Excerpt) (Listening) *SOM* Gr. 4 “Infernal Dance of King Kashchei”*SOM* Gr.4“The Night Watch” by Holbourne *STM* Gr. 3 | **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.  |
| **R3.A****Evaluating Artistic Work**Evaluate musical works and performances, applying established criteria. | Evaluate a class performance for dynamic contrast | Observe students using a class created to rubric to assess a performance | “Pat Works on the Railway” *SOM* Gr.4/*SBMM*Gr. 5“Night Herding Song” *SOM* Gr.4“Heave-Ho, Me Laddies” *SOM* Gr.4“Chairs to Mend” *SOM* Gr.4 | **4.SL.PKI.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  |

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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 Q3 CONNECT DOMAIN RESOURCE LIST**SOM=Spotlight On MusicSTM=Share the MusicSBMM=Silver Burdett Making Music RR=Recorder Routes RM=Rhythmically Moving WMD=World Music DrummingOS=Orff Source[*www.dsokids.com*](http://www.dsokids.com/) *(Dallas Symphony Orchestra)* [www.sfskids.org](http://www.sfskids.org/) *(*San Francisco Symphony)<http://www.nyphilkids.org/main.phtml>  (New York Philharmonic)<http://www.classicsforkids.com/>  <https://kids.usa.gov/art-and-music/index.shtml><http://teachingwithorff.com/>  |

| QUARTER 3 |
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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).  | Sing and classify a song as a work song using teacher given vocabulary and describe how it would be used in daily life. | Observe as students identify and describe musical characteristic/elements of a work song and assess using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1J3Uas_zW39dUz7f34HInc-cgo4MsX0rWRiAQOy9l2As/edit?usp=sharing). Observe as students sing work songs and assess their mastery of the style using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1ujp0d8hQOXmfUlicUyYeVYnB3Ry5LQCz1lEuYQZwsNc/edit?usp=sharing).  | “Pat Works on the Railway” *SOM* Gr.4/*SBMM*Gr. 5“Night Herding Song” *SOM* Gr.4“Heave-Ho, Me Laddies” *SOM* Gr.4“Chairs to Mend” *SOM* Gr.4  | Comprehension: Have students determine the theme of the text of a song as a work song, using details from the text.**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.  |
| **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 an example of speaking a poem expressively with sudden and gradual dynamic changes reflecting dynamic markings on the visual of the poem (ELA connection) Perform songs and dances from various cultures and historical styles  | Music Skills pg. 217, *SOM* Gr.4 Observe student performance of expressive speech with dynamics and assess using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1QM-TEdqLYKlYOYfdXU6Eq_x3NexzbssrjG0r33LvgS0/edit?usp=sharing) Observe as students sing songs of varied cultures and assess their mastery using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1ujp0d8hQOXmfUlicUyYeVYnB3Ry5LQCz1lEuYQZwsNc/edit?usp=sharing).Observe as students perform folk dances of varied cultures or historical periods and assess their mastery using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1MmCutEB9KepbVySWJ8ntcOgvoJkmFleqHFclMJinb7s/edit?usp=sharing). Observe/listen as students compare and contrast the dances of each culture and discuss what makes them characteristic to their cultures. Assess their understanding using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1JVOVwbinkSJuCEXR0ILk7xMaGZAgh10wGf3OWgcsC8s/edit?usp=sharing).  | [Haiku examples (See Appendix)](https://docs.google.com/document/d/1O3RJw4ZTZmJzSsoSmdKc0_QQAGvRaLhoRxe_9r7NAms/edit?usp=sharing)“Rain” (Haiku) *SOM* Gr.4“Mighty River” *SOM* Gr.4 “Erev Shel Shoshanim” *SOM* Gr.4“Nokken Danser, *SOM* Gr.4“Shabat Shalom” *SOM* Gr.4“Ban Dal” *SOM* Gr.4“Bannielou Lambaol” *RM8* (Level II)  | Comprehension: Have students refer to and identify the structural elements of types of poetry, such as HaikuFluency: Students perform prose and poetry orally with accuracy, appropriate rate, and expression**4.FL.VA.7b** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Comprehension: Students compare and contrast the dances of each culture and discuss what makes them characteristic to their cultures**4.SL.CC.2** Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats. **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 a text.  |