

## Pine Hill Public Schools Curriculum

Content Area:		<b>Related Arts</b>	
Course Title/ Grade Level:		Music / Grade 4	
Unit 1:	Tonal Decoding	Month:	<b>September</b>
Unit 2:	Elements of Music	Month:	<b>October - December</b>
Unit 3:	Music History	Month:	
Unit 4:		Month:	<b>February / March</b>
Unit 5:		Month:	<b>March / April / May</b>
Date Created or Revised:		June 2012	
BOE Approval Date:		8/28/12	

**Pine Hill Public Schools  
Music Curriculum**

<b>Unit Title:</b> Tonal Decoding		<b>Unit #: 1</b>
<b>Course or Grade Level:</b> Grade 4		<b>Length of Time:</b> 4 months
<b>Pacing</b>	<b>September-December</b>	
<b>Essential Questions</b>	How do we sing and decode pitch (do re mi) in a major tonality? What are the first five notes of the recorder and how do we play them?	
<b>Content</b>	Tonal singing Tonal labeling Recorder Performance “G,A,B,C,D”	
<b>Skills</b>	Sing patterns and songs on neutral syllable Sing patterns and songs using tonal solfege Identify patterns through inner hearing Identify and sing only specific pitch of a pattern Convert from neutral to solfege syllable with inner hearing Execution of games and activities to reinforce tonal skills Read and play first five recorder notes	
<b>Assessments</b>	Class and individual observation and evaluation	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Scaffolding of recorder reading/performance, Additional individual help after class time</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Conversational Solfege Unit 4, Ed Sueta Recorder Method Book, Various recorders selections, recorder flashcards (treble staff)</li> </ul>	

**2009 NJCCCS**

**Standard: 1.1 The Creative Process**  
**1.3 Performance**

**Strand(s): B: Music**

<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
Identify the <u>elements of music</u> in response to aural prompts and printed music notational systems.	1.1.5.B.1
Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.	1.1.5.B.2
Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.	1.3.5.B.2

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<b>Unit Title:</b> Elements of Music		<b>Unit #: 2</b>
<b>Course or Grade Level:</b> Grade 4		<b>Length of Time:</b> 3 month
<b>Pacing</b>	<b>October-December</b>	
<b>Essential Questions</b>	How do we use the elements of music in various context?	
<b>Content</b>	Singing various songs Movement including rhythm and beat Tempi and dynamics Form Mood Interval Harmony Dramatization	
<b>Skills</b>	Identify the various components of music Identify and label musical Form Sing/chant and move to various aural prompts Identify interval of octave Explain how music can have its own mood Sing in harmony Act out a given song/piece of music	
<b>Assessments</b>	Teacher observation and evaluation Solo singing Response to questions	
<b>Interventions / differentiated instruction</b>	• N/A	
<b>Inter-disciplinary Connections</b>	• Theatre	
<b>Lesson resources / Activities</b>	Various songs/chants and audio recordings, chordal instruments, Grade 4 music books	
<b>2009 NJCCCS</b>		
<b>Standard: 1.1 The Creative Process</b>		
<b>Strand(s): B: Music</b>		
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>	
Identify the <u>elements of music</u> in response to aural prompts and printed music notational systems.	1.1.5.B.1	
Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.	1.1.5.B.2	

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<b>Unit Title:</b> Music History		<b>Unit #: 3</b>
<b>Course or Grade Level:</b> Grade 4		<b>Length of Time:</b> 2 weeks
<b>Pacing</b>		
<b>Essential Questions</b>	How does a Symphonic poem illustrate a story through music? What is a Suite and how is it similar to previously discussed styles?	
<b>Content</b>	Symphonic poem Suite Instrumentation Illustration	
<b>Skills</b>	Identify symphonic poem of the romantic period Identify themes within a suite Compare Symphonic poem and suite Identify instruments by timbre Discussion illustrations role in storytelling Discuss composer and country of origin	
<b>Assessments</b>	Questions after listening and watching video	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>Adjusted questioning (read questions)</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>Geography</li> <li>History</li> <li>Dance/Theatre</li> <li>Language Arts</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>Fantasia, Sorcerer's Apprentice by Dukas, Nutcracker Suite by Tchaikovsky, video of performances</li> </ul>	
<b>2009 NJCCCS</b>		
<b>Standard: 1.2 History of Arts and Culture</b>		
<b>1.4 Aesthetic Response &amp; Critique Methodologies</b>		
<b>Strand(s): A: History of Arts and Culture</b>		
<b>A: Aesthetic Response</b>		
<b>B: Critique Methodologies</b>		
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>	
Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.	1.2.5.A.1	
Relate common artistic elements that define distinctive <u>art genres</u> in dance, music, theatre, and visual art.	1.2.5.A.2	

Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.	1.2.5.A.3
Employ basic, <u>discipline-specific arts terminology</u> to categorize works of dance, music, theatre, and visual art according to established classifications.	1.4.5.A.1
Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).	1.4.5.A.3
Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.	1.4.5.B.1
Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.	1.4.5.B.5

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<b>Unit Title:</b>		<b>Unit #: January</b>
<b>Course or Grade Level: Grade 4</b>		<b>Length of Time:</b>
<b>Date Created:</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>		
<b>Essential Questions</b>	<p>How can music reflect the philosophy of Dr. Martin Luther King?          Which families comprise the instruments of the orchestra?          How can we expand note reading?</p>	
<b>Content</b>	<p>Facts and photos about Martin Luther King          Instruments of the orchestra: String, Woodwind, Brass and Percussion Families          Add low E and D on the recorder          Chant 16<sup>th</sup> note rhythms and read major and minor dominant patterns</p>	
<b>Skills</b>	<p>Know how songs relate to the life of Dr. Martin Luther King          Students will know the different instruments in each family by sight, timbre, and unique information          Use new notes and rhythms in recorder music          Play a visual melodic game</p>	
<b>Assessments</b>	<p>Questions about MLK, solo playing on the recorder, team games for tonal patterns, teacher observation</p>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>2009 NJCCCS</b>		
<b>Standard:</b>		
<b>Strand(s):</b>		
<b>Content Statement(s):</b>		<b>CPI # / CPI(s):</b>

**Pine Hill Public Schools  
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<b>Unit Title:</b>		<b>Unit #:</b> <b>February / March</b>
<b>Course or Grade Level: Grade 4</b>		<b>Length of Time:</b>
<b>Date Created:</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>		
<b>Essential Questions</b>	<p>How does narration and a piece of music from the 20<sup>th</sup> century highlight the instruments of the orchestra?</p> <p>How does the spring concert enhance recorder playing?</p> <p>How can we expand note reading?</p>	
<b>Content</b>	<p>Peter and the Wolf</p> <p>Recorder music for the spring concert</p> <p>Read dotted and 16<sup>th</sup> note rhythms and read minor tonic and dominant patterns</p>	
<b>Skills</b>	<p>Students will identify certain people and animals being represented by the instruments of the orchestra</p> <p>Students will use expanded knowledge of notes and rhythms-spring concert</p> <p>Identify M and m tonic and dominant patterns visually in a game</p>	
<b>Assessments</b>	<p>Teacher observation (questions aurally, evaluation of recorder playing, and assessment of tonal and rhythm knowledge)</p>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>2009 NJCCCS</b>		
<b>Standard:</b>		
<b>Strand(s):</b>		
<b>Content Statement(s):</b>		<b>CPI # / CPI(s):</b>

**Pine Hill Public Schools  
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<b>Unit Title:</b>		<b>Unit #:</b> March / April / May
<b>Course or Grade Level: Grade 4</b>		<b>Length of Time:</b>
<b>Date Created:</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>		
<b>Essential Questions</b>	How does Saint-Saens use instruments to portray animals? Can students read rhythms and tonal patterns in different situations? How many new notes can students play on the recorder within new literature?	
<b>Content</b>	Carnival of the Animals Reading a variety of rhythms and tonal patterns Extended recorder range Various movement activities and new songs presented	
<b>Skills</b>	Identify which instrument represents which animal in a piece of music Reinforce the reading of music by games Present new recorder material expanding upon what is know Introduce new song literature and have each student sing alone	
<b>Assessments</b>	Teacher evaluation	
<b>Interventions / differentiated instruction</b>	•	
<b>Inter-disciplinary Connections</b>	•	
<b>Lesson resources / Activities</b>	•	
<b>2009 NJCCCS</b>		
<b>Standard:</b>		
<b>Strand(s):</b>		
<b>Content Statement(s):</b>		<b>CPI # / CPI(s):</b>