

**Califon Public School  
Curriculum**



<b>Subject:</b> Music	<b>Grade:</b> 4th	<b>Unit #:</b> 1	<b>Pacing:</b> 40 weeks
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**Unit Title: Create: Musical Elements**

**OVERVIEW OF UNIT:**

Students learn the basic fundamentals of music, including but not limited to, rhythm, melody, and form, and dynamics which enables them to embrace musical creativity. Students will build upon music reading skills previously learned and apply them by playing recorder, classroom instruments, singing and composition. Interdisciplinary connections: Social Studies, Math, World Language, Reading, Writing, PE, Art, Science

**Big Ideas**

- The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources
- Musicians' creative choices are influenced by their expertise, context and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.

**Essential Questions**

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?

**Objectives**

Students will be able to:

- read, write, and perform rhythms using modified musical notation
- read, write, and perform melodies using modified musical notation
- Identify parts of the staff
- Play and sing in a group using musical notation.

Students will know:

- Music notation: note vs. rest, eighth notes, quarter notes, half notes, whole notes, quarter rest. Notation may be modified using Kodaly and Dalcroze methodologies.
- Parts of the staff: lines, spaces
- Music is organized into measures based on the time signature
- Form AB and ABA

**Assessment**

**Formative:**

*Student Participation - Performance: Authentic Task/ Skill Demonstration*

Students will be assessed each class on their level of engagement, cooperation, and participation in class discussions and activities.

*Teacher Observation - Oral: Interactive Discussion/ Debate*

Students will be assessed through observation during class discussions and activities for accuracy, understanding, and technical ability.

*Teacher-Student Conferences*

Students will meet with the Teacher at regular intervals throughout the school year to set and assess student personalized learning goals.

**Summative:**

*Classwork*

Students will engage in written or hands on activities to demonstrate understanding of written notation

*Instrumental Proficiency - Performance: Authentic Task/ Skill Demonstration*

Students will be assessed on playing proficiency on the recorder or similar instrument with regard to technique, rhythmic accuracy, and melodic accuracy.

*Projects*

Composition

**Benchmark**

*Pre-Assessment - Written (Test): Selected Response Only*

At the beginning of this unit students are given a written assessment of content that will be covered in this unit.

**Alternative:**

- Modified Assessment based on individual IEPs and Advanced skills  
Performance: Authentic Task/Skill Demonstration  
Students will be assessed based on applicable skill level including modified tests, project enrichment/extension.

**Key Vocabulary**

- staff
- treble clef
- lines and spaces
- ta, ti ti, quarter note, eighth note, half note, rest
- piano, forte
- measure
- Solfege
- pitch
- rhythm/steady beat

**Resources & Materials**

- Music k8
- Music Express

- Recorder Express
- Orff Schulwerk
- Kodaly
- Teachers Pay Teachers
- Youtube
- Online resources
- Teacher made materials

### Technology Infusion

#### Teacher Technology:

- Computer
- iPad
- Promethean Board
- Google Docs

#### Student Technology

- Promethean Board
- Google Docs, Slides
- ChromeBooks

#### Activities:

- Web based activities
- Interactive games activities
- Singing with projected lyrics
- Supplemental videos from web and YouTube

Standard	Standard Description
8.1.5.CS.2:	Model how computer software and hardware work together as a system to accomplish tasks.

### Interdisciplinary Integration

#### Activities:

- Students learn and use music terms in Italian
- Singing
- Playing Instruments

#### Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>

<ul style="list-style-type: none"> <li>• STEM Works - <a href="http://stem-works.com/activities">http://stem-works.com/activities</a></li> <li>• <a href="#">What Every Educator Should Know About Using Google</a> by Shell Education</li> <li>• Promoting Literacy in all Subjects by Glencoe - <a href="http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml">http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml</a></li> <li>• International Literacy Association Read Write Think - <a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></li> </ul>	
Standard	Standard Description
7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

### 21<sup>st</sup> Century Life Skills Standards

<b>Activities:</b> <ul style="list-style-type: none"> <li>• Composition</li> <li>• Improvisation</li> <li>• Collaboration</li> </ul>	
Standard	Student Learning Objectives
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

### Careers

<b>Activities:</b> <ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Projects</li> </ul>	
Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

### Standards

Standard #	Standard Description
1.3A.5.Cr1a	Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
1.Cr.3A.52a	Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
1.3A.5.Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.

1.3A.5.Cr3a	Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
1.3A.5.Cr3b	Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.

### Differentiation

#### Students with 504 plans

- Preferential seating
- Guided notes
- Extra time
- Teacher check-ins
- Use graphic organizers
- Redirect attention
- Prioritize tasks
- Small group testing
- Provide modifications & accommodations per individual student's 504 plan

#### Special Education

- Provide modifications & accommodations as listed in the student's IEP
- Position the student near a helping peer or have quick access to the teacher
- Modify or reduce assignments/tasks
- Reduce the length of the assignment for different modes of delivery
- Increase one-to-one time
- Prioritize tasks
- Use graphic organizers
- Use online resources for skill-building
- Provide teacher notes
- Use collaborative grouping strategies, such as small groups
- NJDOE resources - <http://www.state.nj.us/education/specialed/>

#### Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

#### English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

#### Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery

- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School  
Curriculum**



<b>Subject:</b> Music	<b>Grade:</b> 4th	<b>Unit #:</b> 2	<b>Pacing:</b> 16 weeks
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**Unit Title: Performance: Vocal and Instrumental Development**

**OVERVIEW OF UNIT:**

Students will use proper vocal and instrumental techniques while rehearsing music for Winter and Spring Music Programs. Students will practice performance decorum and proper audience etiquette. Students will apply appropriate music terminology in written or oral critique of performance. Other performance opportunities include chorus and band.

**Big Ideas**

- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.

**Essential Questions**

- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

**Objectives**

Students will be able to:

- Sing on Pitch in a group
- Memoize lyrics
- Perform Movement/dance
- Play instruments
- Be Professional
- Follow the conducting cues

Students will know:

- Age-appropriate vocal technique
- Professional performance procedures
- Musical terminology as it applies to performance pieces

### Assessment

#### Formative:

##### *Participation*

Students are assessed each class during concert preparation for the following skills:

- effort
- following musical score and conductor cues
- vocal production
- memorization
- concert procedures
- instrumental technique

##### *Teacher-Student Conferences*

Students will meet with the Teacher at regular intervals throughout the school year to set and assess student personalized learning goals.

#### Summative:

##### *Authentic Task/Skill Demonstration*

Students will be assessed by observation each class period for their comprehension and accuracy of the performance material. Students will also be expected to demonstrate proper performance and audience etiquette.

##### *Performance Critique*

Written or oral student assessment of Music Concert. Information to include:

- overall performance
- areas of strength
- areas for growth
- personal accomplishments and/or areas for growth.
- professionalism

#### Benchmark:

##### *Pre Concert Preparation*

Students will be assessed through observation and authentic skills proficiency during weeks prior to concert preparation to determine appropriate age and skill level music for the Winter Concert.

#### Alternative:

Modified Assessment based on individual IEPs and Advanced skills

Performance: Authentic Task/Skill Demonstration

Students will be assessed based on applicable skill level including modified tests, project enrichment/extension

### Key Vocabulary

- Posture
- Professional (standing tall, feet forward, hands to side, face to audience, voices quiet except when singing)
- Staff, measure, steady beat
- Pitch, rhythm

- Cue
- Cut off

### Resources & Materials

- Music K-8
- Music Express
- JW Pepper
- School Music Library
- Youtube
- iTunes

### Technology Infusion

#### Teacher Technology:

- iPad
- Computer
- Promethean Board
- Online resources ie YouTube
- Google Docs

#### Student Technology:

- Promethean Board
- Teacher Web page
- Google Docs
- ChromeBooks

#### Activities:

- Students learn lyrics, vocal parts, instrumental parts from projected images
- Video recordings of concert material
- Recordings and lyrics posted on teacher web page
- Lyrics projected from Google Docs

#### Standard

8.1.5.CS.2:

#### Standard Description

Model how computer software and hardware work together as a system to accomplish tasks.

### Interdisciplinary Integration

#### Activities:

- Learn and perform motions and dance steps to songs
- Students improvise choreography
- Students help design choreography
- Students use expression while performing songs
- Students use stage presence and follow performance etiquette

#### Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Educator Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - [http://www.glencoe.com/sec/teachingtoday/subject/promoting\\_literacy.phtml](http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml)
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
2.2.5.MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).

### 21<sup>st</sup> Century Life Skills Standards

#### Activities:

- Class discussions
- Rehearsals
- Self-Performance Critique
- Group Performance Critique

Standard	Student Learning Objectives
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3)

### Careers

#### Activities:

- Class Discussions
- Projects

Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Standards	
Standard #	Standard Description
1.3A.5.Pr4a	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
1.3A.5.Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
1.3A.5.Pr4c	Analyze selected music by reading and performing using standard notation.
1.3A.5.Pr4d	Explain how context (e.g., personal, social, cultural, historical) informs performances.
1.3A.5.Pr4e	Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
1.3A.5.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
1.3A.5.Pr5b	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
1.3A.5.Pr6b	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

Differentiation
<b>Students with 504 plans</b>
<ul style="list-style-type: none"> <li>● Preferential seating</li> <li>● Guided notes</li> <li>● Extra time</li> <li>● Teacher check-ins</li> <li>● Use graphic organizers</li> <li>● Redirect attention</li> <li>● Prioritize tasks</li> <li>● Small group testing</li> <li>● Provide modifications &amp; accommodations per individual student's 504 plan</li> </ul>
<b>Special Education</b>
<ul style="list-style-type: none"> <li>● Provide modifications &amp; accommodations as listed in the student's IEP</li> <li>● Position the student near a helping peer or have quick access to the teacher</li> <li>● Modify or reduce assignments/tasks</li> <li>● Reduce the length of the assignment for different modes of delivery</li> <li>● Increase one-to-one time</li> <li>● Prioritize tasks</li> <li>● Use graphic organizers</li> <li>● Use online resources for skill-building</li> <li>● Provide teacher notes</li> <li>● Use collaborative grouping strategies, such as small groups</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li> </ul>

**Response to Intervention (RTI)**

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

**English Language Learners (ELL)**

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

**Enrichment**

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School  
Curriculum**



<b>Subject:</b> Music	<b>Grade:</b> 4th	<b>Unit #:</b> 3	<b>Pacing:</b> 40 weeks
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**Unit Title: Responding to Music: Music History and World Music/Listening Skills**

**OVERVIEW OF UNIT:**

Students will learn to be active listeners and demonstrate proper audience etiquette. Students will be exposed to a wide variety of musical styles and composers from various periods of music history. Students will be able to critique and express themselves through music. Students will be introduced to music from many cultures. Interdisciplinary Connections: Social Studies, Art, Dance, ELA, World Language

**Big Ideas**

- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how the creator(s) or performer(s) manipulate the elements of music.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

**Essential Questions**

- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do we judge the quality of musical work(s) and performance(s)?
- How do we discern the musical creators' and performers' expressive intent?

**Objectives**

Students will be able to:

- Demonstrate active listening skills
- Demonstrate proper audience etiquette
- Express music through movement, oral or written response, art, and other hands on activities.
- Compare, contrast, and critique music based on their knowledge of musical elements.

Students will know:

- The definition of active listening
- Proper audience etiquette: quiet voice and body, active listening, when to clap.
- Response to music is individual; there is not right or wrong.
- How specific works of music and composers fit into historical context

### Assessment

#### Formative Assessment:

- **Teacher Observation**  
**Observation of student active listening skills.**
  - Student is listening
  - Student is quiet
  - Student response i.e. written, oral
- **Teacher-Student Conferences**  
 Students will meet with the Teacher at regular intervals throughout the school year to set and assess student personalized learning goals.
- **Class Discussions**

#### Summative Assessment:

- **Participation**
  - oral discussion
  - written reflection
  - artwork
  - movement
  - Activities/Games
- Projects
- Authentic Tasks

#### Benchmark:

- **Pre Assessment**  
**Benchmark: Performance: Authentic Task/ Skill Demonstration**  
 Students will be assessed through observation at the beginning of the unit.

#### Alternative:

- **Modified Assessment based on individual IEPs and Advanced skills**  
**Performance: Authentic Task/Skill Demonstration**  
 Students will be assessed based on applicable skill level including modified tests, project enrichment/extension.

### Key Vocabulary

- active listening
- tempo: fast, slow
- pitch: high, low
- Instrument families: Brass, Woodwind, Strings, Percussion, Keyboard
- Composer
- Music Periods: Baroque, Classical, Romantic, Modern
- Cultural influences: language, practices

### Resources & Materials

- Books
- Teachers Pay Teachers
- Music Express
- Youtube
- NAFME.org
- iTunes
- Classicsforkids.com
- Music Play Online
- Websites

### Technology Infusion

#### Teacher Technology:

- Computer
- iPad
- Promethean Board
- Google Slides
- iTunes

#### Student Technology:

- Promethean Board
- Google Slides
- iTunes

#### Activities:

- Interactive websites
- Composer research
- Youtube: Live Performances

Standard	Standard Description
8.1.5.CS.2:	Model how computer software and hardware work together as a system to accomplish tasks.

### Interdisciplinary Integration

#### Activities:

- Presentation of historical composers, various genres of world music through listening, google slides, videos, student research and projects
- Students respond to listening examples using appropriate music terms in Italian

#### Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>

- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Educator Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - [http://www.glencoe.com/sec/teachingtoday/subject/promoting\\_literacy.phtml](http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml)
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
6.1.5.HistoryCC.4:	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
6.1.5.HistoryCC.7:	Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
7.1.NM.IPRET.1:	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2:	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

### 21<sup>st</sup> Century Life Skills Standards

#### Activities:

- Class Discussion
- Student research
- Student Projects/Presentations

Standard	Student Learning Objectives
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

### Careers

#### Activities:

- Class Discussions
- Projects

Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Standards	
Standard #	Standard Description
1.3A.5.Re7a	Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
1.3A.5.Re7b	Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
1.3A.5.Re8a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.
1.3A.5.Re9a	Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.

Differentiation
<b>Students with 504 plans</b>
<ul style="list-style-type: none"> <li>• Preferential seating</li> <li>• Guided notes</li> <li>• Extra time</li> <li>• Teacher check-ins</li> <li>• Use graphic organizers</li> <li>• Redirect attention</li> <li>• Prioritize tasks</li> <li>• Small group testing</li> <li>• Provide modifications &amp; accommodations per individual student's 504 plan</li> </ul>
<b>Special Education</b>
<ul style="list-style-type: none"> <li>• Provide modifications &amp; accommodations as listed in the student's IEP</li> <li>• Position the student near a helping peer or have quick access to the teacher</li> <li>• Modify or reduce assignments/tasks</li> <li>• Reduce the length of the assignment for different modes of delivery</li> <li>• Increase one-to-one time</li> <li>• Prioritize tasks</li> <li>• Use graphic organizers</li> <li>• Use online resources for skill-building</li> <li>• Provide teacher notes</li> <li>• Use collaborative grouping strategies, such as small groups</li> <li>• NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li> </ul>
<b>Response to Intervention (RTI)</b>
<ul style="list-style-type: none"> <li>• Tiered interventions following the RTI framework</li> <li>• Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li> <li>• Intervention Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> </ul>
<b>English Language Learners (ELL)</b>
<ul style="list-style-type: none"> <li>• Provide text-to-speech</li> </ul>

- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

**Enrichment**

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School  
Curriculum**



<b>Subject:</b> Music	<b>Grade:</b> 4th	<b>Unit #:</b> 4	<b>Pacing:</b> 40 weeks
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**Unit Title: Connect: Music Enriches our Lives**

**OVERVIEW OF UNIT:**

In this unit, students will examine ways in which music enriches our life daily. Areas of study may include but are not limited to recreation, advertisement, movies, musical theatre, pop culture i.e. video games, social media, and social and emotional self care. Students will conclude areas of focus with a project or activity.

**Big Ideas**

- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**Essential Questions**

- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

**Objectives**

**Students will be able to:**

- Identify ways in which music enhances our daily lives
- Compare and contrast specific examples
- Produce examples of life connections to music, found or created
- Practice Mindfulness with music

**Students will know:**

- How and when music surrounds our daily life
- How various genres and musical elements influence a musical experience
- Purpose of Mindfulness

**Assessment**

**Formative Assessment:**

- **Participation**

**Formative: Performance: Authentic Task/ Skill Demonstration**

Students will be evaluated each class on their level of engagement, effort, and cooperation. Monthly participation grades will be recorded in the grade book.

- **Teacher-Student Conferences**

Students will meet with the Teacher at regular intervals throughout the school year to set and assess student personalized learning goals.

- **Class Discussions**
- **Activities and Games**

**Summative Assessment:**

- **Teacher Observation**

**Summative: Performance: Authentic Task/ Skill Demonstration**

Students will be assessed each class for comprehension and mastery of subject/skill per teacher observation.

- **Projects**
- **Performance Tasks**  
Games and Activities

**Benchmark:**

- **Pre Assessment**

**Benchmark: Performance: Authentic Task/ Skill Demonstration**

Students will be assessed through observation at the beginning of the unit.

**Alternative:**

- **Modified Assessment based on individual IEPs and Advanced skills**

**Performance: Authentic Task/Skill Demonstration**

Students will be assessed based on applicable skill level including modified tests, project enrichment/extension.

### Key Vocabulary

- Mindfulness
- Breath
- Composition
- Genre
- Purposes for music
  - entertainment
  - recreation
  - advertising
  - video games
  - movies/tv
  - Emotional Support

### Resources & Materials

- Music Express
- Music K-8
- Teachers Pay Teachers
- [www.classicsforkids.com](http://www.classicsforkids.com)

- NAFME.org
- iTunes
- Teacher made resources
- Music Play Online

### Technology Infusion

#### Teacher Technology:

- iPad
- Chromebook
- Promethean Board
- Online resources ie youtube

#### Student Technology:

- Promethean Board
- Google Apps for Education
- Chromebooks

#### Activities:

- Interactive Websites
- Interactive learning games

Standard	Standard Description
8.1.5.CS.2:	Model how computer software and hardware work together as a system to accomplish tasks.

### Interdisciplinary Integration

#### Activities:

- Class discussion
- Written Activities

#### Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2fIViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Educator Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - [http://www.glencoe.com/sec/teachingtoday/subject/promoting\\_literacy.phtml](http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml)
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
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NJSLS-ELA W.RW.4.7	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
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### 21<sup>st</sup> Century Life Skills Standards

**Activities:**

- Class discussion
- Projects
- Listening Activities
- Games/Activities

Standard	Student Learning Objectives
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

### Careers

**Activities:**

- Class Discussion
- Projects
- Games/Activities

Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

### Standards

Standard #	Standard Description
1.3A.5.Cn10a:	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
1.3A.5.Cn11a:	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

### Differentiation

**Students with 504 plans**

- Preferential seating
- Guided notes
- Extra time
- Teacher check-ins
- Use graphic organizers
- Redirect attention
- Prioritize tasks

- Small group testing
- Provide modifications & accommodations per individual student's 504 plan

### Special Education

- Provide modifications & accommodations as listed in the student's IEP
- Position the student near a helping peer or have quick access to the teacher
- Modify or reduce assignments/tasks
- Reduce the length of the assignment for different modes of delivery
- Increase one-to-one time
- Prioritize tasks
- Use graphic organizers
- Use online resources for skill-building
- Provide teacher notes
- Use collaborative grouping strategies, such as small groups
- NJDOE resources - <http://www.state.nj.us/education/specialed/>

### Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

### English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

### Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources