Groton Public Schools
Curriculum Map

INTRODUCTION

Course Title:
Curriculum Area and Grade: 4

Course Purpose:
Music is a vital part of each student's daily life. Fourth grade general music is offered to students of all learning modalities and is designed to offer a myriad of opportunities for active participation and success. Students are regularly engaged in singing, playing instruments, moving to music, reading, notating, and creating music. Students in fourth grade use a variety of different instruments to accomplish many of these learning goals. In addition to general music class, fourth graders are given the opportunity to participate in additional music programs including band, chorus, and orchestra. Carefully selected materials provide a framework whereby students learn to understand and appreciate their own historical and cultural heritage as well as those of other cultures. Music adds quality to life as it promotes mental development and provides an outlet for emotional expression. Music provides a powerful means of engaging students in learning and improving their achievement. Fundamental in a student's overall social, emotional, and cognitive development, music enhances reasoning, inspires creativity, and encourages critical thinking, self-discipline, problem-solving, decision-making, cooperation, and imagination. Music enables students to learn about themselves, other people, and humanity in general.

Major Learning Goals and Understandings:
Student Learning Expectation(s):   1) Students will use singing, movement, and instruments to explore musical ideas.   2) Students explore and experience musical concepts such as tempo, timbre, dynamics, articulation, tonality, and meter on a variety of instruments.   3) Students will explore the relationships between music and the other arts, other disciplines and cultures, and daily life.   4) Students will read and notate music on a variety of instruments.   5) Students will develop Social and Emotional Learning (SEL) through the lens of music.   6) Students will develop an understanding of Diversity, Equity and Inclusion (DEI) through the lens of music.

Units/Theme/Concept and # of Weeks
Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks

1. Students will use singing, movement, and instruments to explore musical ideas throughout the year.	2. Students explore and experience musical concepts such as tempo, timbre, dynamics, articulation, tonality, and meter on a variety of instruments throughout the year.
3. Students will explore the relationships between music and the other arts, other disciplines and cultures, and daily life throughout the year.	4. Students will read and notate music on a variety of instruments throughout the year.
5. Students will develop Social and Emotional Learning (SEL) through the lens of music throughout the year.	6. Students will develop an understanding of Diversity, Equity and Inclusion (DEI) through the lens of music throughout the year.

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Date Approved:

Part 1 - Unit/Theme/Concept			
Grade: 4	**Subject:**	**Course:** General Music	**Length of Unit:** 36 weeks

Common Core State Standards
National Core Arts Standards for Music (2014) https://www.nationalartsstandards.org/
Supporting Standards NAEYC Developmentally Appropriate Practice (DAP) Standards 1-3 https://www.naeyc.org/our-work/families/10-naeyc-program-standards

Part 2 – Standards	
Key (GLE) Content Knowledge and Concepts/Skills	**Bloom's Taxonomy Levels**
The students will know how to:	The students will be able to:	Creating, Evaluating, Analyzing, Applying,

1. Generate musical ideas for various purposes and contexts.	1. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural). MU:Cr1.1.4a	Understanding and Remembering
2. Select and develop musical ideas for defined purposes and contexts.	2. Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters. MU:Cr1.1.4b	
3. Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.	3. Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context. MU:Cr2.1.4a	
	4. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas. MU:Cr2.1.4b	
4. Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.	5. Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time. MU:Cr3.1.4	
5. Select varied musical works to present based on interest, knowledge, technical skill, and context.	6. Present the final version of personal created music to others, and explain connection to expressive intent. MU:Cr3.2.4	
6. Analyze the structure and context of varied musical works and their implications for performance.	7. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill. MU:Pr4.1.4	
	8. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance. MU:Pr4.2.4a	
7. Develop personal interpretations that consider creators' intent.	9. When analyzing selected music, read and perform using iconic and/or standard notation. MU:Pr4.2.4b	
8. Evaluate and refine personal and ensemble performances,	10. Explain how context (such as social and cultural) informs a performance. MU:Pr4.2.4c	

individually or in collaboration with others.	11. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre). MU:Pr4.3.4
9. Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.	12. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances. MU:Pr5.1.4a
10. Choose music appropriate for a specific purpose or context.	13. Rehearse to refine technical accuracy and expressive qualities, and address performance challenges. MU:Pr5.1.4b
11. Analyze how the structure and context of varied musical works inform the response.	14. Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation. MU:Pr6.1.4a
	15. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre. MU:Pr6.1.4b
12. Support interpretations of musical works that reflect creators'/performers' expressive intent.	16. Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. MU:Re7.1.4
13. Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.	17. Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural). MU:Re7.2.4
	18. Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent. MU:Re8.1.4
14. Synthesize and relate knowledge and personal experiences to make music.	19. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context. MU:Re9.1.4
	20. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. MU:Cn10.0.4

15. Relate musical ideas and works with varied context to deepen understanding.	21. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. MU:Cn11.0.4	

Big Idea and Essential Questions

- **Big Ideas**
  1) Creating Music
  2) Performing Music
  3) Responding to Music
  4) Connecting to Music

- **Essential Questions**
  1) What does our best singing voice sound like?
  2) How can we create the best sounds as an ensemble?
  3) How do we create emotion in music?
  4) How do tonality, meter, form, and harmony affect music?
  5) How do we read music? How do we notate music?
  6) How is music used in our daily life?
  7) How is music used in other cultures?

Part 3 – Common Unit Assessments

Formative Assessments: may include, but not be limited to:

- Ongoing teacher observation of student work: quick and informal way to assess students and check for understanding.
- Peer to peer interaction/discussion: listen to students as they discuss specific or broad information pertinent to the lesson in order to check for understanding.
- Verbal feedback to check for understanding.
- Assessment of oral and/or written responses to questions and discussions.
- Exit ticket: a quick way to grasp what students have learned and/or need to review.

Summative/Performance Assessment: may include, but not be limited to:

- Examples of student work
- Profiles of student behavior
- Student journals through platforms such as Google Classroom
- Assessment of oral and/or written responses to summative questions and discussions
- District-wide rubrics assessing creating, performing, responding to, and connecting to music

🗎 MusicPerformanceRubricsforElementaryGrades-1.pdf
🗎 Singing Voice Rubric.pdf
🗎 Rhythm Performance Rubric.pdf
🗎 recorder performance rubric.pdf

Part 4 – Common/Assured Learning Experiences

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences.
The effective teaching strategies and 21st century learning skills listed below should be used as a reference when developing the common assured learning experiences. After completing the descriptions of the learning experiences, please check the appropriate boxes.