

Crest Memorial School Curriculum and Pacing Guide	
Grade: 4th Grade	Subject Area: General Music
Adoption Date:	Revision Date: September, 2024

<b>Mission and Vision Statements</b>
<p><i>Mission:</i> To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.</p> <p><i>Vision:</i> All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for: ● Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century; ● Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change; ● Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and ● Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society. The New Jersey Student Learning Standards for Visual and Performing Arts (NJSLs-VPA) describe the expectations for literacy and fluency in five artistic disciplines: dance, music, theatre, visual arts, and media arts. Each artistic discipline has independent skills, knowledge, and content. However, as a field, the arts are interdependent, connected, and inclusive. The NJSLs-VPA are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating. The vision of all students having equitable access to a quality arts education is only achieved when the five arts disciplines are offered continuously throughout the K-12 spectrum.</p>

<b>Integration of Technology</b>
<p>8.1.4.A.1 8.2.4.A.1</p>

<b>21st Century Skills</b>
<p>9.2.4.A.1 9.4.4.A.2 9.4.4.C.1</p>

### Career Education

9.2.4.B.1  
9.3.4.B.1

### Interdisciplinary Connection

6.1.5.CivicsPR.2

### Accommodations and Modifications

Special Education	<ul style="list-style-type: none"><li>● follow 504/IEP accommodations</li><li>● create visual word wall with labels</li><li>● highlight and define important vocabulary</li><li>● ask yes/no questions</li><li>● provide sentence frames or sentence stems</li><li>● allow for use of pictures in music room with dictation support</li><li>● HeadPhones/Reduce Stimulus and distracting noises</li></ul>
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	<ul style="list-style-type: none"> <li>● Chunking content into “digestible bites”</li> <li>● Shorten assignments to focus on mastery concept</li> <li>● Assignment, Project, and Assessment Modification Based on Individual Student Needs</li> </ul>
Gifted and Talented	<ul style="list-style-type: none"> <li>● Student Choice</li> <li>● Assignment, Project, and Assessment Modification Based on Individual Student Needs</li> <li>● Student Choice</li> <li>● Ask students higher level questions</li> <li>● Provide opportunities for open-ended, self-directed activities</li> <li>● Give students opportunities to mentor other students</li> <li>● Give students opportunities to teach other students</li> <li>● Offer higher-level learning opportunities</li> <li>● Offer students opportunities to present their understanding of a topic in different ways</li> <li>● Assignment, Project, and Assessment Modification Based on Individual Student Needs</li> </ul>
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Benchmark	<ul style="list-style-type: none"> <li>● Performance Skills Benchmarks</li> </ul>
Alternative	<ul style="list-style-type: none"> <li>● Performance Tasks</li> </ul>

Pacing Guide: Number of Days	
Unit Title: Songs and Structure of Composing a Song	Week 1: 4 days
Day 1: How is sound made?	Week 2: 3 days
Day 2: How is sound understood?	Week 3: 2 days
Day 3: How is sound turned into music?	Week 4: 1 day

Unit Learning Goals
Unit Title: Composing and Constructing Composition: The Science of Sound

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>● Textbook</li> <li>● Online benchmark assessment resource</li> </ul>	<ul style="list-style-type: none"> <li>● Topic-focused webquests</li> <li>● Two Distance learning tours</li> </ul>

Daily Targets	NJSLS Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> <li>● Day 1: How does a composer conceptualize, create and generate ideas for a song?</li> </ul>	<p><b>MU.4.1.L2</b> [<i>Standard</i>] - Identify phrases and sections of music that are the same, similar, or different.</p> <p><b>MU.4.2.P5</b> [<i>Standard</i>] - Echo sort rhythmic and melodic patterns.</p>	<ul style="list-style-type: none"> <li>● Digital and Multimedia Assessments</li> <li>● <a href="https://musiclab.chromeexperiments.com/Song-Maker/">https://musiclab.chromeexperiments.com/Song-Maker/</a></li> <li>● Packets</li> </ul>

		<ul style="list-style-type: none"> <li>• Independent Practice</li> </ul>
<ul style="list-style-type: none"> <li>• Day 2: How does one develop patterns and organize musical ideas?</li> </ul>	<p><b>MU.4.3.2</b> [<i>Standard</i>] - Improvise short songs and instrumental pieces, using a variety of sound sources, including the voice, sounds available in the classroom (instruments), body sounds, and sounds produced by electronic means.</p>	<ul style="list-style-type: none"> <li>• Pentatonic Scale</li> <li>• “Old MacDonald”</li> <li>• Solfeggio Scale</li> <li>• Chromatic Scales</li> </ul>
<ul style="list-style-type: none"> <li>• Day 3: How does one refining and complete their finished composition and products.</li> </ul>	<p><b>MU.4.3.3</b> [<i>Standard</i>] - Compose and arrange short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, sounds available in the classroom, body sounds, and sounds produced by electronic means.</p> <p><b>MU.4.3.2</b> [<i>Standard</i>] - Improvise short songs and instrumental pieces, using a variety of sound sources, including the voice, sounds available in the classroom (instruments), body sounds, and sounds produced by electronic means.</p>	<ul style="list-style-type: none"> <li>• Rotation Station</li> <li>• Partner Practice</li> <li>• Independent Practice</li> </ul>
<p>Day 4: What is sound? How is sound turned into a song? How do we understand Sound?</p>	<p><b>MU.4.1.L3</b> [<i>Standard</i>] - Identify the sounds of a variety of instruments, including many orchestra and band instruments, and other instruments from various cultures, as well as male and female adult voices.</p>	<ul style="list-style-type: none"> <li>• Smartboard</li> <li>• Independent Presentations</li> <li>• Partner Presentations</li> <li>• Google Classroom</li> </ul>

<b>Inclusive concepts</b>
<ul style="list-style-type: none"> <li>• <b>Diverse Musical Repertoire</b> <ul style="list-style-type: none"> <li>• <b>Incorporate Music from Different Cultures:</b> Include a wide range of musical styles, genres, and traditions from around the world (e.g., African drumming, Latin rhythms, classical music, folk songs, indigenous music). This helps students understand and appreciate the global nature of music.</li> <li>• <b>Highlight Underrepresented Composers and Musicians:</b> Introduce music by composers from diverse ethnicities, genders, and backgrounds. For instance, feature works by women composers, Black composers, and composers from marginalized communities.</li> <li>• <b>Representation Across Genres:</b> Provide exposure to both popular and classical music, as well as contemporary genres like hip hop, jazz, reggae, and electronic</li> </ul> </li> </ul>

music. This helps cater to students' varied interests.

## Accessible Instruments and Technology

- **Adaptive Instruments:** Offer a variety of adaptive instruments to accommodate students with physical disabilities. For example, electronic keyboards with adjustable sizes or drums that can be played using switches or voice commands.
- **Assistive Technology:** Utilize music technology such as music notation software, virtual instruments, and apps that can support students with physical or learning disabilities (e.g., students with dyslexia or visual impairments).
- **Movement-Based Activities:** For students who might find playing traditional instruments challenging, incorporate movement activities that allow them to express themselves musically. This could include dance, rhythmic clapping, or body percussion.

## Encouraging Student Voice and Choice

- **Student-Centered Learning:** Allow students to choose songs or compositions to learn and perform, ensuring that their interests and preferences are respected. This can increase engagement and motivation.
- **Create Opportunities for Improvisation and Composition:** Allow students to create their own music or explore improvisation. This fosters creativity and gives students autonomy in their musical expression.

## 7. Culturally Responsive Pedagogy

- **Incorporate Students' Cultural Backgrounds:** Invite students to share music from their cultures and incorporate these into classroom activities. This not only fosters pride in their heritage but also enriches the learning experience for all.
- **Addressing Historical Contexts:** Teach music in context, including the history and social significance of different genres. For example, discussing how African American spirituals or protest songs influenced social change can deepen students' understanding of both music and history.

## 8. Fostering Collaboration and Teamwork

- **Inclusive Ensemble Activities:** Encourage group projects where students with different skill levels can collaborate and learn from each other. For instance, pairing students who are proficient in reading music with others who are more comfortable playing by ear.
- **Peer Mentoring:** Create opportunities for peer teaching and support, where students can help each other learn new skills or explain concepts in their own words, reinforcing a culture of mutual respect and support.

## 9. Safe and Supportive Classroom Environment

- **Promote a Growth Mindset:** Foster an environment where students feel safe to take risks and make mistakes without fear of judgment. Celebrate effort and progress, not just achievement.

- **Positive Reinforcement:** Provide praise and encouragement for all students, emphasizing their individual growth rather than comparison to others. This creates a positive, inclusive atmosphere where everyone feels motivated to participate.

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Benchmark	● Performance Skills Benchmarks
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Pacing Guide: Number of Days	
Unit Title: Global Sounds and Scales	Week 1: 4 days
Day 1: How is the sound different from other scales?	Week 2: 3 days
Day 2: Globally where do you think these scales originate?	Week 3: 2 days
Day 3: Why are sounds different from other regions?	Week 4: 1 day

Unit Learning Goals
Unit 2: Sounds of the Season, Scales and Global Sounds Objective to Identify various sounds, scales and their difference between global regions.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>● Textbook</li> <li>● Online benchmark assessment resource</li> </ul>	<ul style="list-style-type: none"> <li>● Topic-focused webquests</li> <li>● Two Distance learning tours</li> </ul>

Daily Targets	NJSLS Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> <li>● Day 1: Understanding student cultural traditions in the home. What is Sound?</li> </ul>	<p><b>MU.4.5 [Strand]</b> - Connect music to other art forms and subject areas through understanding the historical and cultural context of music</p> <p><b>MU.4.5.H2 [Standard]</b> - Identify various uses of music in their daily</p>	<ul style="list-style-type: none"> <li>● Pentatonic Scale</li> <li>● “Old MacDonald”</li> <li>● Solfeggio Scale</li> <li>● Chromatic Scales</li> <li>● Spooky Scary</li> </ul>

	experiences and describe characteristics that make certain music suitable for each use.	<p>Skeletons</p> <ul style="list-style-type: none"> <li>● “Bach” Toccata &amp; Fugue</li> </ul>
<ul style="list-style-type: none"> <li>● Day 2: How is sound associated with various different regions globally? How is Sound Produced?</li> </ul>	<b>MU.4.5.H3</b> [ <i>Standard</i> ] - Explain how experiences, surroundings, stories, and history are expressed through music.	<ul style="list-style-type: none"> <li>● Rotation Station</li> <li>● Partner Practice</li> <li>● Independent Practice</li> </ul>
<ul style="list-style-type: none"> <li>● Day 3: What are your first thoughts on these global sounds, scales and instruments? What is the Science of Sound?</li> </ul>	<b>MU.4.5.S1</b> [ <i>Standard</i> ] - Identify similarities and differences in the meanings of common terms used in the various arts.	<ul style="list-style-type: none"> <li>● Keyboards</li> <li>● Xylophones</li> <li>● Rotation Station</li> </ul> <p><b>Digital Instruments:</b> Electronic keyboards, MIDI controllers, and music production software are essential for modern music education.</p>
<p>Day 4: Why are global scales and sounds different from various regions? What natural resources contribute? How is Sound turned into a song?</p>	<b>MU.4.5.H1</b> [ <i>Standard</i> ] - Explain orally or in writing the relationship between music and events in early American history.	<ul style="list-style-type: none"> <li>● Smartboard</li> <li>● Independent Presentations</li> <li>● Partner Presentations</li> <li>● Google Classroom</li> </ul> <p><b>Affordable Instruments:</b> For broader access, consider low-cost instruments, such as xylophones, recorders, or ukuleles.</p>

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Benchmark	<ul style="list-style-type: none"> <li>● Performance Skills Benchmarks</li> </ul>
Alternative	<ul style="list-style-type: none"> <li>● Performance Tasks</li> </ul>

Pacing Guide: Number of Days	
Unit 3: Week 1: Musical Theater and it Global Impact	Week 1/ 4 Days
Unit 3: Week 2: What are the careers/ jobs in a Music Theatre Production?	Week 2/ 3 Days
Unit 3: Week 3: Compare and Contrast two musical play productions?	Week 3/ 2 Days
Unit 3: Week 4: What can you identify was different and the same about the play productions?	Week 4/1 Day

Unit Learning Goals
<p><b>Unit 3: Analyze and Evaluate a Musical Play Production Theater and Its Global Impact</b></p> <p><b>Unit Objectives:</b></p> <ul style="list-style-type: none"> <li>● Develop an awareness of different sounds and rhythms.</li> <li>● Recognize and explore various musical instruments.</li> <li>● Practice basic singing and vocal exercises.</li> <li>● Understand basic music terms (loud, soft, fast, slow).</li> <li>● Develop motor skills through rhythmic movement and dance.</li> </ul>

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>● Textbook</li> <li>● Online benchmark assessment resource</li> </ul>	<ul style="list-style-type: none"> <li>● Topic-focused webquests</li> <li>● Two Distance learning tours</li> </ul>



productions? Can you identify and describe the musical elements that were similar and different?	AABB, rondo, and round.	
Day 4: What can you identify was different and the same about the play productions? What instruments, props, songs or lines were the same? What was different?	<b>MU.4.1.L2</b> [ <i>Standard</i> ] - Identify phrases and sections of music that are the same, similar, or different.	<p><b>Digital Instruments:</b> Electronic keyboards, MIDI controllers, and music production software are essential for modern music education.</p> <ul style="list-style-type: none"> <li>● Keyboards</li> <li>● Xylophones</li> <li>● Rotation Station</li> </ul>

### Inclusive concepts

#### ● **Diverse Musical Repertoire**

- **Incorporate Music from Different Cultures:** Include a wide range of musical styles, genres, and traditions from around the world (e.g., African drumming, Latin rhythms, classical music, folk songs, indigenous music). This helps students understand and appreciate the global nature of music.
- **Highlight Underrepresented Composers and Musicians:** Introduce music by composers from diverse ethnicities, genders, and backgrounds. For instance, feature works by women composers, Black composers, and composers from marginalized communities.
- **Representation Across Genres:** Provide exposure to both popular and classical music, as well as contemporary genres like hip hop, jazz, reggae, and electronic music. This helps cater to students' varied interests.

#### **Accessible Instruments and Technology**

- **Adaptive Instruments:** Offer a variety of adaptive instruments to accommodate students with physical disabilities. For example, electronic keyboards with adjustable sizes or drums that can be played using switches or voice commands.
- **Assistive Technology:** Utilize music technology such as music notation software, virtual instruments, and apps that can support students with physical or learning disabilities (e.g., students with dyslexia or visual impairments).
- **Movement-Based Activities:** For students who might find playing traditional instruments challenging, incorporate movement activities that allow them to express themselves musically. This could include dance, rhythmic clapping, or body

percussion.

## Encouraging Student Voice and Choice

- **Student-Centered Learning:** Allow students to choose songs or compositions to learn and perform, ensuring that their interests and preferences are respected. This can increase engagement and motivation.
- **Create Opportunities for Improvisation and Composition:** Allow students to create their own music or explore improvisation. This fosters creativity and gives students autonomy in their musical expression.

## 7. Culturally Responsive Pedagogy

- **Incorporate Students' Cultural Backgrounds:** Invite students to share music from their cultures and incorporate these into classroom activities. This not only fosters pride in their heritage but also enriches the learning experience for all.
- **Addressing Historical Contexts:** Teach music in context, including the history and social significance of different genres. For example, discussing how African American spirituals or protest songs influenced social change can deepen students' understanding of both music and history.

## 8. Fostering Collaboration and Teamwork

- **Inclusive Ensemble Activities:** Encourage group projects where students with different skill levels can collaborate and learn from each other. For instance, pairing students who are proficient in reading music with others who are more comfortable playing by ear.
- **Peer Mentoring:** Create opportunities for peer teaching and support, where students can help each other learn new skills or explain concepts in their own words, reinforcing a culture of mutual respect and support.

## 9. Safe and Supportive Classroom Environment

- **Promote a Growth Mindset:** Foster an environment where students feel safe to take risks and make mistakes without fear of judgment. Celebrate effort and progress, not just achievement.
- **Positive Reinforcement:** Provide praise and encouragement for all students, emphasizing their individual growth rather than comparison to others. This creates a positive, inclusive atmosphere where everyone feels motivated to participate.

Crest Memorial School Curriculum and Pacing Guide	
Grade: 4th Grade	Subject Area: General Music
Adoption Date:	Revision Date: December, 2024

<b>Mission and Vision Statements</b>
<p><i>Mission:</i> To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.</p> <p><i>Vision:</i> All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for: ● Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century; ● Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change; ● Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and ● Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society. The New Jersey Student Learning Standards for Visual and Performing Arts (NJSLs-VPA) describe the expectations for literacy and fluency in five artistic disciplines: dance, music, theatre, visual arts, and media arts. Each artistic discipline has independent skills, knowledge, and content. However, as a field, the arts are interdependent, connected, and inclusive. The NJSLs-VPA are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating. The vision of all students having equitable access to a quality arts education is only achieved when the five arts disciplines are offered continuously throughout the K-12 spectrum.</p>

<b>Integration of Technology</b>
<p>8.1.4.A.1 8.2.4.A.1</p>

<b>21st Century Skills</b>
<p>9.2.4.A.1 9.4.4.A.2 9.4.4.C.1</p>

### Career Education

9.2.4.B.1  
9.3.4.B.1

### Interdisciplinary Connection

6.1.5.CivicsPR.2

### Accommodations and Modifications

Special Education	<ul style="list-style-type: none"><li>● follow 504/IEP accommodations</li><li>● create visual word wall with labels</li><li>● highlight and define important vocabulary</li><li>● ask yes/no questions</li><li>● provide sentence frames or sentence stems</li><li>● allow for use of pictures in music room with dictation support</li><li>● HeadPhones/Reduce Stimulus and distracting noises</li></ul>
English Language Learners	<ul style="list-style-type: none"><li>● create visual word wall with labels</li><li>● highlight and define important vocabulary</li><li>● ask yes/no questions</li><li>● provide sentence frames or sentence stems</li><li>● allow for use of pictures in music room with dictation support</li><li>● Assign a buddy, same language or English speaking</li><li>● Use images, diagrams and other visual aids wherever possible</li><li>● Use group projects rather than individual work</li><li>● Use of Google translate dictionaries to locate words in native language</li><li>● Reduce amount of work required</li><li>● Provide hands-on activities and explanations</li><li>● Provide picture labels with both English and other language</li><li>● Allow extended time for project and test/quiz completion.</li><li>● Reduce multiple choices to two.</li><li>● Offer book choices written in native language</li></ul>
Students At-Risk of Failure	<ul style="list-style-type: none"><li>● Allow verbalization before writing</li><li>● Use audio materials when necessary</li><li>● Read tests aloud</li><li>● Restate, reword, clarify directions</li><li>● Re-teach concepts using small groups</li><li>● Provide educational “breaks” as necessary</li></ul>

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Gifted and Talented	<ul style="list-style-type: none"> <li>● Student Choice</li> <li>● Assignment, Project, and Assessment Modification Based on Individual Student Needs</li> <li>● Student Choice</li> <li>● Ask students higher level questions</li> <li>● Provide opportunities for open-ended, self-directed activities</li> <li>● Give students opportunities to mentor other students</li> <li>● Give students opportunities to teach other students</li> <li>● Offer higher-level learning opportunities</li> <li>● Offer students opportunities to present their understanding of a topic in different ways</li> <li>● Assignment, Project, and Assessment Modification Based on Individual Student Needs</li> </ul>
Students with 504 Plans	<ul style="list-style-type: none"> <li>● Allow verbalization before writing</li> <li>● Use audio materials when necessary</li> <li>● Read tests aloud</li> <li>● Restate, reword, clarify directions</li> <li>● Re-teach concepts using small groups</li> <li>● Provide educational “breaks” as necessary</li> <li>● Chunking content into “digestible bites”</li> <li>● Shorten assignments to focus on mastery concept</li> </ul>

<b>Assessments: Check list, end of unit rubric, performance assessment, choice boards</b>	
Formative	<ul style="list-style-type: none"> <li>● Lesson quick checks (Exit tickets)</li> <li>● Teacher Observation.</li> <li>● Peer and Self-Assessment</li> <li>● Quick Performances (Informal)</li> <li>● Group Work and Collaborative Learning</li> <li>● Rhythm or Melody Dictation/ Call and Response</li> <li>● Listening Activities</li> <li>● Musical Games</li> <li>● Music Theory Worksheets</li> <li>● Musical Performance Rubric</li> </ul>
Summative	<ul style="list-style-type: none"> <li>● Performance Assessments</li> <li>● History and Listening Exam</li> <li>● Written Examinations: Music Theory Test/ Rubrics for Evaluation</li> </ul>



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Benchmark	<ul style="list-style-type: none"> <li>● Performance Skills Benchmarks</li> </ul>
Alternative	<ul style="list-style-type: none"> <li>● Performance Tasks</li> </ul>

Pacing Guide: Number of Days	
<b><u>Unit 4: Learning Holiday Songs</u></b>	Week 1/ 4 Days
<b>Week 1: Holiday Songs and Rhythms</b>	
<b>Week 2: Holiday Music and Movement</b>	Week 2/ 3 Days
<b>Week 3: Holiday Around the World</b>	Week 3/ 2 Days
<b>Week 4: Evaluate Holiday Performances</b>	Week 4/1 Day

Unit Learning Goals
<p><b>Unit 4: Unit 4: Learning Holiday Songs</b></p> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>● Students will listen to holiday songs, identify rhythms, and participate in simple movement activities.</li> <li>● Students will explore music and movement while learning about the season of winter.</li> <li>● Students will learn about different holiday music from various cultures and explore diverse holiday traditions.</li> <li>● Students will learn about different Christmas traditions and explore music from around the world.</li> </ul>

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>● Textbook</li> <li>● Online benchmark assessment resource</li> </ul>	<ul style="list-style-type: none"> <li>● Topic-focused webquests</li> <li>● Two Distance learning tours</li> </ul>

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> <li>Day 1: “Do you hear what I hear?” Which songs are you familiar with for the Holidays? Using the classroom instruments, can you use the notation to learn the following songs?</li> </ul>	<p><b>MU.4.3.2</b> [<i>Standard</i>] - Improvise short songs and instrumental pieces, using a variety of sound sources, including the voice, sounds available in the classroom (instruments), body sounds, and sounds produced by electronic means.</p> <p><b>MU.4.3.2</b> [<i>Standard</i>] - Improvise short songs and instrumental pieces, using a variety of sound sources, including the voice, sounds available in the classroom (instruments), body sounds, and sounds produced by electronic means.</p>	<ul style="list-style-type: none"> <li>“Old MacDonald”</li> <li>Solfeggio Scale</li> <li>Chromatic Scales</li> <li>“Dance of the Sugar Plum Fairy”</li> <li>“Carol of the Bells”</li> <li>“Dreidel”</li> <li>“Jingle Bells”</li> <li>Digital and Multimedia Assessments</li> <li><a href="https://musiclab.chromexperiments.com/Song-Maker/">https://musiclab.chromexperiments.com/Song-Maker/</a></li> <li>Packets</li> <li>Independent Practice</li> </ul>
<ul style="list-style-type: none"> <li>Day 2: Can you dance the Hora? Can you find the beat? Which instruments are we using?</li> <li>Day 3: What did you like about your school performance? What is the tempo of each cultural sound? What do Holiday celebrations look like around the world? What scales did you hear during the performance?</li> </ul>	<p><b>MU.4.2.P3</b> [<i>Standard</i>] - Perform on pitch, in rhythm, with appropriate dynamics and a steady tempo.</p> <p><b>MU.4.2.P3</b> [<i>Standard</i>] - Perform on pitch, in rhythm, with appropriate dynamics and a steady tempo.</p> <p><b>MU.4.1.L1</b> [<i>Standard</i>] - Identify simple music forms upon listening to a given example such as AABA, AABB, rondo, and round.</p> <p><b>MU.4.2.P2</b> [<i>Standard</i>] - Perform easy rhythmic, melodic, and chordal patterns on rhythmic, melodic, and harmonic classroom instruments.</p>	<p><b>Standard Instruments:</b> Piano, guitar, drums, violins, etc. can be taught in most global settings.</p> <ul style="list-style-type: none"> <li>Xylophone</li> <li>Glockenspiels</li> <li>Keyboards</li> <li>Google Classroom</li> <li>Slides</li> <li>Partner Practice</li> </ul>

	<b>MU.4.2.P3</b> [ <i>Standard</i> ] - Perform on pitch, in rhythm, with appropriate dynamics and a steady tempo.	
Day 4: What was your favorite part of the Holiday Concert? What does your Holiday Celebration look like?	<b>MU.4.1.E1</b> [ <i>Standard</i> ] - Devise specific criteria for evaluating performances and compositions.	<p><b>Digital Instruments:</b> Electronic keyboards, MIDI controllers, and music production software are essential for modern music education.</p> <ul style="list-style-type: none"> <li>● Keyboards</li> <li>● Xylophones</li> <li>● Rotation Station</li> </ul>

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Grade: 4th Grade	Subject Area: General Music
Adoption Date:	Revision Date: January, 2024

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### Career Education

9.2.4.B.1  
9.3.4.B.1

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6.1.5.CivicsPR.2

### Accommodations and Modifications

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- provide sentence frames or sentence stems
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Benchmark	<ul style="list-style-type: none"> <li>● Performance Skills Benchmarks</li> </ul>
Alternative	<ul style="list-style-type: none"> <li>● Performance Tasks</li> </ul>

<b>Pacing Guide: Number of Days</b>	
<p><b>Unit 5: The Importance of Say As You Play: Notation and Rhythm</b></p> <p>Week 1: Lesson 1: Introduction to Music Notation (Quarter Notes and Eighth Notes) The Staff: The five lines and four spaces where notes are placed.</p>	Week 1/ 4 Days
<p>Week 2: Lesson 2: <b>Rhythm Recognition and Performance</b> The Treble Clef: The symbol used to indicate the pitch of notes in most music.</p> <p>Quarter Note (♩): Represents one beat in common time.</p>	Week 2/ 3 Days
<p>Week 3: Lesson 3: Putting It All Together – Simple Rhythms. Half Note (♩): Represents two beats.</p> <p>Rest (♯): Represents silence for a certain amount of time (e.g., quarter rest = 1 beat of silence).</p>	Week 3/ 2 Days
<p>Week 4: Lesson 4: Rhythm Games and Activities. High and Low Sounds: Relating the placement of notes to pitch. Patterns of Beats: Simple rhythmic patterns, such as clapping and tapping.</p>	Week 4/1 Day

<b>Unit Learning Goals</b>
<ul style="list-style-type: none"> <li>● <b>Unit 5: Objective: If you can Play, you can Say! Notation and Rhythm Recognition</b></li> <li>●</li> <li>● <b>By the end of the lesson, students will be able to identify and write basic music notation (quarter notes, eighth notes, half notes) and understand and perform simple rhythmic patterns.</b></li> </ul>



Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Online benchmark assessment resource</li> </ul>	<ul style="list-style-type: none"> <li>• Topic-focused webquests</li> <li>• Two Distance learning tours</li> </ul>

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> <li>• Day 1: Where do music notes go? Where do the notes sit? On the lines and spaces?</li> </ul>	<p><b>MU.4.4</b> [<i>Strand</i>] - Read and notate music</p> <p><b>MU.4.4.1</b> [<i>Standard</i>] - Read (using rhythmic solfege) and notate whole, half, quarter, eighth, and dotted notes in duple and triple meter signatures.</p> <p style="text-align: right;">0x</p> <p style="text-align: right;">0x</p> <p style="text-align: right;">0x</p>	<ul style="list-style-type: none"> <li>• Pentatonic Scale</li> <li>• “Old MacDonald”</li> <li>• Solfeggio Scale</li> <li>• Chromatic Scales</li> <li>• Blues Scale</li> <li>• John Williams</li> <li>• “Star Wars”</li> <li>• Keyboards</li> <li>• Glockenspiels</li> <li>• Boomwackers</li> </ul>
<ul style="list-style-type: none"> <li>• Day 2: What is the difference between Major and Minor? Which instruments can you identify that have a high sound and which have a low sound?</li> </ul>	<p><b>MU.4.4.4</b> [<i>Standard</i>] - Recognize major and minor intervals (e.g., major and minor seconds, thirds).</p>	<ul style="list-style-type: none"> <li>• Glockenspiels</li> <li>• Xylophones</li> <li>• Rotation Station</li> <li>• Partner Practice</li> <li>• Independent Practice</li> </ul>

<ul style="list-style-type: none"> <li>• Day 3: Using the Solfeggio Scale, can you make a new scale for each note? What is the difference between quarter, and half notes? High sounds go up, low sounds go down on the staff!" Can you draw notes on the staff to show how high and low notes would appear?</li> </ul>	<p><b>MU.4.4.2</b> [<i>Standard</i>] - Read (sing) simple pitch notation in the treble clef in major keys, using a moveable "Do" solfege system of syllables.</p>	
<p>Day 4: Do you know the Solfeggio Scale? Forte? Piano? Rhythm Notation: Explain that each symbol tells us how long to play (quarter note = 1 beat, half note = 2 beats, rest = silence for 1 beat).</p>	<p><b>MU.4.4.3</b> [<i>Standard</i>] - Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.</p>	<p><b>Digital Instruments:</b> Electronic keyboards, MIDI controllers, and music production software are essential for modern music education.</p> <ul style="list-style-type: none"> <li>• Keyboards</li> <li>• Xylophones</li> <li>• Rotation Station</li> </ul>

<b>Inclusive concepts</b>
<ul style="list-style-type: none"> <li>• <b>Diverse Musical Repertoire</b> <ul style="list-style-type: none"> <li>• <b>Incorporate Music from Different Cultures:</b> Include a wide range of musical styles, genres, and traditions from around the world (e.g., African drumming, Latin rhythms, classical music, folk songs, indigenous music). This helps students understand and appreciate the global nature of music.</li> <li>• <b>Highlight Underrepresented Composers and Musicians:</b> Introduce music by composers from diverse ethnicities, genders, and backgrounds. For instance, feature works by women composers, Black composers, and composers from marginalized communities.</li> <li>• <b>Representation Across Genres:</b> Provide exposure to both popular and classical</li> </ul> </li> </ul>

music, as well as contemporary genres like hip hop, jazz, reggae, and electronic music. This helps cater to students' varied interests.

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### **9. Safe and Supportive Classroom Environment**

- **Promote a Growth Mindset:** Foster an environment where students feel safe to take risks and make mistakes without fear of judgment. Celebrate effort and progress, not

just achievement.

- **Positive Reinforcement:** Provide praise and encouragement for all students, emphasizing their individual growth rather than comparison to others. This creates a positive, inclusive atmosphere where everyone feels motivated to participate.

Crest Memorial School Curriculum and Pacing Guide	
Grade: 4th Grade	Subject Area: General Music
Adoption Date:	Revision Date: February, 2024

<b>Mission and Vision Statements</b>
<p><i>Mission:</i> To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.</p> <p><i>Vision:</i> All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for: ● Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century; ● Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change; ● Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and ● Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society. The New Jersey Student Learning Standards for Visual and Performing Arts (NJSLs-VPA) describe the expectations for literacy and fluency in five artistic disciplines: dance, music, theatre, visual arts, and media arts. Each artistic discipline has independent skills, knowledge, and content. However, as a field, the arts are interdependent, connected, and inclusive. The NJSLs-VPA are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating. The vision of all students having equitable access to a quality arts education is only achieved when the five arts disciplines are offered continuously throughout the K-12 spectrum.</p>

<b>Integration of Technology</b>
8.1.4.A.1 8.2.4.A.1

<b>21st Century Skills</b>
9.2.4.A.1 9.4.4.A.2 9.4.4.C.1

### Career Education

9.2.4.B.1  
9.3.4.B.1

### Interdisciplinary Connection

6.1.5.CivicsPR.2

### Accommodations and Modifications

Special Education

- follow 504/IEP accommodations
- create visual word wall with labels
- highlight and define important vocabulary
- ask yes/no questions
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<b>Assessments: Check list, end of unit rubric, performance assessment, choice boards</b>	
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Benchmark	● Performance Skills Benchmarks
Alternative	● Performance Tasks

Pacing Guide: Number of Days	
<b>Unit 6: Celebration of American Jazz Music</b>	Week 1/ 4 Days
<b>Unit 6: Help students get familiar with the sound and feeling of jazz.</b>	Week 2/ 3 Days
Week 1: Introduction to Jazz with Listening	
Week 2: Call and Response Singing	Week 3/ 2 Days
Week 3: Basic Rhythm with Jazz Clapping	Week 4/1 Day
Week 4: Jazz Dance Movement	

Unit Learning Goals
<ul style="list-style-type: none"> <li>● <b>Unit 6: Lesson Plan: Introduction to Jazz Music for 4th</b></li> </ul> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>● Understand what jazz music is and its key elements (improvisation, swing rhythm, call-and-response).</li> <li>● Learn about some important jazz instruments (trumpet, saxophone, piano, drums, bass).</li> <li>● Experience playing simple jazz rhythms and improvisation.</li> <li>●</li> </ul>

Core Instructional Materials	Supplemental Materials
● Textbook	● Topic-focused webquests



- Online benchmark assessment resource

- Two Distance learning tours

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> <li>● Day 1: “Does it sound happy or slow?” What is Improvisation?</li> </ul>	<p><b>MU.4.2.P1</b> [<i>Standard</i>] - Perform (by printed notation and by rote) rhythmic and melodic ostinatos and I and V (V7) chords to accompany a two-chord melody, using available pitched classroom instruments. 0x</p> <p><b>MU.4.2.P2</b> [<i>Standard</i>] - Perform easy rhythmic, melodic, and chordal patterns on rhythmic, melodic, and harmonic classroom instruments. 0x</p> <p><b>MU.4.2.P3</b> [<i>Standard</i>] - Perform on pitch, in rhythm, with appropriate dynamics and a steady tempo. 0x</p> <p><b>MU.4.2.P4</b> [<i>Standard</i>] - Play in instrumental groups in order to learn how to respond to the directions of a conductor. 0x</p> <p><b>MU.4.2.P5</b> [<i>Standard</i>] - Echo sort rhythmic and melodic patterns. 0x</p>	<p>Trumpet Saxophone Piano Drums Double Bass</p> <ul style="list-style-type: none"> <li>● <b>“When the Saints Go Marching In”</b> – A classic jazz tune, easy to sing along to and familiar to many children.</li> <li>● <b>“Take Me Out to the Ball Game”</b> – Fun and easy, this song can be played with a swing rhythm to introduce jazz.</li> <li>● <b>“C Jam Blues”</b> (Duke Ellington) – A simple melody that's fun to play and hum to!</li> <li>● <b>“This Land Is Your Land”</b> – A folk tune that can be turned into a jazzy version for fun improvisation.</li> <li>● Boomwackers</li> <li>● Echoing</li> <li>● Rhythm Relay</li> <li>● Drawing Notes on the Board</li> <li>● Music Freeze Style Dance</li> <li>● <b>“I love You, You Love Me”</b></li> <li>● <a href="#">Barney - I Love You (SONG with LYRICS)</a></li> <li>● <b>“Heart and Soul”</b></li> <li>● <a href="#">Heart and Soul Hoagy Carmichael</a></li> </ul>

	<p>0x</p> <p>0x</p> <p>0x</p>	<p><a href="#">Loesser Train Play That Song LYRICS WORDS SING ALONG SONGS 1930 1940</a></p> <ul style="list-style-type: none"> <li>• <a href="#">“On Top of Spaghetti”</a></li> <li>• <a href="#">On Top of Spaghetti</a></li> </ul>
<ul style="list-style-type: none"> <li>• Day 2: What are typical Jazz instruments? Can you echo me?</li> <li>• Day 3: “Can you hear the trumpet or piano?”</li> </ul>	<p><b>MU.4.2.S2</b> [<i>Standard</i>] - Sing independently with good pitch, diction, and posture, and maintain a steady tempo.</p> <p><b>MU.4.2.S1</b> [<i>Standard</i>] - Sing from memory a varied repertoire of songs from diverse cultures, including countermelodies, rounds/canons, partner songs, descants, and songs with ostinatos, alone and with others.</p>	<ul style="list-style-type: none"> <li>• Identify Loud and Soft sound</li> <li>• Parachute</li> <li>• (xylophone, keyboard, etc.)</li> <li>• Music with different tempos (fast/slow)</li> <li>• Scarves or ribbons for movement</li> <li>• Identification game</li> </ul>
<p>Day 4: “How does this music make you want to move?”</p>	<p><b>MU.4.2.S3</b> [<i>Standard</i>] - Distinguish between the "head voice" (high register, light tone color) and the "chest voice" (low register, heavy tone color).</p> <p><b>MU.4.2.P6</b> [<i>Standard</i>] - Maintain</p>	<ul style="list-style-type: none"> <li>•</li> </ul>

	instruments, voice, performance and practice areas carefully and responsibly.	

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Pacing Guide: Number of Days	
<b>Unit 7: Traditional Sounds from Ireland and its impact on America</b>  Week 1: <b>Identify Irish music:</b> Recognize simple elements of Irish music, such as lively tempos and dance rhythms.	Week 1/ 4 Days
Week 2. <b>Engage with Irish instruments:</b> Introduce basic instruments, such as the tambourine or Irish drum (bodhrán), and their sounds.	Week 2/ 3 Days
<b>Week 3: Learn an Irish song:</b> Teach a simple, fun Irish song like "The Irish Washerwoman."	Week 3/ 2 Days
<b>Week 4: Movement and Dance:</b> Introduce a basic Irish dance move, or encourage free movement to the music.	Week 4/1 Day

Unit Learning Goals
<b>Objective:</b> <ul style="list-style-type: none"> <li>● Students will learn about Irish music and its cultural significance.</li> <li>● Students will explore traditional Irish instruments and rhythms.</li> <li>● Students will participate in an Irish folk song and practice simple Irish music rhythms.</li> <li>●</li> </ul>



Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>● Textbook</li> <li>● Online benchmark assessment resource</li> </ul>	<ul style="list-style-type: none"> <li>● Topic-focused webquests</li> <li>● Two Distance learning tours</li> </ul>

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ol style="list-style-type: none"> <li>1) Has anyone ever heard Irish music before? What is an Irish sound?</li> <li>2) What instruments create the sound of Irish music?</li> <li>3) Where is Ireland? What Holiday is traditionally celebrated in the United States during the month of March?</li> <li>4) How does Irish Music Connect to American culture? Can anyone demonstrate what you think Irish dancing looks like? How do we move to Irish music?</li> </ol>	<p><b>MU.4.5</b> [<i>Strand</i>] - Connect music to other art forms and subject areas through understanding the historical and cultural context of music</p> <p><b>MU.4.5.H1</b> [<i>Standard</i>] - Explain orally or in writing the relationship between music and events in early American history. 0x</p> <p><b>MU.4.5.H2</b> [<i>Standard</i>] - Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use. 0x</p> <p><b>MU.4.5.H3</b> [<i>Standard</i>] - Explain how experiences, surroundings, stories, and history are expressed through music. 0x</p>	<ul style="list-style-type: none"> <li>● <b>Fiddle:</b> A type of violin, played in many Irish folk tunes.</li> <li>● <b>Tin whistle:</b> A small flute-like instrument that's easy to play and very common in Irish music.</li> <li>● <b>Bodhrán:</b> A big round drum played with a stick (called a "tipper").</li> <li>● <b>Uilleann pipes:</b> Irish bagpipes that are smaller and played with both hands and feet.</li> <li>● <b>Accordion:</b> A squeezebox that plays with air and buttons.</li> <li>● <b>Bodhrán (Irish Drum):</b> Show a picture of a bodhrán and demonstrate how it is played (usually with a small stick called a "tipper"). If you have a hand drum or tambourine, let the kids tap along to the beat to mimic the sound.</li> <li>● <b>Fiddle:</b> Briefly talk about the Irish fiddle,</li> </ul>

	<p><b>MU.4.5.S1</b> [<i>Standard</i>] - Identify similarities and differences in the meanings of common terms used in the various arts.</p> <p><b>MU.4.5.S2</b> [<i>Standard</i>] - Identify similar t</p>	<p>a type of violin, and how it's played in Irish folk music.</p> <ul style="list-style-type: none"> <li>● <b>Tin Whistle:</b> Mention this simple wind instrument, explaining how it sounds like a high-pitched flute. If you have a whistle or a similar item, let children listen to the sound.</li> <li>●</li> <li>● Boomwackers</li> <li>● Echoing</li> <li>● Rhythm Relay</li> <li>● Drawing Notes on the Board</li> <li>● Music Freeze Style Dance</li> </ul> <p><b>Irish Dance Movements:</b> Irish dancing involves quick, lively steps. Teach the children a simple, fun movement:</p> <ol style="list-style-type: none"> <li>1. Step forward with one foot.</li> <li>2. Hop on the same foot.</li> <li>3. Switch feet and repeat.</li> </ol> <ul style="list-style-type: none"> <li>●</li> </ul>
		<ul style="list-style-type: none"> <li>● Identify Loud and Soft sound</li> <li>● Parachute</li> <li>● (xylophone, keyboard, etc.)</li> <li>● Music with different tempos (fast/slow)</li> <li>● Scarves or ribbons for movement</li> <li>● Identification game</li> </ul>
		<ul style="list-style-type: none"> <li>● Liste <a href="#">Goodbye, So</a></li> </ul>

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their own music or explore improvisation. This fosters creativity and gives students autonomy in their musical expression.

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- **Incorporate Students' Cultural Backgrounds:** Invite students to share music from their cultures and incorporate these into classroom activities. This not only fosters pride in their heritage but also enriches the learning experience for all.
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## 8. Fostering Collaboration and Teamwork

- **Inclusive Ensemble Activities:** Encourage group projects where students with different skill levels can collaborate and learn from each other. For instance, pairing students who are proficient in reading music with others who are more comfortable playing by ear.
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## 9. Safe and Supportive Classroom Environment

- **Promote a Growth Mindset:** Foster an environment where students feel safe to take risks and make mistakes without fear of judgment. Celebrate effort and progress, not just achievement.
- **Positive Reinforcement:** Provide praise and encouragement for all students, emphasizing their individual growth rather than comparison to others. This creates a positive, inclusive atmosphere where everyone feels motivated to participate.

Crest Memorial School Curriculum and Pacing Guide	
Grade: 4th Grade	Subject Area: General Music
Adoption Date:	Revision Date: April, 2024

<b>Mission and Vision Statements</b>
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<b>Integration of Technology</b>
8.1.4.A.1 8.2.4.A.1

<b>21st Century Skills</b>
9.2.4.A.1 9.4.4.A.2 9.4.4.C.1

### Career Education

9.2.4.B.1  
9.3.4.B.1

### Interdisciplinary Connection

6.1.5.CivicsPR.2

### Accommodations and Modifications

Special Education

- follow 504/IEP accommodations
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Summative	<ul style="list-style-type: none"> <li>● Performance Assessments</li> <li>● History and Listening Exam</li> <li>● Written Examinations: Music Theory Test/ Rubrics for Evaluation</li> </ul>

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Benchmark	● Performance Skills Benchmarks
Alternative	● Performance Tasks

Pacing Guide: Number of Days	
<b>Unit 8: Songs Welcoming the Spring Season</b>  Week 1: <b>Welcome Spring with Song</b>  <b>Objective:</b> Introduce the season of spring through a simple, interactive song.	Week 1/ 4 Days
Week 2. <b>Nature Sounds &amp; Rhythms</b>  <b>Objective:</b> Help children understand rhythms by exploring sounds they might hear in spring.	Week 2/ 3 Days
Week 3: <b>Spring Movement &amp; Dance</b>  <b>Objective:</b> Integrate movement and dance into music to reflect the energy of spring.	Week 3/ 2 Days
Week 4: <b>Springtime Story &amp; Song</b>  <b>Objective:</b> Combine a simple spring story with music and song to encourage creativity.	Week 4/1 Day

<b>Unit Learning Goals</b>
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**Objective:**

- Understand how music can represent seasons and nature. Learn to create sounds that represent different elements of nature. Practice singing in harmony with the music and express the joy of spring. Practice basic rhythmic skills while connecting sounds to natural phenomena. Foster creativity, teamwork, and an understanding of composition. Reinforce the connection between spring sounds and musical instruments.
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Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Online benchmark assessment resource</li> </ul>	<ul style="list-style-type: none"> <li>• Topic-focused webquests</li> <li>• Two Distance learning tours</li> </ul>

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p>1) How does the music make them feel? What is a Spring sound? What happens in spring? Can you echo me on your instrument the sound of the season?</p> <p>2) What images does the music paint in their minds? What sounds do you hear in spring? (Birds, rain, wind, etc.)</p> <p>3) Can they imagine flowers blooming or animals playing? What colors do you see in spring? (Green, flowers, blue sky)</p> <p>4) Can you compose your own song for Spring time? What instruments create the sound of Spring</p>	<p><b>MU.4.3 [Strand]</b> - Improvise, arrange, and compose music</p> <p><b>MU.4.3.1 [Standard]</b> - Improvise simple rhythmic and melodic ostinato accompaniments (meter in 2 and 3, dotted rhythm, syncopation). 0x</p> <p><b>MU.4.3.2 [Standard]</b> - Improvise short songs and instrumental pieces, using a variety of sound sources, including the voice, sounds available in the classroom (instruments), body sounds, and sounds produced by electronic means. 0x</p>	<p>Impressionist Painters Monet and songs: “Claire de Lune” Chopin: Marriage d’Amour “Ode to Joy,” Beethoven</p> <ul style="list-style-type: none"> <li>• “Here comes the Sun”</li> <li>• “Old MacDonald Had a Farm”</li> <li>• “Spring Theme” Vivaldi</li> <li>• Rain Sticks, Scarfs, Thunder tube and Xylophones</li> <li>• Boomwackers</li> <li>• Echoing</li> <li>• Rhythm Relay</li> <li>• Drawing Notes on the Board</li> <li>• Music Freeze Style Dance</li> <li>• <b>Birdsong: Use a xylophone,</b></li> </ul>

<p>music? How do we move to Spring music?</p>	<p><b>MU.4.3.3</b> [<i>Standard</i>] - Compose and arrange short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, sounds available in the classroom, body sounds, and sounds produced by electronic means. 0x</p> <p><b>MU.4.4</b> [<i>Strand</i>] - Read and notate music</p> <p><b>MU.4.4.1</b> [<i>Standard</i>] - Read (using rhythmic solfege) and notate whole, half, quarter, eighth, and dotted notes in duple and triple meter signatures. 0x</p> <p><b>MU.4.4.2</b> [<i>Standard</i>] - Read (sing) simple pitch notation in the treble clef in major keys, using a moveable “Do” solfege system of syllables. 0x</p> <p><b>MU.4.4.3</b> [<i>Standard</i>] - Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing. 0x</p> <p><b>MU.4.4.4</b> [<i>Standard</i>] - Recognize major and minor intervals (e.g., major and minor seconds, thirds).</p>	<p><b>glockenspiel, or even a small bell to mimic birds chirping.</b></p> <ul style="list-style-type: none"> <li>● <b>Raindrops: Use rainsticks or shake small containers with rice to create a raindrop effect.</b></li> <li>● <b>Wind: Use a scarf or a soft breath sound to imitate the wind.</b></li> <li>● <b>Thunder: Tap on drums or clap hands to imitate thunder.</b></li> <li>● Boomwackers</li> <li>● Echoing</li> <li>● Rhythm Relay</li> <li>● Drawing Notes on the Board</li> <li>● Music Freeze Style Dance</li> </ul> <ol style="list-style-type: none"> <li>1. <b>Birdsong: Use a xylophone, glockenspiel, or even a small bell to mimic birds chirping.</b></li> <li>2. <b>Raindrops: Use rainsticks or shake small containers with rice to create a raindrop effect.</b></li> <li>3. <b>Wind: Use a scarf or a soft breath sound to imitate the wind.</b></li> <li>4. <b>Thunder: Tap on drums or clap hands to imitate thunder.</b></li> </ol> <ul style="list-style-type: none"> <li>●</li> </ul>
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		<ul style="list-style-type: none"> <li>● Identify Loud and Soft sound</li> <li>● Parachute</li> <li>● (xylophone, keyboard, etc.)</li> <li>● Music with different tempos (fast/slow)</li> <li>● Scarves or ribbons for movement</li> <li>● Identification game</li> </ul>
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Benchmark	● Performance Skills Benchmarks
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Pacing Guide: Number of Days	
<b>Unit 9: Making our own Composition</b>  Week 1: <b>What is Composition?</b>  <ul style="list-style-type: none"> <li>● <b>Introduce the idea of composing music:</b> “Composing means making up our own music! It’s like creating a story, but with sounds instead of words.”</li> </ul>	Week 1/ 4 Days
Week 2. <b>What is Simple Rhythms</b>  <ul style="list-style-type: none"> <li>● <b>Show children a few basic rhythms using large visuals (e.g., a quarter note for a short sound, a half note for a longer sound, and a rest for silence).</b></li> </ul>	Week 2/ 3 Days
Week 3: <b>Composing Together</b>  <ul style="list-style-type: none"> <li>● Now, ask the children to <b>create their own short rhythm patterns</b> with your help. You can provide them with some choices.</li> </ul>	Week 3/ 2 Days
Week 4: <b>Sharing our Compositions: Partner Practice and small group performances.</b>	Week 4/1 Day

<b>Unit Learning Goals</b>
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**Lesson Objectives:** Students will understand basic concepts of music composition, including rhythm, melody, and structure, and will create their own short piece of music.

By the end of the lesson, students will:

1. Understand the concept of composing simple melodies and rhythms.
2. Experiment with creating their own short musical phrases.
3. Be introduced to basic musical symbols (notes, rest, rhythm).
4. Engage in creative group activities to make music together.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>● Textbook</li> <li>● Online benchmark assessment resource</li> </ul>	<ul style="list-style-type: none"> <li>● Topic-focused webquests</li> <li>● Two Distance learning tours</li> </ul>

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p>1) <b>Rhythm:</b> The pattern of beats in music. Rhythm can be fast or slow, and it's what makes us tap our feet or clap our hands. What kinds of sounds do they hear? "Let's make a rhythm that goes clap, clap, rest, clap. Can you do that?"</p> <p>2) <b>Melody:</b> A series of notes played or sung in a sequence. It's what you hum when you're thinking of a song. How could we tap that rhythm? "Now let's make a rhythm with your favorite claps and rest sounds."</p>	<p><b>MU.4.2 [Strand]</b> - Sing and perform on instruments alone and with others, a varied repertoire of music</p> <p><b>MU.4.2.P1 [Standard]</b> - Perform (by printed notation and by rote) rhythmic and melodic ostinatos and I and V (V7) chords to accompany a two-chord melody, using available pitched classroom instruments. 0x</p> <p><b>MU.4.2.P2 [Standard]</b> - Perform easy rhythmic, melodic, and chordal patterns on rhythmic, 0x</p>	<ul style="list-style-type: none"> <li>● Students will evaluate their own songs and each other's musical masterpieces. Identify Loud and Soft sound</li> </ul> <p>Ask each student to create a short piece of music using a simple rhythm and melody. They can:</p> <ol style="list-style-type: none"> <li>1. Choose a rhythm (e.g., 4-beat pattern)</li> <li>2. Create a melody (it can be high-low, short-long sounds)</li> <li>3. Put the rhythm and melody together to form a "song."</li> </ol> <p>Encourage them to think about how their rhythm and melody fit together. For example, how can</p>

<p>3) <b>Harmony:</b> The combination of different notes played at the same time (this will be introduced later as they get more advanced). “Let’s make a rhythm with quarter notes and rests. We’ll clap for the quarter notes and be quiet for the rest!”</p> <p>4) <b>Tempo:</b> How fast or slow the music is played. “This is a melody. It’s like a song with notes that go up and down. What do you think it sounds like? Happy? Sad? Silly?”</p>	<p>melodic, and harmonic classroom instruments.</p> <p><b>MU.4.2.P3</b> [<i>Standard</i>] - Perform on pitch, in rhythm, with appropriate dynamics and a steady tempo. 0x</p> <p><b>MU.4.2.P4</b> [<i>Standard</i>] - Play in instrumental groups in order to learn how to respond to the directions of a conductor. 0x</p> <p><b>MU.4.2.P5</b> [<i>Standard</i>] - Echo sort rhythmic and melodic patterns. 0x</p> <p><b>MU.4.2.P6</b> [<i>Standard</i>] - Maintain instruments, voice, performance and practice areas carefully and responsibly. 0x</p> <p><b>MU.4.2.S1</b> [<i>Standard</i>] - Sing from memory a varied repertoire of songs from diverse cultures, including countermelodies, rounds/canons, partner songs, descants, and songs with ostinatos, alone and with others. 0x</p> <p><b>MU.4.2.S2</b> [<i>Standard</i>] - Sing independently with good pitch, diction, and posture, and maintain a steady tempo. 0x</p>	<p>they make the rhythm match the feel of their melody? Is their melody slow or fast? Do they want it to sound happy or mysterious?</p> <ul style="list-style-type: none"> <li>•</li> </ul>
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	<p><b>MU.4.2.S3</b> [<i>Standard</i>] - Distinguish between the "head voice" (high register, light tone color) and the "chest voice" (low register, heavy tone color).</p>	
		<ul style="list-style-type: none"> <li>● Identify Loud and Soft sound</li> <li>● Parachute</li> <li>● (xylophone, keyboard, etc.)</li> <li>● Music with different tempos (fast/slow)</li> <li>● Scarves or ribbons for movement</li> <li>● Identification game</li> </ul>
		<ul style="list-style-type: none"> <li>● Listen to <a href="#">Goodbye, So Long, Farewell</a> in to Global Sounds</li> <li>● Taking turns with bells, glockenspiels</li> <li>● Various musical instruments (bells, drums, tambourine)</li> </ul>

Inclusive concepts
<ul style="list-style-type: none"> <li>● <b>Diverse Musical Repertoire</b> <ul style="list-style-type: none"> <li>● <b>Incorporate Music from Different Cultures:</b> Include a wide range of musical styles, genres, and traditions from around the world (e.g., African drumming, Latin rhythms, classical music, folk songs, indigenous music). This helps students understand and appreciate the global nature of music.</li> <li>● <b>Highlight Underrepresented Composers and Musicians:</b> Introduce music by composers from diverse ethnicities, genders, and backgrounds. For instance, feature works by women composers, Black composers, and composers from marginalized communities.</li> <li>● <b>Representation Across Genres:</b> Provide exposure to both popular and classical music, as well as contemporary genres like hip hop, jazz, reggae, and electronic</li> </ul> </li> </ul>

music. This helps cater to students' varied interests.

## Accessible Instruments and Technology

- **Adaptive Instruments:** Offer a variety of adaptive instruments to accommodate students with physical disabilities. For example, electronic keyboards with adjustable sizes or drums that can be played using switches or voice commands.
- **Assistive Technology:** Utilize music technology such as music notation software, virtual instruments, and apps that can support students with physical or learning disabilities (e.g., students with dyslexia or visual impairments).
- **Movement-Based Activities:** For students who might find playing traditional instruments challenging, incorporate movement activities that allow them to express themselves musically. This could include dance, rhythmic clapping, or body percussion.

## Encouraging Student Voice and Choice

- **Student-Centered Learning:** Allow students to choose songs or compositions to learn and perform, ensuring that their interests and preferences are respected. This can increase engagement and motivation.
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## 7. Culturally Responsive Pedagogy

- **Incorporate Students' Cultural Backgrounds:** Invite students to share music from their cultures and incorporate these into classroom activities. This not only fosters pride in their heritage but also enriches the learning experience for all.
- **Addressing Historical Contexts:** Teach music in context, including the history and social significance of different genres. For example, discussing how African American spirituals or protest songs influenced social change can deepen students' understanding of both music and history.

## 8. Fostering Collaboration and Teamwork

- **Inclusive Ensemble Activities:** Encourage group projects where students with different skill levels can collaborate and learn from each other. For instance, pairing students who are proficient in reading music with others who are more comfortable playing by ear.
- **Peer Mentoring:** Create opportunities for peer teaching and support, where students can help each other learn new skills or explain concepts in their own words, reinforcing a culture of mutual respect and support.

## 9. Safe and Supportive Classroom Environment

- **Promote a Growth Mindset:** Foster an environment where students feel safe to take risks and make mistakes without fear of judgment. Celebrate effort and progress, not just achievement.

- **Positive Reinforcement:** Provide praise and encouragement for all students, emphasizing their individual growth rather than comparison to others. This creates a positive, inclusive atmosphere where everyone feels motivated to participate.

Crest Memorial School Curriculum and Pacing Guide	
Grade: 4th Grade	Subject Area: General Music
Adoption Date:	Revision Date: June, 2024

<b>Mission and Vision Statements</b>
<p><i>Mission:</i> To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.</p> <p><i>Vision:</i> All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for: ● Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century; ● Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change; ● Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and ● Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society. The New Jersey Student Learning Standards for Visual and Performing Arts (NJSLs-VPA) describe the expectations for literacy and fluency in five artistic disciplines: dance, music, theatre, visual arts, and media arts. Each artistic discipline has independent skills, knowledge, and content. However, as a field, the arts are interdependent, connected, and inclusive. The NJSLs-VPA are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating. The vision of all students having equitable access to a quality arts education is only achieved when the five arts disciplines are offered continuously throughout the K-12 spectrum.</p>

<b>Integration of Technology</b>
<p>8.1.4.A.1 8.2.4.A.1</p>

<b>21st Century Skills</b>
<p>9.2.4.A.1 9.4.4.A.2 9.4.4.C.1</p>

### Career Education

9.2.4.B.1  
9.3.4.B.1

### Interdisciplinary Connection

6.1.5.CivicsPR.2

### Accommodations and Modifications

Special Education	<ul style="list-style-type: none"><li>● follow 504/IEP accommodations</li><li>● create visual word wall with labels</li><li>● highlight and define important vocabulary</li><li>● ask yes/no questions</li><li>● provide sentence frames or sentence stems</li><li>● allow for use of pictures in music room with dictation support</li><li>● HeadPhones/Reduce Stimulus and distracting noises</li></ul>
English Language Learners	<ul style="list-style-type: none"><li>● create visual word wall with labels</li><li>● highlight and define important vocabulary</li><li>● ask yes/no questions</li><li>● provide sentence frames or sentence stems</li><li>● allow for use of pictures in music room with dictation support</li><li>● Assign a buddy, same language or English speaking</li><li>● Use images, diagrams and other visual aids wherever possible</li><li>● Use group projects rather than individual work</li><li>● Use of Google translate dictionaries to locate words in native language</li><li>● Reduce amount of work required</li><li>● Provide hands-on activities and explanations</li><li>● Provide picture labels with both English and other language</li><li>● Allow extended time for project and test/quiz completion.</li><li>● Reduce multiple choices to two.</li><li>● Offer book choices written in native language</li></ul>
Students At-Risk of Failure	<ul style="list-style-type: none"><li>● Allow verbalization before writing</li><li>● Use audio materials when necessary</li><li>● Read tests aloud</li><li>● Restate, reword, clarify directions</li><li>● Re-teach concepts using small groups</li><li>● Provide educational “breaks” as necessary</li></ul>



	<ul style="list-style-type: none"> <li>● Chunking content into “digestible bites”</li> <li>● Shorten assignments to focus on mastery concept</li> <li>● Assignment, Project, and Assessment Modification Based on Individual Student Needs</li> </ul>
Gifted and Talented	<ul style="list-style-type: none"> <li>● Student Choice</li> <li>● Assignment, Project, and Assessment Modification Based on Individual Student Needs</li> <li>● Student Choice</li> <li>● Ask students higher level questions</li> <li>● Provide opportunities for open-ended, self-directed activities</li> <li>● Give students opportunities to mentor other students</li> <li>● Give students opportunities to teach other students</li> <li>● Offer higher-level learning opportunities</li> <li>● Offer students opportunities to present their understanding of a topic in different ways</li> <li>● Assignment, Project, and Assessment Modification Based on Individual Student Needs</li> </ul>
Students with 504 Plans	<ul style="list-style-type: none"> <li>● Allow verbalization before writing</li> <li>● Use audio materials when necessary</li> <li>● Read tests aloud</li> <li>● Restate, reword, clarify directions</li> <li>● Re-teach concepts using small groups</li> <li>● Provide educational “breaks” as necessary</li> <li>● Chunking content into “digestible bites”</li> <li>● Shorten assignments to focus on mastery concept</li> </ul>

<b>Assessments: Check list, end of unit rubric, performance assessment, choice boards</b>	
Formative	<ul style="list-style-type: none"> <li>● Lesson quick checks (Exit tickets)</li> <li>● Teacher Observation.</li> <li>● Peer and Self-Assessment</li> <li>● Quick Performances (Informal)</li> <li>● Group Work and Collaborative Learning</li> <li>● Rhythm or Melody Dictation/ Call and Response</li> <li>● Listening Activities</li> <li>● Musical Games</li> <li>● Music Theory Worksheets</li> <li>● Musical Performance Rubric</li> </ul>
Summative	<ul style="list-style-type: none"> <li>● Performance Assessments</li> <li>● History and Listening Exam</li> <li>● Written Examinations: Music Theory Test/ Rubrics for Evaluation</li> </ul>

	<ul style="list-style-type: none"> <li>● Culminating Performance/Concert</li> <li>● Music Software/Notation Tool Submission</li> <li>● Critical Listening and Analysis</li> <li>● Peer Assessments/ Partner Practice</li> <li>● Oral place presentation</li> <li>● End of unit textbook comprehension test</li> </ul>
Benchmark	● Performance Skills Benchmarks
Alternative	● Performance Tasks

Pacing Guide: Number of Days	
<ul style="list-style-type: none"> <li>● <b>Unit 10: Music Evaluating and Reflection</b></li> <li>●</li> <li>● Week 1: <b>Sing familiar songs:</b> Ask the kids what songs they remember from the year. For example, songs like “Twinkle, Twinkle, Little Star,” “If You're Happy and You Know It,” or “The Wheels on the Bus” are likely to be favorites. Sing together and encourage hand motions or actions that go with the song.</li> </ul>	Week 2/ 2 Days
<p>Week 2. <b>Music Concept Review:</b></p> <ul style="list-style-type: none"> <li>● <b>Loud and soft: Play a song and ask the children to make loud and soft noises with their instruments.</b></li> <li>● <b>Fast and slow: Play a song and have the children move or clap fast or slow depending on the tempo.</b></li> </ul>	Week 2/ Day 2
●	

<b>Unit Learning Goals</b>
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## Objective:

- Review key concepts learned throughout the year.
  - Celebrate the end of the school year with a fun, interactive music session.
  - Encourage creativity, cooperation, and self-expression.
- 1.

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Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p><b>Personal Reflection Questions for Students:</b></p> <ul style="list-style-type: none"> <li>● <i>What was your favorite part of music class this year?</i></li> <li>● <i>Can you name a song or instrument that you really enjoyed learning about?</i></li> <li>● <i>What do you feel proud of in your music learning this year?</i></li> <li>● <i>What would you like to learn more about in music next year?</i></li> </ul> <p>1) What were your favorite activities, song or element of music we learned about this year?</p> <p>2) Play for us your favorite song or</p>	<p><b>MU.4.1</b> [<i>Strand</i>] - Listen to, analyze, and evaluate music</p> <p><b>MU.4.1.E1</b> [<i>Standard</i>] - Devise specific criteria for evaluating performances and compositions. 0x</p> <p><b>MU.4.1.E2</b> [<i>Standard</i>] - State personal preferences in music and explain reasons for the selections. 0x</p> <p><b>MU.4.1.L1</b> [<i>Standard</i>] - Identify simple music forms upon listening to a given example such as AABA, AABB, rondo, and round.</p>	<p>Instruments (rhythm sticks, tambourines, maracas, etc.)</p> <ul style="list-style-type: none"> <li>● Music player and speakers (for playing songs)</li> <li>● Visual aids (posters or pictures related to music concepts)</li> <li>● Paper and crayons for drawing</li> <li>● Stickers or small prizes for participation</li> <li>● Identify Loud and Soft sound</li> <li>● Parachute (xylophone, keyboard, etc.)</li> <li>● Music with different tempos (fast/slow)</li> <li>● Scarves or ribbons for movement</li> <li>● Identification game</li> </ul>

melody on your favorite instruments.		•
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