

Quinton Township School District
Music
Grade 4
[Pacing Guide](#)

Marking Period:	One	Unit Title:	Strengthening Musical Skills	Pacing:	10 Days
------------------------	-----	--------------------	------------------------------	----------------	---------

Unit Summary: Students will be evaluated on rhythm reading with eight note subdivisions. They will be paired up so stronger students can give one-to-one training to those struggling with rhythms, cleaning up loose ends from third grade. They will continue progressing through folk dances with more difficult moves as they are introduced.

Objectives:

Week 1: Understand rules, show high and low through movement, move to a steady beat, count rhythms, identify staff notes.

Weeks 2-3: Move to a steady beat, use inside voice, match pitch, identify staff notes, sing independent parts, count rhythms, write 3-note melodies, identify ascending and descending melodic passages.

Weeks 4-5: Identify aspects of good performances, count rhythms, identify staff notes, write four-note melodies, identify major, minor, and chromatic scales, read staff notes.

Week 6: Identify various notes of the scale, distinguish major from minor, keep a steady beat, read notes from the staff.

Week 7: Put together the components of the subdivisions of a four beat measure in eighths in different combinations, count rhythms, identify various notes of the scale, perform circle folk dance.

Week 8: Identify when instruments play out of tune, perform folk-dance moves, identify various notes of the scale.

Week 9: Count rhythms with eighth notes, echo various rhythms, apply measure bars to rhythms, sing independent parts, use proper choral pronunciation while singing, perform folk-dance moves.

Week 10: Count rhythms with eighth note subdivisions, accurately sing music for a performance.

Essential Questions:

Weeks 1-5: What makes a musical performance good?

Week 6: How do major and minor affect the mood of a song?

Week 7: How can we notate music?

Week 8: How does intonation affect a song?

Week 9: What kinds of things are involved in reading music correctly?

Week 10: What does it take to make a good performance?

NJSLS - Visual and Performing Arts

- 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.
- 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.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
- 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.
- 1.1.2.Pr6b: Rehearse a simple dance using full body movement. Demonstrate the ability to recall the sequence and spatial elements.
- 1.1.2.Pr6a: Explore how visualization, motor imagery and breath can enhance body mechanics and the quality of a movement skill.
- 1.1.2.Pr5a: Identify personal and general space to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.

Interdisciplinary Connections: 4.NF.A.1, 2.2.5.MSC.2, 2.2.5.MSC.3, SL.PE.4.1, 6.1.5.CivicsCM.3

Career Readiness, Life Literacies, and Key Skills: 9.4.5.CT.4, 9.4.5.GCA.1

Computer Science and Design Thinking: 8.1.5.DA.5, 9.4.5.DC.1

Career Education: 9.2.5.CAP.1, 9.2.5.CAP.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1: *Tell students to think about the question, “What makes a musical performance good?” throughout the class. *Stretching to high and low notes. *Strawberry Shortcake - jump in when birth month is spoken/clap steady beat, inside voice *Play Body Scale Simon *Discuss the pitches of the new school bells. *Review counting of quarter notes, eighth notes, half notes, and quarter rests. Put in patterns. *1234- change tempo and dynamics, inside voice. *Review all staff note sentences. Review the words staff, clef, and ledger lines. *What did you do this summer? Pitch matching. *Lucy Locket- chase game. Week 2: *Tell students to think about the question, “What makes a musical performance good?” throughout the class. *Review body scale- Ebenezer Sneezer *Play Body Scale Simon *Review name songs- student stands up when	Songs and activities come from various resources, such as the Silver Burdett “World of Music” series, and “120 Singing Games and Dances” by Lois Choksy.	Flash cards, staff board, magnet notes, piano	• Smart Board Applications • Google Applications • Tutorial videos,pdf flash cards

name is played. *Review words ascending and descending. *Review s-m on lines. Add “la”. *Advanced solfege- s m l d d’ l t *Count rhythm cards using whole notes, half note, eighth notes and quarter note. *Put this rhythm on the board- Quarter eighth eighth quarter half eighth eighth eighth eighth quarter quarter dotted half. Students clap and count three beats at a time and add the measure bars. *Review time signature. *Bow Wow Wow- review motions, perform as canon. *Read scale steps on board. Week 3: *Rhythm evaluation sheet- test each student for SGO **Review Body Scale Simon - Ebenezer Sneezer *Review words ascending and descending. *Review s-m on lines. Add “la”. *Advanced solfege- s m l d d’ l t *Count rhythm cards using whole notes, half notes, eighth notes and quarter notes. *Put this rhythm on the board- Quarter eighth eighth quarter half eighth eighth eighth eighth quarter quarter dotted half- *Students will clap and count three beats at a time and add the measure bars. *Review time signature. *Bow Wow Wow- review motions, perform as canon.			
---	--	--	--

*Read scale steps on board. Week 4: *Finish SGO test. *Students will pair up and tutor each other on rhythms.. *Review name songs. *Fill in measure bars with eighth notes, quarter notes, quarter rests, eighth rests, and half notes. *Play Pumpkin Pumpkin Charade game, canon. *"Great Big House in New Orleans"- Review dance *Scale icons: cats, pumpkins, and ghosts for scales. Students will identify as major, minor, and chromatic. Ask them why the ghosts are close together. *Students will write melodies utilizing solfege, progressing in difficulty to reach various levels of understanding. *Advanced solfege- s l d m r f s *Class will practice saying names of combinations of E's and D's on staff. Add C. *Students will practice playing on hand bells. Week 5: *Tell students to think about the question, "What makes a musical performance good?" throughout the class. *Review rhythm patterns from sheets. Test each student for the SGO *Pumpkin Pumpkin Charade game, canon. *"Great Big House in New Orleans" Review			
--	--	--	--

dance * Scale icons cats, pumpkins, and ghosts for scales. Students will identify as major, minor, and chromatic. Ask them why the ghosts are close together. *Students will write melodies utilizing solfege, progressing in difficulty to reach various levels of understanding. *Advanced solfege- s l d m r f s *Class will practice saying names of combinations of E's and D's on staff. Add C. *Students will practice playing on hand bells. Week 6: *Major or minor scales- Black cat and pumpkin icons- See if someone can find the cat that makes it minor (the third, also the sixth) *Find which note of the scale I skip. *Play Pumpkin Pumpkin Charade game, canon. *Great Big House in New Orleans -Review dance. *Play Solfege Tag. *Introduce sixteenth notes. *Class will practice saying names of combinations of E's and D's on staff. Add C. *Students will practice playing on hand bells. Week 7: *Students strong on rhythms will teach the weaker ones. *Students will review dotted quarter notes and ties.			
---	--	--	--

*Class will put together puzzles of quarter, eighth, and dotted quarter notes that add up to 4 beats including subdivisions. They will clap and count each example. *Students will move magnets to solfege patterns played on the piano s m l d' l l t s l m d r r l, Harmony s l m m m m s s l m m d d d *Review Bingo Dance *Fill in measure bars on board to rhythm. *Quarter, quarter, quarter rest, eighth-eighth, eighth-eighth, eighth rest-eighth note, half, quarter rest, eighth-eighth, eighth rest-eighth note, quarter, quarter, half, quarter. Week 8: *Work on Grandparents' Day songs: "Ev'rytime I Feel the Spirit" and "Wabash Cannonball." *Have students work in pairs on rhythm evaluation. *Students will listen to eight recordings of "Fly Eagles Fly" played by two saxophones, deciding which tracks are out of tune when one instrument is slightly higher or lower than the other. *Review Bingo Circle Dance. *Solfege s s m s s l s s m s s d m l			
---	--	--	--

s l m d' t t d' Harmony s s m d m m s s s m d d d d *Review rhythm puzzles with the numbers. Week 9: *Review the essential question: What kinds of things are involved in reading music correctly?. *Work on Grandparents' Day songs: "Ev'rytime I Feel the Spirit" and "Wabash Cannonball." *Play Happy is the Miller Game using Skater's position. *Echo rhythms with sixteenth notes. *Review flash cards to following- quarter note, half note, whole note, dotted half Write in measure bars to following rhythm <i>dotted half, quarter note, half note, half note, whole note, half note, quarter note, quarter note</i> *Play How many turkeys per cage? Convert to eighth, quarter, and rests. Clap and count different combinations of eighths and quarters Show class how that rhythm would be clapped and counted. *Review counting of a single pair of eighth notes and quarter. Add quarter rest. *Review Scalloped Potatoes. Guide corners of mouth for proper vowel formation. Sing as a canon. *Ask the essential question again, having them apply it to what they did today.			
--	--	--	--

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

*Review Solfege Simon, if time permits. *Introduce meter clapping in 3 and 4 “Jingle Bells” and “Christmas Waltz.” Week 10: *Work on Grandparents' Day songs: “Ev'rytime I Feel the Spirit” and “Wabash Cannonball.” *Count rhythms with eighth notes, eighth rests, half notes, and dotted quarter notes solfege including sol mi do re fa ti and high. *Construct some patterns with harmony.			
---	--	--	--

Assessments	
Formative Assessments - Teacher Observation in music activities - Solfege Simon - Class Discussion	Summative Assessments - Participation Rubric - Assessments in counting of rhythms, accuracy of folk-dance moves
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as in student IEP or 504 plan. - Utilize wait time effectively.	- Basic Skills Instruction - Speech/Language Therapy - Provide English/Native	- Basic Skills Instruction - Provide after-school tutoring services.	Promote self-initiated and self-directed learning for growth though independent

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

• Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for quizzes and tests. • Create modified assessments. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
---	---	--	--

Quinton Township School District
Music
Grade 4

Marking Period:	Two	Unit Title:	Let's Sing!	Pacing:	10 Days
------------------------	-----	--------------------	-------------	----------------	---------

Unit Summary: Students will prepare a concert for the grandparents. They will learn about various meters, as well as songs that use those meters. They will practice proper abdominal breathing for singing. They will be introduced to the sixteenth note subdivision in rhythm reading.

Objectives:

Week 1: Identify when instruments play out of tune, perform folk dance moves, and identify various notes of the scale.

Week 2: Work as teams on a steady beat activity.

Weeks 3-4: Identify the meter of a song, identify various notes of the scale.

Week 5: Subdivide rhythms down to the sixteenth.

Week 6: Recognize meters of three and four, sing Christmas standards, and count basic rhythms.

Week 7: Identify the meter of a song and show it with movement, perform folk dance moves, breathe properly for singing, create steady beat movements.

Week 8: Identify subdivisions in notes and rests.

Weeks 9-10: Subdivide rhythms with sixteenth notes and rests.

Essential Questions:

Week 1: How do folk dances connect with music?

Week 2: How can working with a partner help steady the beat?

Weeks 3-4: How does meter affect a song?

Week 5: How are rhythms subdivided?

Week 6: What are the aspects of a good musical performance?
 Week 7: What kind of things can we show in music with movement?
 Week 8: How are rhythms subdivided?
 Week 9: How can I show my musical knowledge?
 Week 10: How are rhythms subdivided?

NJSLS - Visual and Performing Arts

- 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.
- 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.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
- 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.
- 1.1.2.Pr6b: Rehearse a simple dance using full body movement. Demonstrate the ability to recall the sequence and spatial elements.
- 1.1.2.Pr6a: Explore how visualization, motor imagery and breath can enhance body mechanics and the quality of a movement skill.
- 1.1.2.Pr5a: Identify personal and general space to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.

Interdisciplinary Connections: 4.NF.A.1, 2.2.5.MSC.2, 2.2.5.MSC.3, SL.PE.4.1, 6.1.5.CivicsCM.3

Career Readiness, Life Literacies, and Key Skills: 9.4.5.CT.4, 9.4.5.GCA.1

Computer Science and Design Thinking: 8.1.5.DA.5, 9.4.5.DC.1

Career Education: 9.2.5.CAP.1, 9.2.5.CAP.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1: *Review Review "Wabash Cannonball" and "Ev'rytime I Feel the Spirit" for Grandparents' Day. *Play the "same different" game. *Students listen to eight recordings of "Fly Eagles Fly" played by two saxophones to decided which tracks are out of tune. *Solfege s s m s s l s s m s s d m l s m d m s m r *Harmony s s s s s s s s s m m d d d Week 2: *Students will see a video demonstration of "Four White Horses." Individuals will have turns trying the moves Leaders will pick teams and teach them the moves. Week 3: *Clap meter tto "Jingle Bells," "Most Wonderful time of the Year," "Santa Claus is Coming to Town." *Play Solfege Simon. *Continue "Four White Horses."	Songs and activities come from various resources, such as the Silver Burdett "World of Music" series, and "120 Singing Games and Dances" by Lois Choksy.	recordings, flash cards, staff board, magnet notes, piano	• Smart Board Applications • Google Applications

Week 4: *Watch sixteenth note video. *Clap meter to “Jingle Bells,” “Most Wonderful time of the Year,” “Santa Claus is Coming to Town.” *Play Solfege Simon. Week 5: *Review sixteenth note video. Pair students in teacher-student groups. Week 6: *Review video on sixteenth notes. Pair students up to teach those who need help. *Identify the meters of the following songs- “Most Wonderful Time,” “Jingle Bells,” “Sleigh Ride,” “The Christmas Waltz.” *Sing “The Christmas Waltz” and “Sleigh Ride,” clapping and counting combinations of quarter notes, eighth notes, quarter rests, and eighth rests. Week 7: *Begin working on rhythm reading for the Rhythmolympics. *Conduct meter Activity- Students will identify the meters and titles of “Merry Oldsmobile”, “You’re a Grand Old Flag”, and “Sidewalks of New York”. *Review Solfege- Students will raise hands when I play “do”. Then, they will raise their hands when I play “re”. *Review breathing techniques. *Did you Ever See a Lassie- Students will			
--	--	--	--

create three beat patterns to this song. The class will imitate them in the second half of the song. *Great Big House in New Orleans- Review circle dance. Week 8: *Work with Rhythmolympics video on sixteenth rests. *Students will work in pairs with flash cards. Week 9: *Continue working on Rhythmolympics- partner students to work together and test at the end of class to see their progress. Week 10: *Students will work in pairs on rhythm reading for the Rhythmolympics. Each pair will work on different levels of advancement, depending on the level of partners. *At the end of class, test all students on the Rhythmolympics to see how many patterns they are able to clap and count correctly in a minute.			
--	--	--	--

Assessments	
Formative Assessments - Teacher Observation of counting and subdividing rhythms, singing accuracy - Class Discussion	Summative Assessments Assessments in folk-dance moves (grand right and left, allemande), working with dance partners, and accuracy of motions

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments
---	--

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques. - Utilize extended time and/or reduce number of items given for quizzes and tests. - Create modified assessments. - Allow for collaboration through strategically selected groups. - Utilize assistive technology as appropriate. - Provide and model sentence frames/sentence starters. - Utilize manipulatives as necessary. - Provide breaks to allow for refocusing as necessary.	- Basic Skills Instruction - Speech/Language Therapy - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some words in the students' native language. - Provide and model sentence frames to help students participate in discussion. - Provide word banks to help students write. - Translate printed communications in native language for parents. - Hold conferences with translator present.	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if necessary to help students cope with challenges. - Utilize strategic grouping with a positive academic role model. - Utilize graphic organizers.	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

Quinton Township School District
Music
Grade 4

Marking Period:	Three	Unit Title:	Let's Dance!	Pacing:	10 Days
------------------------	-------	--------------------	--------------	----------------	---------

Unit Summary: Students will continue progressing through folk dances. Students will create tutorial videos for future classes, as well as for their own self-critique.

Objectives:

Weeks 1-2: Perform folk-dance moves, match pitches in harmony, and count rhythms.

Week 3: Identify the meter of a song and show it with movement, perform folk-dance moves, breathe properly for singing, create steady beat movements.

Weeks 4-5: Perform folk dance moves, match pitches in harmony, sing independent parts.

Weeks 6-9: Sing songs for a performance, read music notes, move to a steady beat.

Week 10: Perform contradance moves, identify notes on the staff and piano, read music, identify various notes of the scale and their relative placement on the staff.

Essential Questions:

Weeks 1-4: What kind of things can we show in music with movement?

Week 5: What are the differences between timbre and pitch?

Weeks 6-9: What does it take to perform well?

Week 10: What kind of things can we show in music with movement?

NJSLS - Visual and Performing Arts

- 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

- 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.
- 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.
- 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.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
- 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.
- 1.1.2.Pr6b: Rehearse a simple dance using full body movement. Demonstrate the ability to recall the sequence and spatial elements.
- 1.1.2.Pr6a: Explore how visualization, motor imagery and breath can enhance body mechanics and the quality of a movement skill.
- 1.1.2.Pr5a: Identify personal and general space to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.

Interdisciplinary Connections: 4.NF.A.1, 2.2.5.MSC.2, 2.2.5.MSC.3, SL.PE.4.1, 6.1.5.CivicsCM.3

Career Readiness, Life Literacies, and Key Skills: 9.4.5.CT.4, 9.4.5.GCA.1

Computer Science and Design Thinking: 8.1.5.DA.5, 9.4.5.DC.1

Career Education: 9.2.5.CAP.1, 9.2.5.CAP.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Weeks 1 & 2: *Review "Jubilate Deo" from third grade and sing as a canon if ready.	Songs and activities come from various resources, such as the Silver	Resonator Bells, magnet notes, staff	● Smart Board Applications ● Google

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

*Introduce “Grand Old Flag” and” Yankee Doodle Boy.” *Teach “Shake them Simmons Down” circle Dance. *Review “Four White Horses.” Competition of groups with singing. *Review rhythms with ties.. *Sing back solfege to piano. *Pitch-match high/low from intervals. *Review staff sentences. *Build a “D” scale. *Play Solfege Simon. Week 3: *Working in small groups, circle up and clap the meters of the following 1890s songs: “Bicycle Built for Two,” “The Band Played On,” “Give My Regards to Broadway,” “The Sidewalks of New York,” “In My Merry Oldsmobile,” and “Yankee Doodle Boy.” *Individual students will practice abdominal breathing using a tissue box. The other students are to critique as to whether or not the student is breathing properly. *If time permits, teach dance to "Going Down to Cairo." Week 4: *Play musical “Cut the Cake.” Sing and play. Use inside voice. Sing as a canon. *Clap your hands together s m s m l s give yourself a shake d' s s s s make a happy circle s m s m l s and then you cut the cake s s f m r d	Burdett “World of Music” series, and “120 Singing Games and Dances” by Lois Choksy.	board	Applications tutorial videos
--	--	--------------	---

*Write rhythms with magnet notes. *Play Chair Game- writing rhythms in eight-beat patterns. *Play Solfege Simon. Week 5: *Review piano notes. *Students will clap to meters of three or two to 1890s songs, then practice naming the tunes. *Put out five instruments- piano, pitch pipe, voice, handbell, and trumpet. Students are to surpass timbre and identify the instrument playing a different pitch. *Review staff sentences. Practice saying notes from flash cards. *Demonstrate tympani. *Teach “Jubilate De” and sing as a canon if ready. *Review “Shake them Simmons Down” - Circle Dance *Pitch-match high/low from intervals. *Review staff sentences. *Play Solfege Simon. Week 6: *Sing "Jubilate Deo" as canon. *Continue working on old fashioned songs. *Teach circle dance to "Shake them Simmons Down" *Review “Dona Nobis Pacem” and “Ev’rytime I Feel the Spirit” Week 7:			
---	--	--	--

*Review 1890's songs. *Review "Four White Horses." *Review piano notes - each student will come to the piano and read a line of music. Week 8: *Review old fashioned songs. *Review piano notes - each student will come to the piano and read a line of music. *Review "Four White Horses" if time permits Week 9: *Review old fashioned songs. *Review piano notes - each student will come to the piano and read a line of music. *Review "Four White Horses" if time permits. Week 10: *Play Solfege Tag. *Teach dance to "Noble Duke of York."			
---	--	--	--

Assessments	
Formative Assessments - Teacher Observation in music activities - Solfege Simon - Class Discussion	Summative Assessments - Participation Rubric - Assessments in melodic contour; tonal memory; danced
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for quizzes and tests. • Create modified assessments. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Basic Skills Instruction • Speech/Language Therapy • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

Quinton Township School District
Music
Grade 4

Marking Period:	Four	Unit Title:	Sight and Sound	Pacing:	10 Days
------------------------	------	--------------------	-----------------	----------------	---------

Unit Summary: The students will spend much time in this marking period connecting notes from the page to the sounds they make. There will be a heavier concentration of solfege exercises including sight-singing, dictations, and ear training games like Solfege Simon and Solfege Tag. The goal is that written notes on the page have more meaning than a letter name or a syllable of the scale.

Objectives:

Week 1: Perform contradance moves; read music; and identify notes on the staff and piano; and identify various notes of the scale and their relative placement on the staff.

Weeks 2-3: Identify piano notes; perform folk-dance moves, identify various notes of the scale and their relative staff placement.

Weeks 4-5: Identify various notes of the scale, identify notes on the piano, identify staff notes

Week 5: Identify various notes of the scale; identify piano notes; and read notes from the staff.

Weeks 6-7: Identify various notes of the scale.

Weeks 8-19: Identify staff notes and various notes of the scale.

Essential Questions:

Week 1: What kind of things can we show in music with movement?

Weeks 2-3: What is involved in reading music?

Week 4: How are the various notes of the scale related?

Week 5: How does solfege relate to the scale?

Weeks 6-7: How does solfege connect with music?

Week 8: How are the various notes of the scale related?
 Weeks 9-10: How does reading music help a musician?

NJSLS - Visual and Performing Arts

- 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.
- 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.
- 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.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.
- 1.1.2.Re7a: Demonstrate movements in a dance that develop patterns.
- 1.1.2.Re7b: Observe and describe performed dance movements from a specific genre or culture.

Interdisciplinary Connections: 4.NF.A.1, 2.2.5.MSC.2, 2.2.5.MSC.3, SL.PE.4.1, 6.1.5.CivicsCM.3

Career Readiness, Life Literacies, and Key Skills: 9.4.5.CT.4, 9.4.5.GCA.1

Computer Science and Design Thinking: 8.1.5.DA.5, 9.4.5.DC.1

Career Education: 9.2.5.CAP.1, 9.2.5.CAP.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1: *Play Solfege Tag. *Review dance to "Noble Duke of York."	Songs and activities come from various resources, such as the Silver	Resonator bells, staff board, magnet notes,	● Smart Board Applications ● Google

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

*Each student will have a turn playing the piano. Week 2: *Review eighth note tutorial video (review from third grade). *Make new 16th note tutorial video with flash cards for each beat. *Review contradance to "the Noble Duke of York." *Review piano notes. Each student will get a turn playing the piano. *Review "Four White Horses" *Play Solfege Simon if time permits. Week 3: *Teach piano notes. Each student will get a turn playing the piano. *Play Solfege Simon if time permits. *Students play piano patterns. Week 4: *Students identify notes from piano. *Students will say the letter names of notes in the piano packet. Individual students will go to the piano and play a line from the packet. *Play Body Scale Simon. Then sight-sing notes from the board using body part names. *Play Solfege Simon. Week 5: *Students will work in pairs with a staff paper and bingo chips, putting them on the correct lines according to the solfege played on the	Burdett "World of Music" series, and "120 Singing Games and Dances" by Lois Choksy.	bingo chips, staff paper	Applications • Tutorial videos
--	--	---------------------------------	---

piano. For each example, a pair of students will go to the board and move the magnets. *If time permits, each student will have a turn playing piano notes. *Play Solfege Simon. Week 6: *Individual students will be asked to identify solfege patterns using sol, mi, do, re, high do, and la. *Students work in pairs on the Rhythm evaluation sheet. *Play notes on the piano and have students sing back in solfege. *Play Solfege Simon. Week 7: *Teach conducting patterns in three and four. *Teach intervals of fourth and fifth. *Play Solfege Simon. Week 8: *Finish SGO rhythm tests. *Teach circle dance to “Old Dan Tucker, including partner and corner swings, grand right and left, and skaters position. *Students will read melodies off the board on handbells. *Review sixteenth note rhythms. Week 9: *Practice circle dance to “Old Dan Tucker” including partner and corner swings, grand right and left, and skaters position.			
--	--	--	--

*Students will read melodies off the board on handbells. *Review sixteenth note rhythms. Week 10: *Review sixteenth note rhythms. *Review staff note names and play a game as a review.			
--	--	--	--

Assessments	
Formative Assessments - Teacher Observation in reading and writing music - Solfege Simon - Class Discussion	Summative Assessments - Participation Rubric - Assessments in identifying solfege patterns using sol, mi, do, re, high do, and la in patterns more advanced than they did in 3rd grade; melodic contour; tonal memory; and solfege labeling of notes
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword,	- Basic Skills Instruction - Speech/Language Therapy - Provide English/Native Language Dictionary for use. - Place with	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences.	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for quizzes and tests. • Create modified assessments. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
---	--	--	---