

GRADE 4 – Unit 2 Meet Mozart

Board Approval

June 11, 2024 (First Reading) July 9, 2024 (Second Reading)

Unit Overview

In unit 2, students will learn to:

- identify potential sources of inspiration that influence musical creation
- identify important biographical information about a musician that informs their creative process and product.
- define: opera, overture

Year Long Pacing Guide

Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives
Unit 1 Rhythm Round up	7-8 lessons	1.3A.5.Cr1a 1.3A.5.Cr1b 1.3A.5.Pr4b 1.3A.5.Pr4c 1.3A.5.Pr5a 1.3A.5.Pr5b 1.3A.5.Pr6a	Students will become more “rhythm literate” while also learning about good vocal production	<ul style="list-style-type: none"> ● Identify and sing using different vocal registers ● Play a rhythm ostinato to accompany singing ● Read/ recognize rhythmic passages containing quarter note/rest and eighth notes ● Read, write and recognize rhythmic passages containing sixteenth notes ● identify aurally presented rhythmic passages
Unit 2 Meet Mozart	4 class sessions	1.3A.5.Cn11a	Students will gain an	<ul style="list-style-type: none"> ● define opera and

		1.3A.5.Cn10a	appreciation for the music of classical composers	<p>overture</p> <ul style="list-style-type: none"> Identify important factual information about Mozart which would inform his artistic process and product. find facts which relate to a musician's historical, social, and personal context, and inform their artistic process
Unit 3 Emotion through Elements	8-10 class sessions	1.3A.5.Pr4c 1.3A.5.Pr4e 1.3A.5.Re7b 1.3A.5.Re8a 1.3A.5.Re9a 1.3A.5.Cr1a 1.3A.5.Cr2a 1.3A.5.Cr2b 1.3A.5.Cr3a 1.3A.5.Cr3b	Students will deepen their understanding of musical elements while creating original compositions as a class.	<ul style="list-style-type: none"> Name the pitches on the treble staff recognize, describe, and demonstrate musical elements of tempo and dynamics Use musical elements to create compositions which convey an emotion or feeling
Unit 4 Colorful Composition Project	4 class sessions	1.3A.5.Cr1a 1.3A.5.Cr2a 1.3A.5.Cr2b 1.3A.5.Cr3a 1.3A.5.Cr3b	Students will use musical vocabulary and elements learned throughout the year as they communicate with each other to create and present an original small ensemble composition.	<ul style="list-style-type: none"> Use musical elements and musical knowledge built throughout the year to create compositions for their small ensemble which convey an emotion or feeling.
Unit 5 Investigating Beethoven	4 class sessions	1.3A.5.Cn10a 1.3A.5.Cn11a 1.3A.5.Re9a	Students will be inspired to pursue their dreams despite what may be perceived as a disability or a difficulty.	<ul style="list-style-type: none"> evaluate music by the same composer from two different periods of their life find facts which relate to a musician's historical, social, and personal context, and inform their artistic process articulate the difference

				between a piano sonata and a symphony
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Grade 4 – Unit 2 Meet Mozart 4 weeks				
Unit Vocabulary				
opera	overture	orchestra	symphony	composer

Grade 4 – Unit 2 Meet Mozart 4 weeks			
Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities
Moving with Mozart 2 lessons	<ul style="list-style-type: none"> 1.3A.5.Cn10a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music 1.3A.5.Cn11a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> define opera and overture Identify important factual information about Mozart which would inform his artistic process and product. <p>Anchor Standards:</p> <ul style="list-style-type: none"> Anchor Standard 9: Applying criteria to evaluate products Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding <p>Artistic Process</p> <ul style="list-style-type: none"> Connecting <p>Enduring Understandings:</p> <ul style="list-style-type: none"> Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding <p>Essential Questions:</p> <ul style="list-style-type: none"> Are there too many notes? Was Mozart a Copycat? <p>Practices:</p> <ul style="list-style-type: none"> Interconnection <p>Suggested Formative Assessment(s):</p>	<ul style="list-style-type: none"> Texts <ul style="list-style-type: none"> Mozart Biography obtained from various sources Materials <ul style="list-style-type: none"> recordings

		<ul style="list-style-type: none"> • turn and talk/ pair and share • class discussion 	
<p>Movie with Mozart 2 lessons</p>	<ul style="list-style-type: none"> • 1.3A.5.Cn11a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. • 1.3A.5.Cn10a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • find facts which relate to a musician's historical, social, and personal context, and inform their artistic process <p>Anchor Standards:</p> <ul style="list-style-type: none"> • Anchor Standard 9: Applying criteria to evaluate products • Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding <p>Artistic Process</p> <ul style="list-style-type: none"> • Connecting <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding <p>Essential Questions:</p> <ul style="list-style-type: none"> • What is the truth about Mozart? <p>Practices:</p> <ul style="list-style-type: none"> • Interconnection <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • t/f movie bio questions • class discussion 	<ul style="list-style-type: none"> • Texts <ul style="list-style-type: none"> ○ • Materials <ul style="list-style-type: none"> ○ recordings ○ Meet the composer video series

Preparation for College, Careers, and Beyond

Career Ready Practices	Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Preparation (9.2)
CRP1. Act as a responsible and contributing citizen and employee.	9.2.4.A.1 Identify reasons why people work, different types of work, and how work can

<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>help a person achieve personal and professional goals.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>
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Cross-Curricular Connections						
Interdisciplinary Connections	Technology Integration and Literacy	Climate Change	Amistad Law	Holocaust Law	LGBT & Disabilities Law	Asian Pacific Islander
<ul style="list-style-type: none"> Literature: biography texts History: 1700's 	<p><i>Online links and possible resources for the integration of technology into lessons are embedded within the "Possible Resources and Activities" column for each Topic area.</i></p>	•	•	•	•	•

Possible Assessment and Instructional Modifications			
Special Education	At-Risk	Gifted	English Language Learners
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p>Possible Modifications/Accommodations</p> <ul style="list-style-type: none"> Extra time on assessments Use of a graphic organizer Opportunities for cooperative partner work Provide reteach pages if necessary Provide visual aids and anchor charts Tiered lessons and assignments 	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered:</p> <ul style="list-style-type: none"> Additional time for 	<ul style="list-style-type: none"> Higher-level cooperative learning activities Provide higher-order questioning and discussion opportunities Alternate assignments/ enrichment assignments Provide texts at higher reading level Extension activities 	<ul style="list-style-type: none"> Continue practicing vocabulary Vary test formats Read directions to student Provide study guides prior to tests Clarify test directions, read test questions Read test passages aloud (for comprehension assessment)

<ul style="list-style-type: none"> ● Highlight key directions ● Allow for redos/retakes 	assignments <ul style="list-style-type: none"> ● Review of directions ● Review sessions ● Concrete examples ● Support auditory presentations with visuals ● Assistance in maintaining uncluttered space ● Space for movement or breaks ● Extra visual and verbal cues and prompts ● Graphic organizers ● Preferential seating ● Reduction of distractions ● Follow a routine/schedule ● Varied reinforcement procedures ● Work in progress check ● Personalized examples ● No penalty for spelling errors or sloppy handwriting 		
Individualized Learning Opportunities			
<ul style="list-style-type: none"> ● Possible independent study and online learning opportunities are embedded within the “Possible Resources and Activities” column for each Topic area. 			

Possible Assessments			
Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> ● Anecdotal notes during whole group, small group and individual ● Sharing strategies ● Turn and talk ● class discussion 	<ul style="list-style-type: none"> ● Common Summative Assessments ● Open-Ended Responses ● T/F questionnaire 	NA for unit 2	N/A for unit 2