

## GRADE 4 – Unit 3 Emotion through Elements

### Board Approval

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

### Unit Overview

In unit 3, students will learn to:

- Name pitches on lines and spaces of the treble staff
- identify and describe elements of tempo and dynamics
- Make musical choices to create compositions which express specific feelings or emotions

### 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"> <li>● Identify and sing using different vocal registers</li> <li>● Play a rhythm ostinato to accompany singing</li> <li>● Read/ recognize rhythmic passages containing quarter note/rest and eighth notes</li> <li>● Read, write and recognize rhythmic passages containing sixteenth notes</li> <li>● identify aurally presented rhythmic passages</li> </ul>
Unit 2 Meet Mozart	4 class sessions	1.3A.5.Cn11a	Students will gain an appreciation	<ul style="list-style-type: none"> <li>● define opera and</li> </ul>

		1.3A.5.Cn10a	for the music of classical composers	<p>overture</p> <ul style="list-style-type: none"> <li>● Identify important factual information about Mozart which would inform his artistic process and product.</li> <li>● find facts which relate to a musicians historical, social, and personal context, and inform their artistic process</li> </ul>
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"> <li>● Name the pitches on the treble staff</li> <li>● recognize, describe, and demonstrate musical euse elements of tempo and dynamics</li> <li>● Use musical elements to create compositions which convey an emotion or feeling</li> </ul>
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"> <li>● Use musical elements and musical knowledge built throughout the year to create compositions for their small ensemble which convey an emotion or feeling.</li> </ul>
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"> <li>● evaluate music by the same composer from two different periods of their life</li> <li>● find facts which relate to a musicians historical, social, and personal context, and inform their artistic process</li> <li>● articulate the difference</li> </ul>

				between a piano sonata and a symphony
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GRADE 4 – Unit 3 Emotion through Elements 8-10 total weeks				
Unit Vocabulary				
Pitch	Melody	Rhythm	Tempo	Dynamics
Staff	piano	forte	fortissimo	pianissimo
mezzo-forte	mezzo-piano	Lento	Andante	Allegro
Presto	form			

GRADE 4 – Unit 3 Emotion through Elements 8-10 total weeks			
Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities
Pitch Perfect 1 lesson	<ul style="list-style-type: none"> <li>1.3A.5.Pr4c. Analyze selected music by reading and performing using standard notation.</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>Name the pitches on the treble staff</li> </ul> <p><b>Anchor Standards:</b></p> <ul style="list-style-type: none"> <li>Anchor Standard 4: Selecting, analyzing, and interpreting work.</li> </ul> <p><b>Artistic Process</b></p> <ul style="list-style-type: none"> <li>Performing</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>What is the musical alphabet?</li> </ul> <p><b>Practices:</b></p> <ul style="list-style-type: none"> <li>Select, Analyze, Interpret</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>pitch naming games, mystery words</li> </ul>	<ul style="list-style-type: none"> <li>Text</li> <li>Materials <ul style="list-style-type: none"> <li>Music play online note naming games</li> <li>teacher-made visuals</li> </ul> </li> </ul>
tempo/ dynamics	<ul style="list-style-type: none"> <li>1.3A.5.Pr4e Convey creator's intent through the performers'</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>recognize, describe, and demonstrate musical</li> </ul>	<ul style="list-style-type: none"> <li>Texts <ul style="list-style-type: none"> <li>My Many Colored Days by Dr. Seuss</li> </ul> </li> </ul>

3-4 lessons	<p>interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).</p> <ul style="list-style-type: none"> <li>1.3A.5.Re7b Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).</li> <li>1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.</li> <li>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.</li> </ul>	<p>elements of tempo and dynamics</p> <p><b>Anchor Standards:</b></p> <ul style="list-style-type: none"> <li>Anchor Standard 4: Selecting, analyzing, and interpreting work</li> <li>Anchor Standard 7: Perceiving and analyzing products</li> <li>Anchor Standard 9: Applying criteria to evaluate products.</li> </ul> <p><b>Artistic Process</b></p> <ul style="list-style-type: none"> <li>Responding</li> <li>Performing</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.</li> <li>Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire</li> <li>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How does music move?</li> <li>What's our Dynamic?</li> <li>What do feelings sound like?</li> </ul> <p><b>Practices:</b></p> <ul style="list-style-type: none"> <li>Analyze, Interpret</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>teacher observation of student performance in elements based movement activities and online games</li> <li>student responses in class discussion</li> <li>mystery word of the day</li> </ul>	<ul style="list-style-type: none"> <li>Materials <ul style="list-style-type: none"> <li>Symphonic recordings demonstrating varied tempo and dynamics</li> <li>teacher-made visuals</li> <li>learning games on Music Play Online</li> <li>My Many Colored Days Symphony DVD</li> </ul> </li> </ul>
Elements Compositions 4-5 class lessons	<ul style="list-style-type: none"> <li>1.3A.5.Cr1a. Generate and improvise rhythmic, melodic, and harmonic ideas, and simple accompaniment patterns and chord changes. Explain</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>Use musical elements to create compositions for class sized ensembles which convey an emotion or feeling</li> </ul> <p><b>Anchor Standards:</b></p> <ul style="list-style-type: none"> <li>Anchor Standard 1: Generating and conceptualizing</li> </ul>	<ul style="list-style-type: none"> <li>Texts <ul style="list-style-type: none"> <li>My Many Colored Days by Dr. Seuss</li> </ul> </li> <li>Materials <ul style="list-style-type: none"> <li>Summative assessment tool/ listening quiz</li> <li>classroom instruments</li> <li>teacher-made visuals</li> </ul> </li> </ul>

	<p>connection to specific purpose and context (e.g., social, cultural, historical)</p> <ul style="list-style-type: none"> <li>● 1.3A.5.Cr2a Demonstrate developed musical ideas for improvisations, arrangements, or compositions to express intent. Explain connection to purpose and context</li> <li>● 1.3A.5.Cr2b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.</li> <li>● 1.3A.5.Cr3a. Evaluate, refine, and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.</li> <li>● 1.3A.5.Cr3b. Present to others final versions of personally and collaboratively created music that demonstrates craftsmanship. Explain connection to expressive intent.</li> </ul>	<p>ideas</p> <ul style="list-style-type: none"> <li>● Anchor Standard 2: Organizing and developing ideas.</li> <li>● Anchor Standard 3: Refining and completing products.</li> </ul> <p><b>Artistic Process</b></p> <ul style="list-style-type: none"> <li>● Creating</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources</li> <li>● Musicians’ creative choices are influenced by their expertise, context, and expressive intent</li> <li>● Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What does green sound like?</li> <li>● What does yellow sound like?</li> <li>● What does red sound like?</li> <li>● What does blue sound like?</li> </ul> <p><b>Practices:</b></p> <ul style="list-style-type: none"> <li>● Imagine</li> <li>● Plan, Make</li> <li>● Evaluate, Refine</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Class discussions</li> <li>● turn and talk</li> <li>● mystery word of the day</li> </ul>	
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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. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.	9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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"> <li>Literature connections</li> </ul>	<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>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

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><b>Possible Modifications/Accommodations</b></p> <ul style="list-style-type: none"> <li>Extra time on assessments</li> <li>Use of a graphic organizer</li> <li>Opportunities for cooperative partner work</li> </ul>	<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</p>	<ul style="list-style-type: none"> <li>Provide higher-order questioning and discussion opportunities</li> <li>Provide texts at higher reading level</li> <li>Extension activities</li> </ul>	<ul style="list-style-type: none"> <li>Continue practicing vocabulary</li> <li>Read directions to student</li> <li>Provide review prior to tests</li> <li>Clarify test directions, read test questions</li> </ul>

<ul style="list-style-type: none"> <li>● Provide several ways to solve a problem if possible</li> <li>● Provide visual aids and anchor charts</li> <li>● Tiered lessons and assignments</li> <li>● Highlight key directions</li> <li>● Allow for redos/retakes</li> </ul>	<p>addition the following may be considered:</p> <ul style="list-style-type: none"> <li>● Additional time for assignments</li> <li>● Review of directions</li> <li>● Review sessions</li> <li>● Have student restate information</li> <li>● Support auditory presentations with visuals</li> <li>● Assistance in maintaining uncluttered space</li> <li>● Space for movement or breaks</li> <li>● Extra visual and verbal cues and prompts</li> <li>● Preferential seating</li> <li>● Reduction of distractions</li> <li>● Follow a routine/schedule</li> <li>● Teach time management skills</li> <li>● Varied reinforcement procedures</li> <li>● Work in progress check</li> <li>● Personalized examples</li> </ul>		
<b>Individualized Learning Opportunities</b>			
<ul style="list-style-type: none"> <li>● Possible independent study and online learning opportunities are embedded within the “Possible Resources and Activities” column for each Topic area.</li> </ul>			

<b>Possible Assessments</b>			
Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> <li>● Anecdotal notes during whole group, small group and individual</li> <li>● Turn and talk</li> <li>● Running Records/skills check off</li> <li>● teacher observation</li> <li>● elements based movement activities</li> <li>● pitch naming games</li> <li>● mystery word of the day</li> </ul>	<ul style="list-style-type: none"> <li>● Common Summative Assessments</li> </ul>	<ul style="list-style-type: none"> <li>● listening elements quiz</li> </ul>	<p>N/A for unit 3</p>