

GRADE 4 – Unit 5 Investigating Beethoven

Board Approval

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

Unit Overview

In unit 5, students will learn to:

- evaluate musical works using elements of music
- identify important biographical information about a musician that informs their creative process and product.
- define: symphony and piano concerto

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 appreciation	<ul style="list-style-type: none"> ● define opera and

		1.3A.5.Cn10a	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 musicians 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 euse 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 musicians 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 5 Investigating Beethoven 4 weeks				
Unit Vocabulary				
deaf	alcoholism	piano concerto	conductor	symphony
orchestra	composer			

Grade 4 – Unit 5 Investigating Beethoven 4 weeks			
Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities
Intro to Beethoven 1 lesson	<ul style="list-style-type: none"> 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.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"> evaluate music by the same composer from two different periods of their life Identify important factual information about Beethoven 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"> Responding Connecting <p>Enduring Understandings:</p> <ul style="list-style-type: none"> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding 	<ul style="list-style-type: none"> Texts <ul style="list-style-type: none"> Beethoven Biography obtained from various sources Materials <ul style="list-style-type: none"> recordings Teacher-made visuals

		<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do we judge the quality of musical work(s) and performance(s)? • How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? • Can a deaf composer write good music? <p>Practices:</p> <ul style="list-style-type: none"> • Interpret • Interconnection <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • turn and talk/ pair and share • class discussion 	
<p>Investigate Beethoven 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 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding • Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products <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"> • How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? • How do musicians make meaningful connections to creating, performing, and responding? • Did Beethoven like mac and cheese? <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"> ○ • Materials <ul style="list-style-type: none"> ○ recordings ○ Meet the composer video series ○ teacher-made visuals

		<ul style="list-style-type: none"> • turn and talk/ pair and share • class discussion • recap game responses 	
Beethoven wrap up 1 lesson	<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 musicians historical, social, and personal context, and inform their artistic process <p>Anchor Standards:</p> <ul style="list-style-type: none"> • Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding • Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products <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"> • Did Beethoven like mac and cheese? <p>Practices:</p> <ul style="list-style-type: none"> • Interconnection <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • turn and talk/ pair and share • class discussion • recap game responses 	<ul style="list-style-type: none"> • Texts <ul style="list-style-type: none"> ○ • Materials <ul style="list-style-type: none"> ○ interactive Q and A game

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. 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.	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

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.	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.
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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: late 1700's-early 1800's 	<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"> deaf culture awareness 	•

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 Highlight key directions Allow for redos/retakes 	<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 assignments Review of directions Review sessions Concrete examples 	<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)

- 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

- 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 ● Graphic organizers ● multiple choice game responses 	<ul style="list-style-type: none"> ● Common Summative Assessments ● Open-Ended Responses ● T/F questionnaire 	NA for unit 5	N/A for unit 5