

COURSE TITLE:

VOCAL/GENERAL MUSIC
GRADE 4

LENGTH:

FULL YEAR

SCHOOLS:

PIERREPONT SCHOOL
UNION SCHOOL
RUTHERFORD, NEW JERSEY

DATE:

SPRING 2015

Union School & Pierrepont School
Rutherford, NJ
VOCAL/GENERAL MUSIC GR. 4
Spring 2015

1. INTRODUCTION/OVERVIEW/PHILOSOPHY

“Life without music would be a mistake.”

Friedrich Nietzsche (1844-1900)

Music is a subject that touches every aspect of learning and affects every aspect of life. The purpose of this class is to develop an appreciation of the scope and importance of music as students are exposed to various musical styles, genres and cultures. Students need to become active listeners and participants in all areas of music, both on and off of the stage, and in and out of the classroom.

Students in Grade 4 General Music will continue developing their vocal skills and confidence, continue developing an active understanding of music theory, and will apply this knowledge through various performance opportunities.

2. OBJECTIVES

A. A. NEW JERSEY CORE CURRICULUM CONTENT STANDARDS NJCCCS

For a complete copy of the NJ Core Curriculum Content Standards for Visual and Performing Arts, Technology, and 21st Century Life and Careers, please visit the following website:

<http://www.state.nj.us/education/cccs/>

VISUAL AND PERFORMING ARTS

STANDARD 1.1

THE CREATIVE PROCESS: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

STANDARD 1.2

HISTORY OF THE ARTS AND CULTURE: All students will understand the role, development, and influence of the arts throughout history and across cultures.

STANDARD 1.3

PERFORMING: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

STANDARD 1.4

AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

TECHNOLOGY**STANDARD 8.1**

TECHNOLOGY: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge

21st CENTURY LIFE and CAREERS**STANDARD 9.2**

CAREER AWARENESS, EXPLORATION, AND PREPARATION:
Review career goals and determine steps necessary for attainment

CAREER READY PRACTICES

CRP1: Act as a responsible and contributing student
CRP2: Apply appropriate academic and technical skills
CRP3: Attend to personal health and well-being

B. COURSE OUTLINE

All standards cited in course outline are through Grade 5.

Student Outcomes:

After successfully completing this course, students will be able to demonstrate knowledge of the aspects of melody, harmony and rhythm and their artistic impact on the music.

- **Melody**
Identify and imitate melodic patterns and like and unlike phrases, as well as melodies whose notation leap, skip or repeat.
- **Harmony**

Identify the use of unison or harmony both visually and aurally, distinguish between major and minor chords and melodies, and distinguish between different textures while listening to, and reading musical notation.

- **Rhythm**
Discern meters in two, three, or four in notation, or while listening to music. Understand time signatures and their function.
- **Artistic Impact**
Use of appropriate dynamic levels (loud/soft), tempos (speed), phrasing, breathing, tone production, and performance etiquette in assorted performance opportunities.
- **Technology**
Students will have access to computers, the Internet, CD's, and other technologies to accompany lessons as deemed appropriate.

3. PROFICIENCY LEVELS

This course is designed for all students in Grade 4. Students are expected to possess a lively interest in singing and develop an appreciation of music through assorted styles and cultures.

4. METHODS OF ASSESSMENT

- **Student Assessment**

The teacher will provide a variety of assessments, including:

- Classroom participation
- Singing in unison and harmony
- Playing instruments
- Participation in various in-class performance activities
- Participation in various performance activities
- Instructional activities

- **Teacher/Curriculum Assessment**

There will be an ongoing self and department assessment to determine the effectiveness of all aspects of the music program, including:

- Teacher/departmental meetings
- Teacher observations
- Completed projects
- Performances
- Self evaluation/PDP

- Supervisor/principal evaluations
- Suggestions for changes to area supervisor

5. GROUPING

This course is designed for students in Grade 4.

6. ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME

This course is designed to meet once a week and encompasses one academic year.

7. RESOURCES

Texts: Music Connection, Silver Burdett-Ginn, 1995, and assorted content appropriate songbooks.

Supplemental materials: - CD's, DVD's, videos, and Internet websites

8. METHODOLOGIES

- Teacher demonstration
- Teacher presentation of material
- Exposure to various styles of music
- Group activities

9. SUGGESTED ACTIVITIES

- Vocal warm-ups
- Ear-training exercises
- Rhythm drills
- Classroom performances
- Concert performances
- Interdisciplinary activities
- Listening to various styles of music
- Critique of peer performances

10. DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
 - word walls
 - sentence frames
 - think-pair-share
 - cooperative learning groups
 - teacher think-alouds

11. INTERDISCIPLINARY CONNECTIONS

- Social Studies – correlation to historical events
- Math – correlation of note values and fractions
- Science – songs dealing with science curriculum
- Technology – use of computers and the Internet for research
- English – reinforcement of reading skills
- Foreign Language – exposure to songs of other cultures
- Health – use of proper posture and vocal technique
- Physical Education – integration of gross motor activities
 - Appropriate and competent use of relevant websites and digital software and equipment 8.1.8
 - Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.8
 - Presentation and exploration of related career possibilities 9.2.8
 - Working in teams to create group based learning activities and projects CRP1
 - Application of skills learned in class to project based activities CRP2
 - Emphasis on importance of proper nutrition for student learning CRP3

12. PROFESSIONAL DEVELOPMENT

As per the PDP/100 hour statement, the teacher will continue to improve expertise through participation in a variety of professional development opportunities.

13. CURRICULUM MAP – VOCAL/GENERAL MUSIC GR. 4

<i>Class</i>	September	October	November	December	January
Gr. 4 Vocal/General Music	-Parts of the staff -Breathing & singing technique -Note values - Hispanic Heritage Month –the songs & the culture	-Dynamics pp, p, mf,f,ff, < > -Lines and spaces in treble clef - Introduction to major and minor scales - Hispanic Heritage Month – the songs & the culture	-Patriotic songs -Veterans Day - Thanksgiving songs	-Holidays & their music from around the world -Chanukah, Kwanzaa, Las Posadas, Christmas	-Pentatonic scales -Songs from Asian cultures -Intro to Broadway -Intro to Opera

<i>Class</i>	February	March	April	May	June
Gr. 4 Vocal/General Music	-Songs of friendship -Black History Month -Songs written and performed by Black artists	-Irish songs -Continue exposure to Broadway music -Continue exposure to Opera	-Jazz Month - Intro to jazz -Intro to scat singing -Spring songs	- Patriotic songs -Performance etiquette -Camp songs -American folk songs	-Review songs from the entire year -Camp songs -American folk songs