

Mendham Township School District

Music Curriculum

Grade 4

Lauren Johnson, Music Teacher
Julianne Kotcho, Principal

July 2021

Fourth Grade Meter, Time Signatures, & Rhythm

Learning Goals

Behavioral

Students will be able to read and play whole notes, half notes, quarter notes, barred eighth notes, barred sixteenth notes, syncopated rhythms, dotted rhythms, whole rests, half rests, quarter rests, eighth rests, and sixteenth rests in a variety of meters using their voices, bodies, and instruments.

Students will be able to identify the time signature of a piece both visually and aurally.

Cognitive

Students will identify, understand, and explain meter, time signature, and rhythm.

Students will aurally identify whole notes, half notes, quarter notes, barred eighth notes, barred sixteenth notes, syncopated rhythms, dotted rhythms, whole rests, half rests, quarter rests, eighth rests, and sixteenth rests in a variety of meters.

Experiential

Students will create, read, and perform rhythms in a variety of meters.

Constructivist

Students will develop creative and descriptive skills through use of proper terminology regarding meter, time signature, & rhythm.

Students will develop analytical skills through use of proper terminology regarding meter, time signature, & rhythm.

Essential Questions

- What is the definition of meter?
- What is the definition of a time signature?
- What is the definition of rhythm?
- What is the duration of whole notes, half notes, quarter notes, barred eighth notes, barred sixteenth notes, syncopated rhythms, dotted rhythms, whole rests, half rests, quarter rests, eighth rests, and sixteenth rests in various meters?
- What types of music from around the world use these meters, time signatures, and rhythms?

NJ SLS Music Standards

1.3A.5.Cr1a, 1.3A.5.Cr2a, 1.3A.5.Cr2b, 1.3A.5.Cr3a, 1.3A.5.Cr3b, 1.3A.5.Pr4b, 1.3A.5.Pr4c, 1.3A.5.Pr4d, 1.3A.5.Pr4e, 1.3A.5.Pr5a, 1.3A.5.Pr5b, 1.3A.5.Pr6a, 1.3A.5.Pr6b, 1.3A.5.Re7b, 1.3A.5.Re8a, 1.3A.5.Re9a, 1.3A.5.Cn10a, 1.3A.5.Cn11a

Amistad Law N.J.S.A. 18A 52:16A-88

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Holocaust Law N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Assessments

Benchmarks

Students will read and write whole notes, half notes, quarter notes, barred eighth notes, barred sixteenth notes, syncopated rhythms, dotted rhythms, whole rests, half rests, quarter rests, eighth rests, and sixteenth rests in various meters.

Students will compose using whole notes, half notes, quarter notes, barred eighth notes, barred sixteenth notes, syncopated rhythms, dotted rhythms, whole rests, half rests, quarter rests, eighth rests, and sixteenth rests in various meters.

Students will identify the duration of whole notes, half notes, quarter notes, barred eighth notes, barred sixteenth notes, syncopated rhythms, dotted rhythms, whole rests, half rests, quarter rests, eighth rests, and sixteenth rests in various meters both visually and aurally.

Formative and Summative

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

Alternative

Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets

Proposed Activities

1. Identify the meter, time signature, and rhythm aurally and visually
2. Composing and performing personal and class rhythms
3. QuaverEd Meter & Rhythm lessons
4. Discuss music & feeling, dancing to music
5. Listen and move to music in various meters
6. Listen and move to music in various meters
7. Identify the difference between different time signatures
8. Group games for meter definition and time signatures
9. Play instruments in various meters
10. Read and act out a story in various meters
11. Compose, synthesizing knowledge of meter, time signature, rhythm, and pitches

Integrated accommodations and modifications

Check for comprehension and understanding

Permit ample time for student to respond to questions

Clearly define limits and expectations

Encourage student to ask for needed assistance

Preferential seating

Repeating, clarifying or rewording directions

Teacher modeling

Provide simplified written, verbal, and modeled instructions

Provide student with open ended questions that stimulate higher order thinking

Allow student to consider and express personal opinions

Tiered Assignments

Have student share and express their thought process, conclusions, and the reasoning that led to their conclusion

Core Instructional and Supplemental Materials

Music K-8, T. Jennings, (Magazine, Digital Music, CD), Plank Road Publishing, 2005 to present.
Music together, L. Levinowitz & K. Guilmartin, Music and Movement Center.
Silver-Burdett, Making Music, Pearson Scott Foresman, 2005.
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Kids Can Listen, Kids Can Move, Lynn Kleiner, Warner Bros. Publications, 2003.
The Music Connection, Silver Burdett Ginn, Grade Three, 1995.
Primary Boomwhackers, CD, Brad Bonner, BLB Studios, 2000.

Integration of 21st Century Skills

Risk Management & Insurance, Creativity & Innovation, Critical Thinking & Problem Solving, Global & Cultural Awareness

Interdisciplinary Connections

Math
Social Science
World Culture
ELA/Spelling

Technology Integration

Information & Media Literacy, Technology Literacy, Digital Citizenship

Fourth Grade Music Reading, Tonality, & Elements of Music

Learning Goals

Behavioral

Students will read, create, perform, and respond using music staves.

Students will be able to name and recognize ledger lines in addition to the lines and the spaces of the treble clef.

Students will read, create, perform, and respond to various elements of music.

Students will listen to and perform various genres of music.

Cognitive

Students will identify, understand, and explain clefs and music staves.

Students will identify, understand, and explain the differences among various genres of music.

Students will define, identify, understand, and explain various elements of music.

Students will begin to understand tonalities and key signatures and their use in music reading and performance.

Experiential

Students will explore and improvise using notation on music staves.

Students will explore and improvise using various elements of music.

Students will experience the differences, both technical and in expression, among notation on music staves.

Students will experience the differences, both technical and in expression, among various genres of music.

Students will experience the differences, both technical and in expression, among various elements of music.

Students will explore tonalities and key signatures.

Constructivist

Students will develop creative and descriptive skills through use of proper terminology regarding reading music using clefs and music staves.

Students will develop creative and descriptive skills through use of proper terminology regarding various elements of music.

Students will develop analytical skills through use of proper terminology regarding reading music using clefs and staves.

Students will develop analytical skills through use of proper terminology regarding various elements of music.

Essential Questions

- What does a music clef/staff look like?
- What makes up the music staff?
- What does a clef tell us?
- What does music notation look like on the music staff?
- What are the names of the lines and spaces of the treble clef?
- What is a genre?
- What are characteristics of various genres of music?
- What do various elements of music tell us?
- What do various elements of music look like in musical notation?
- How do various elements of music change the feeling of the music?
- How do composers read and write music?
- What is tonality?
- What is a key signature?

- How do tonalities and key signatures affect our music reading and performance?

NJ SLS Music Standards

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Assessments

Benchmarks

Students will compose using the letters of the treble clef and the rhythms they have learned.

Students will compose using various elements of music.

Students will properly identify the notes of the chromatic scale using the letters of the treble clef on a written assessment.

Students will properly identify various elements of music on a written assessment.

Formative and Summative

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

Alternative

Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets

Proposed Activities

1. Listen and move to various genres of music while reading along on the staff and using ledger lines
2. Group games for staff and clef recognition
3. Group games for elements of music recognition
4. Play instruments to hear how various musical notation sounds when played aloud
5. Compose and perform alone and together using the treble clef
6. Compose and perform alone and together using various elements of music

Integrated accommodations and modifications

Check for comprehension and understanding

Permit ample time for student to respond to questions

Clearly define limits and expectations

Encourage student to ask for needed assistance

Preferential seating

Repeating, clarifying or rewording directions

Teacher modeling

Provide simplified written, verbal, and modeled instructions

Provide student with open ended questions that stimulate higher order thinking

Allow student to consider and express personal opinions

Tiered Assignments

Have student share and express their thought process, conclusions, and the reasoning that led to their conclusion

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Interdisciplinary Connections

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Social Science

World Culture

ELA/Spelling

Technology Integration

Information & Media Literacy, Technology Literacy, Digital Citizenship

Fourth Grade Sight Reading and Harmony

Learning Goals

Revised July 2021

Behavioral

Students will be able to sing and play alone and as part of an ensemble.

Students will create, perform, and respond using part songs, rounds, canons, and chords.

Students will sing and play in harmony.

Students will be able to sight read using letter names and solfege.

Cognitive

Students will identify, understand, and explain the differences between singing and playing alone and together.

Students will define harmony.

Experiential

Students will explore and improvise using part songs, rounds, canons, and chords.

Students will experience the harmonic nature of part songs, rounds, canons, and chords.

Students will experience sight reading.

Constructivist

Students will develop creative and descriptive skills through use of proper terminology regarding singing and playing alone and together.

Students will develop analytical skills through use of proper terminology regarding singing and playing alone and together.

Students will construct meaning in stories, songs, and instrument play through the use of proper terminology regarding singing and playing alone and together.

Essential Questions

- What is harmony?
- What are chords?
- What is my role in an ensemble?
- Can I sing and play alone?
- Can I sight read on my own?

NJ SLS Music Standards

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Assessments

Benchmarks

Students will perform rounds and canons.

Students will sing in harmony and play chords.

Students will sight read in a group and alone.

Formative and Summative

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

Alternative

Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets

Proposed Activities

1. Identify the different parts of a song
2. Read and sing part songs, rounds, canons, and chords.
3. Read and play part songs, rounds, canons, and chords on instruments
4. Read and sing/play in harmony
5. Read and sing/play using knowledge of tonality and key signatures
6. Read and tell stories using parts

Integrated accommodations and modifications

Check for comprehension and understanding

Permit ample time for student to respond to questions

Clearly define limits and expectations

Encourage student to ask for needed assistance

Preferential seating

Repeating, clarifying or rewording directions

Teacher modeling

Provide simplified written, verbal, and modeled instructions

Provide student with open ended questions that stimulate higher order thinking

Allow student to consider and express personal opinions

Tiered Assignments

Have student share and express their thought process, conclusions, and the reasoning that led to their conclusion

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ELA/Spelling

Technology Integration

Information & Media Literacy, Technology Literacy, Digital Citizenship

Fourth Grade Drums & Percussion

Learning Goals

Revised July 2021

Behavioral

Students will be able to play various drums using alternating hands and sticks.

Students will be able to play various pieces using alternating hands and sticks with proper technique.

Cognitive

Students will understand how to translate music notation to performance.

Experiential

Students will explore and improvise using percussion instruments.

Students will experience proper hand placement, stick grip, and technique when playing various drums.

Constructivist

Students will develop creative and descriptive skills through use of proper terminology regarding percussion instruments.

Students will develop analytical skills through use of proper terminology regarding percussion instruments.

Students will construct meaning in stories and songs through the use of proper terminology regarding performing on percussion instruments.

Essential Questions

- How is sound produced?
- How can I create sound using my body?
- How do the drum and other percussion instruments make sound?
- How do percussion instruments' sounds make me feel?
- What are instruments' roles in a song, in our lives, our communities, and around the world?

NJ SLS Music Standards

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Assessments**Benchmarks**

Students will play the rhythms they have learned on the drums using alternate hands/sticks.

Students will perform in a Percussion Concert.

Formative and Summative

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

Alternative

Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets

Proposed Activities

1. Listen to and watch various professional percussion performances

2. Practice new notes alone and together
3. Read, practice, and play on various percussion instruments alone and in a group
4. Explore the different sounds the instrument makes, and how to make those sounds
5. Play using proper placement, stick grip, and technique

Integrated accommodations and modifications

Check for comprehension and understanding

Permit ample time for student to respond to questions

Clearly define limits and expectations

Encourage student to ask for needed assistance

Preferential seating

Repeating, clarifying or rewording directions

Teacher modeling

Provide simplified written, verbal, and modeled instructions

Provide student with open ended questions that stimulate higher order thinking

Allow student to consider and express personal opinions

Tiered Assignments

Have student share and express their thought process, conclusions, and the reasoning that led to their conclusion

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Risk Management & Insurance, Creativity & Innovation, Critical Thinking & Problem Solving, Global & Cultural Awareness

Interdisciplinary Connections

Math

Science

Social Science

World Culture

ELA/Spelling

Technology Integration Information & Media Literacy, Technology Literacy, Digital Citizenship

Fourth Grade Dynamics

Learning Goals

Revised July 2021

Behavioral

Students will demonstrate the difference among dynamics using their voices, body percussion, and instruments.

Students will continue to create, perform, and respond using dynamics.

Cognitive

Students will continue to identify, understand, and explain dynamics in music.

Students will define, understand, and explain the difference among dynamics in music and throughout daily life.

Experiential

Students will continue to explore and improvise using various dynamics.

Students will experience the differences, both technical and in expression, among various dynamics.

Constructivist

Students will develop creative and descriptive skills through use of proper terminology regarding various dynamics.

Students will develop analytical skills through use of proper terminology regarding various dynamics.

Essential Questions:

- How can we recognize dynamics in music?
- How do dynamics change what we feel when we experience music and throughout daily life?
- How and when should we perform music with dynamics?

NJ SLS Music Standards

1.3A.5.Cr1a, 1.3A.5.Cr2a, 1.3A.5.Cr2b, 1.3A.5.Cr3a, 1.3A.5.Cr3b, 1.3A.5.Pr4a, 1.3A.5.Pr4b, 1.3A.5.Pr4c, 1.3A.5.Pr4d, 1.3A.5.Pr4e, 1.3A.5.Pr5a, 1.3A.5.Pr5b, 1.3A.5.Pr6a, 1.3A.5.Pr6b, 1.3A.5.Re7a, 1.3A.5.Re7b, 1.3A.5.Re8a, 1.3A.5.Re9a, 1.3A.5.Cn10a, 1.3A.5.Cn11a

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Assessments**Benchmarks**

Students will correctly identify various dynamics.

Students will correctly perform various dynamics using voices, instruments, and body percussion.

Formative and Summative

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

Alternative Teacher Observation of small groups and individual performances, worksheets, exit tickets

Proposed Activities

Throughout all units,

1. Sing familiar and new songs using dynamics

2. Read and act out stories using dynamics
3. Listen and move to music using dynamics
4. Play instruments utilizing dynamics
5. Reflect on feelings from sounds with different dynamics
6. Listen and play along with Music K8 Forte Piano
7. Play dynamics games
8. Create a dynamics chart together
9. Compose music using specific dynamics

Integrated accommodations and modifications

Check for comprehension and understanding
 Permit ample time for student to respond to questions
 Clearly define limits and expectations
 Encourage student to ask for needed assistance
 Preferential seating
 Repeating, clarifying or rewording directions
 Teacher modeling
 Provide simplified written, verbal, and modeled instructions
 Provide student with open ended questions that stimulate higher order thinking
 Allow student to consider and express personal opinions
 Tiered Assignments
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ELA/Spelling

Technology Integration

Information & Media Literacy, Technology Literacy, Digital Citizenship

Fourth Grade Tempo

Learning Goals

Behavioral

Students will demonstrate the difference among tempos using their voices, body percussion, and instruments.

Revised July 2021

Students will create, perform, and respond to various tempos.

Cognitive

Students will continue to identify, define, and explain tempo in music.

Students will define, understand, and explain the difference among tempos in music and throughout daily life.

Experiential

Students will continue to explore and improvise using various tempos.

Students will experience the differences, both technical and in expression, among various tempos.

Constructivist

Students will develop creative and descriptive skills through use of proper terminology regarding various tempos.

Students will develop analytical skills through use of proper terminology regarding various tempos.

Essential Questions:

- How can we recognize tempo in music?
- How does tempo change what we feel when we experience music and throughout daily life?
- How can we perform music utilizing tempos?

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Assessments

Benchmarks

Students will correctly identify various tempos.

Students will correctly perform various tempos using voices, instruments, and body percussion.

Formative and Summative

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

Alternative

Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets

Proposed Activities

Throughout all units,

1. Sing familiar and new songs using various tempos
2. Read and act out stories using various tempos

3. Listen and move to music with various tempos
4. Play different tempos using instruments
5. Reflect on feelings from sounds with different tempos
6. Listen and play along with Music K8 Presto Largo
7. Play tempo games
8. Create a tempo chart together
9. Compose music using specific tempos

Integrated accommodations and modifications

Check for comprehension and understanding
 Permit ample time for student to respond to questions
 Clearly define limits and expectations
 Encourage student to ask for needed assistance
 Preferential seating
 Repeating, clarifying or rewording directions
 Teacher modeling
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Integration of 21st Century Skills

Risk Management & Insurance, Creativity & Innovation, Critical Thinking & Problem Solving, Global & Cultural Awareness

Interdisciplinary Connections

Math
 Science
 Social Science
 World Culture
 ELA/Spelling

Technology Integration

Fourth Grade Form

Learning Goals

Behavioral

Students will continue to be able to define and show form and patterns in music.

Students will create, perform, and respond to songs utilizing form.

Cognitive

Students will continue to identify, understand, and explain form in music.

Students will define, understand, and explain the difference between different parts of songs.

Experiential

Students will continue to compose, explore, and improvise using form.

Students will experience the differences, both technical and in expression, between different parts of songs.

Constructivist

Students will develop creative and descriptive skills through use of proper terminology regarding form.

Students will develop analytical skills through use of proper terminology regarding form.

Essential Questions

- How do we identify patterns and form in music?
- What is form?
- Can I compose music in a specific pattern or form?
- How does form add to the expression and meaning of the song?

NJ SLS Music Standards

1.3A.5.Cr1a, 1.3A.5.Cr2a, 1.3A.5.Cr2b, 1.3A.5.Cr3a, 1.3A.5.Cr3b, 1.3A.5.Pr4a, 1.3A.5.Pr4b, 1.3A.5.Pr4c, 1.3A.5.Pr4d, 1.3A.5.Pr4e, 1.3A.5.Pr5a, 1.3A.5.Pr5b, 1.3A.5.Pr6a, 1.3A.5.Pr6b, 1.3A.5.Re7a, 1.3A.5.Re7b, 1.3A.5.Re8a, 1.3A.5.Re9a, 1.3A.5.Cn10a, 1.3A.5.Cn11a

Amistad Law N.J.S.A. 18A 52:16A-88

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Assessments**Benchmarks**

Students will compose using various forms.

Students will correctly identify the form of various songs.

Formative and Summative

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

Alternative

Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets

Proposed Activities

Throughout all units,

1. Discuss the form of the song
2. Read and act out stories using form
3. Listen and move to music with different forms

4. Play music in various forms on instruments
5. Reflect on feelings from songs in various forms
6. Compose a class composition and identify its form

Integrated accommodations and modifications

Check for comprehension and understanding
 Permit ample time for student to respond to questions
 Clearly define limits and expectations
 Encourage student to ask for needed assistance
 Preferential seating
 Repeating, clarifying or rewording directions
 Teacher modeling
 Provide simplified written, verbal, and modeled instructions
 Provide student with open ended questions that stimulate higher order thinking
 Allow student to consider and express personal opinions
 Tiered Assignments
 Have student share and express their thought process, conclusions, and the reasoning that led to their conclusion

Core Instructional and Supplemental Materials

Music K-8, T. Jennings, (Magazine, Digital Music, CD), Plank Road Publishing, 2005 to present.
Music together, L. Levinowitz & K. Guilmartin, Music and Movement Center.
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Fourth Grade Instruments

Learning Goals

Behavioral

Students will create, perform, and respond using various classroom instruments.

Students will play new and familiar songs using various classroom instruments.

Cognitive

Students will identify, understand, and explain the differences among various classroom instruments.
Students will identify and name various classroom instruments.
Students will relate music experiences to their derivation, role, and importance in culture, society, and history.

Experiential

Students will explore and improvise using various classroom instruments
Students will experience the differences, both technical and in expression, among use of various classroom instruments

Constructivist

Students will develop agility, dexterity, coordination, and technique with classroom instruments.
Students will develop creative and descriptive skills through use of proper terminology regarding classroom instruments.
Students will develop analytical skills through use of proper terminology regarding classroom instruments.
Students will grow in depth of aesthetic awareness by fostering insight into understanding music as a vehicle for human expression.

Essential Questions

- What is the name of various classroom instruments, and what is the correct way to play them?
- How does each classroom instrument produce its sound?
- What does each classroom instrument add to a composition or performance?

NJ SLS Music Standards

1.3A.5.Cr1a, 1.3A.5.Cr2a, 1.3A.5.Cr2b, 1.3A.5.Cr3a, 1.3A.5.Cr3b, 1.3A.5.Pr4a, 1.3A.5.Pr4b, 1.3A.5.Pr4c, 1.3A.5.Pr4d, 1.3A.5.Pr4e, 1.3A.5.Pr5a, 1.3A.5.Pr5b, 1.3A.5.Pr6a, 1.3A.5.Pr6b, 1.3A.5.Re7a, 1.3A.5.Re7b, 1.3A.5.Re8a, 1.3A.5.Re9a, 1.3A.5.Cn10a, 1.3A.5.Cn11a

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Assessments

Benchmarks~Students will play various classroom instruments with correct technique.

Students will correctly identify classroom instruments aurally.

Formative and Summative~Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

Alternative~Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets

Proposed Activities

Throughout all units,

1. Group discussion on various classroom instruments
2. Stations of each instrument
3. Demonstration of playing each instrument correctly
4. Play instruments alone and as part of the ensemble

5. Use instruments to play rhythms
6. Use instruments to play ostinatos
7. Use instruments to play chords
8. Use instruments to show dynamics
9. Use instruments to show tempo
10. Use instruments to play music notated on the treble clef
11. Use instruments to show form
12. Perform new and familiar songs using classroom instruments
13. Critique and Suggest for improvements for performance

Integrated accommodations and modifications

Check for comprehension and understanding
 Permit ample time for student to respond to questions
 Clearly define limits and expectations
 Encourage student to ask for needed assistance
 Preferential seating
 Repeating, clarifying or rewording directions
 Teacher modeling
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 Tiered Assignments
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Fourth Grade Performance

Learning Goals**Behavioral**

Students will be able to sing, move, dance, and play with a growing sense of confidence.

Students will show expression in voices, movement, and instrument playing during classroom performances.

Revised July 2021

Students will be able to critique and improve performances using constructive criticism.

Cognitive

Students will relate music experiences to their derivation, role, and importance in culture, society, and history.

Students will understand what it means to be a good audience member.

Experiential

Students will explore and improvise during class and solo performances.

Students will express their opinions as well as make objective observation.

Students will express their feelings and ideas through musical performances.

Students will experience the differences, both technical and in expression, between class and solo performances.

Students will participate in the planning, structure, and design of in-class performances.

Constructivist

Students will apply their knowledge of various musical elements to enhance and improve their performances.

Students will develop vocal agility, dexterity, coordination, and technique during class and solo performances.

Students will develop creative decision-making skills so that technical understanding can be applied to other areas in future educational and professional pursuits.

Students will develop analytical skills through performance critique.

Students will grow in depth of aesthetic awareness by fostering insight into understanding music as a vehicle for human expression.

Essential Questions

- What makes a great performance?
- How can we rehearse more effectively?
- What is my role in this performance?
- How can I respectfully express my objective thoughts, as well as my opinions?
- How can I express constructive criticism?
- What does this music mean to you?
- What does this music mean to others in our families, communities, and around the world?

NJ SLS Music Standards

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Assessments

Benchmarks

Students will reflect upon and improve personal and class performance.

Students will show respect as great audience members for their peers and in professional settings.

Formative and Summative

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

Alternative

Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets

Proposed Activities

Throughout all units,

1. Discuss using voices, instruments, and movement expressively
2. Read and perform songs and stories
3. Critique performances together
4. Demonstrate appropriate audience behavior

Integrated accommodations and modifications

Check for comprehension and understanding

Permit ample time for student to respond to questions

Clearly define limits and expectations

Encourage student to ask for needed assistance

Preferential seating

Repeating, clarifying or rewording directions

Teacher modeling

Provide simplified written, verbal, and modeled instructions

Provide student with open ended questions that stimulate higher order thinking

Allow student to consider and express personal opinions

Tiered Assignments

Have student share and express their thought process, conclusions, and the reasoning that led to their conclusion

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ELA/Spelling

Technology Integration

Information & Media Literacy, Technology Literacy, Digital Citizenship

Fourth Grade Solfege

Learning Goals

Behavioral

Students will create, perform, and respond using the chromatic scale.
Students will sing new and familiar songs using the chromatic scale.

Cognitive

Students will identify, understand, and explain the differences among the notes in the chromatic scale.
Students will identify and name the chromatic scale hand signs.

Experiential

Students will explore and improvise using the chromatic scale.
Students will experience solfege in a variety of genres.
Students will experience the differences, both technical and in expression, among the notes in the chromatic scale.

Constructivist

Students will develop vocal agility, dexterity, coordination, and technique using the chromatic scale.
Students will develop creative and descriptive skills through use of proper terminology regarding solfege.
Students will develop analytical skills through use of proper terminology regarding solfege.
Students will grow in depth of aesthetic awareness by fostering insight into understanding music as a vehicle for human expression.

Essential Questions

- What makes up the music we sing?
- How does each solfege syllable sound?
- What are the hand signs that go along with the solfege syllables in the chromatic scale?
- How does solfege help us learn to sing?

NJ SLS Music Standards

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Assessments

Benchmarks

Students will compose songs using the chromatic scale.
Students will correctly identify the notes in the chromatic scale aurally and with hand signs.

Formative and Summative

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

Alternative

Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets

Proposed Activities

Throughout all units,

1. Decode songs using the chromatic scale.
2. Sing new and familiar songs using the chromatic scale.
3. Compose and perform new songs using the chromatic scale.
4. Play Poison Pattern and other solfege games.

5. Watch and play along with Music K8's Whacky Do Re Mi's.
6. Watch and play along with the Do Re Mi clip from *The Sound of Music*.

Integrated accommodations and modifications

Check for comprehension and understanding
 Permit ample time for student to respond to questions
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 Preferential seating
 Repeating, clarifying or rewording directions
 Teacher modeling
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