Introduction

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

By 2025,

- 80% of our students will graduate from high school college or career ready
- 90% of students will graduate on time
- 100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.

To achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Designed with the teacher in mind, the Performing Arts Education Curriculum Maps focus on teaching and learning correspond to the 2018 Tennessee Department of Education Revised Standards for Arts Education.

A high-quality arts education is essential to the social, emotional, and intellectual growth of every student. Therefore, SCS will provide a broad range of innovative, inspiring, and relevant arts education offerings so all students learn to express their unique voice and shape a thriving Memphis/Shelby County community. Shelby County Schools will foster collaboration, creativity, and self-expression through equitable, high quality, and sequential K-12 arts experiences, empowering all young people to strive for artistic and scholastic excellence. This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS Arts Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

The SCS Arts Education curriculum maps are designed to create artistically/musically literate students by engaging them both individually and collaboratively in creative practices of envisioning, investigating, constructing, and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: Perform, Create, Respond, and Connect.

How to Use the Arts Education Curriculum Maps

The SCS Arts Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. Across all arts disciplines, this is generally reflected in the following quarterly framework:

- Knowledge and Skills- This column reflects the anchor standards and essential tasks associated with grade level mastery of each discipline.
- Activities and Outcomes- Generally phrased like "I Can" statements, this portion identifies the specific performance indicators that are expected for students at a given time within the quarters/semester.
- Assessments- This section of the quarterly maps focuses on the formative and summative methods of gauging student mastery of the student performance indicators listed in the activities/outcomes section.
- Resources and Correlations- In these columns, teachers will find rich bodies of instructional resources/materials/links to
 help students efficiently and effectively learn the content. Additionally, there are significant resources to engage alignment
 with the Tennessee English Language Arts Standards that are designed to strengthen authentic development of
 aural/visual literacy in the arts content areas as well as support larger district goals for improvement in literacy.

Throughout this curriculum map, you will see high-quality works of art/music literature that students should be experiencing deeply, as well as some resources and tasks to support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources available for teacher use.

DOMAIN: PERFORM

Foundations

- P1: Select, analyze and interpret artistic work for performance.
- **P2:** Develop and refine artistic techniques and work for performance.
- **P3:** Convey and express meaning through the presentation of artistic work.

G4 Q1 PERFORM DOMAIN RESOURCE LIST

SOM=Spotlight On Music

STM=Share the Music

SBMM=Silver Burdett Making Music

RR=Recorder Routes

RM=Rhythmically Moving

WMD=World Music Drumming

OS=Orff Source

www.dsokids.com (Dallas Symphony Orchestra)

www.sfskids.org (San Francisco Symphony)

http://www.nyphilkids.org/ (New York Philharmonic)

http://www.classicsforkids.com/

https://kids.usa.gov/art-and-music/index.shtml

http://teachingwithorff.com/

		QUARTER 1		
KNOWLEDGE &	ACTIVITIES/OUTCO	ASSESSMENTS	RESOURCES	CORRELATIONS
SKILLS	MES			
P1.A	Discuss student's	Have students complete	Interest Inventory STM	Comprehension:
Musical Concepts	personal music interests	a musical interest	4th Resorce Guide	Students follow agreed-
		inventory to start the		upon rules for
Demonstrate (through		year.		discussions; make
performance) and				comments that
explain how the				contribute to the
selection of music to				discussion and link to
perform is influenced by				other comments
personal interest,				

		QUARTER 1		
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCO MES	ASSESSMENTS	RESOURCES	CORRELATIONS
knowledge, context, and technical skill.				4.RL.KID.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text, such as a character's thoughts, words, or actions.
P1.B Musical Contrasts Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.	Distinguish between beat and rhythm of words of a song or poem	Students speak a familiar poem/sing a song with eyes closed and silently tap the beat; repeat the poem/song and have them silently tap the rhythm of the words. Assess using teacher-created or district-provided rubric.	"Bedbugs and Beetles" (See Appendix) "Ida Red" SBMM Gr. 3	Comprehension: Recall story details of songs such as "The Ballad of the Bedbugs and the Beetles" and dramatize. 4.RL.KID.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
	Echo-sing, using proper vocal technique, pentatonic scale patterns	Pitch Matching - Listen to students individually sing phrases using	Canoe Song <i>OS2</i> Bats <i>OS</i>	Phonics: Have students use knowledge of lettersound correspondences

		QUARTER 1		
KNOWLEDGE &	ACTIVITIES/OUTCO	ASSESSMENTS	RESOURCES	CORRELATIONS
SKILLS	MES			
	using solfege and hand	pentatonic patterns	Hiya Music for Children	to phonetically read texts
	signs (Sol,-La,-Do-Re-	(singing answers or parts	Vol 1	of songs in unfamiliar
	Mi-Sol-La-Do')	of songs)	Bu-Vah" SOM Gr. 4	languages, such as "Bu-
		Have students sing one	"Lil' Liza Jane" <i>SOM</i>	Vah," "Ame Fure," or
		phrase or verse	Gr. 4	"Allundé Alluia."
		substituting pitch-	"Ame Fure" SOM Gr. 4	4.RL.RRTC.10 Read
		syllable names for the	"Allundé Alluia" SOM	and comprehend stories
	`	words of the song.	<i>Gr.</i> 4	and poems throughout
		Observe and assess	"Page's Train" SOM	the grades 4-5 text
		student performance of	<i>Gr.</i> 4	complexity band
		vocal pentatonic	"I'll Rise When the	proficiently, with
		melodies using teacher-	Rooster Crows" SOM	scaffolding at the high
		created or district-	<i>Gr.</i> 4	end as needed.
		provided rubric.	"Old Ark's A-Moverin"	
			SOM Gr. 4	
	Play pentatonic patterns	Observe and assess	"Hold My Mule" SOM	
	on the pitched Orff	student performance of	<i>Gr.</i> 4	
	instruments	pentatonic patterns on	"Every Morning When I	
		pitched percussion using	Wake Up" <i>SBMM</i> Gr. 2	
		a teacher-created or	"Sourwood Mountain"	
		<u>district- provided rubric</u> .	SBMMGr. 4	
P1.C	Describe stylistic	Students describe the	"Rocky Top" SOM Gr.	Comprehension:
Musical Context	characteristics of	characteristics of the	5/SBMMGr. 5	Students use key details
	selected regional songs	songs in relation to the	"Frog Went A-Courtin"	from the texts of
		region. Identify	SOM Gr. 4	regional songs to

		QUARTER 1		
KNOWLEDGE &	ACTIVITIES/OUTCO	ASSESSMENTS	RESOURCES	CORRELATIONS
SKILLS	MES			
Explain how context		(classify) and discuss	"Cotton-Eye Joe" SOM	classify those songs as
(such as social and		music from different	Gr. 4	from a particular region
cultural) informs a		genres and cultures		4.RI.CS.4 Determine the
performance.		using a graphic	Writing About the	meaning of words and
		organizer. Assess	Music of TN graphic	phrases as they are used
		student understanding	<u>organizer</u>	in a text relevant to a
		using a teacher-created		grade 4 topic or subject
		or <u>district-provided</u>		area, including
		<u>rubric</u> .		figurative, connotative,
				and technical meanings.
P1.D	Read and perform	Read and Listen section	"A Journey" SOM Gr. 4	Vocabulary: Have
Notation	patterns using half,	from SOM Unit 1	"Peace Round" SOM Gr.	students identify and
	quarter, eighth notes and	Review Gr. 4	4	explain meaning of
When analyzing selected	rests with speech, body	Create and Perform	"Canon in D" <i>SOM Gr</i> .	literal and figurative
music, read and perform	percussion, and	section from SOM Unit	4	language found in songs
using standard notation	instruments	1 Review Gr. 4	"Caballito Blanco" SOM	such as "Peace Round"
(including treble clef)		Informal Assessment	Gr. 4	4.RL.CS.4- Determine
with voice, body		and Optional	"We Remember" <i>SOM</i>	the meaning of words
percussion, and/or		Reteaching, page 17	Gr. 4	and phrases as they are
instruments.		SOM Gr. 4		used in a text, including
		Observe and assess		those that refer to
		student performance of		significant characters
		rhythms using teacher-		and situations found in
		created or district-		literature and history.
		provided rubric.		

		QUARTER 1		
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCO MES	ASSESSMENTS	RESOURCES	CORRELATIONS
	Explore reading pitches on the treble clef	Observe students exploring staff notation separately from performance	"Treble Clef Speller" activities, such as the ones found at http://www.makingmusicfun.net/ to reinforce treble clef staff notation	
P2.A Apply Feedback Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of solo/ensemble rehearsals/performances	Listen to teacher feedback and fix technical issues with a bordun accompaniment.	Observe students listening and fixing mistakes using feedback from teacher	Canoe Song OS2 Bats OS "Buckeye Jim" SOM Gr. 4 "Bedbugs and Beetles" (See Appendix) "Ida Red" SBMMGr. 3	4.W.PDW.5- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing
P2.B Rehearse and Refine	Perform chord, broken chord and crossover bordun accompaniments	Observe student performance of chord, broken chord, and	Canoe Song OS2 Bats OS	Comprehension: Recall story details of songs such as "The Ballad of

Orff

		QUARTER 1		
KNOWLEDGE &	ACTIVITIES/OUTCO	ASSESSMENTS	RESOURCES	CORRELATIONS
SKILLS	MES			
Rehearse to refine	with a pentatonic song	crossover bordun	"Buckeye Jim" SOM Gr.	the Bedbugs and the
technical accuracy and	using correct mallet	accompaniments,	4	Beetles" and dramatize.
expressive qualities, and	technique	maintaining given tempo	"Bedbugs and Beetles"	4.RI.KID.2- Determine
address performance		and using teacher-	(See Appendix)	the main idea of a text
challenges.		created or district-	"Ida Red" SBMMGr. 3	and explain how it is
		provided rubric	Above a Plain <i>OS3</i>	supported by key details;
				summarize a text.
	`			4.RL.RRTC.10- Read
	Play unpitched	Observe student		and comprehend stories
	instruments with	technique while playing		and poems throughout
	poetry/song using	instruments and assess	"A Journey" SOM Gr. 4	the grades 4-5 text
	correct technique	using teacher-created or	"Ame fure" SOM Gr. 4	complexity band
		district-provided rubric.	"I Let Her Go-Go" STM	proficiently, with
			Gr. 4 (See Appendix)	scaffolding at the high
				end as needed.
			"El Manisero" <i>SOM Gr</i> .	
			4	
			"Guadalcanal March"	
			from Victory at Sea	
			(Listening) SOM Gr. 4	
			We Remember" <i>SOM</i>	
			Gr. 4	
			"The Swing" SOM Gr. 4	
P3.A	Sing, using diction, head	Observe and assess	Music Skills Vocal	Comprehension:
Singing	tone, breath support,	student vocal	Development, SOM Gr.	Students follow agreed-

Instructional Map Music

	QUARTER 1			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCO MES	ASSESSMENTS	RESOURCES	CORRELATIONS
Sing, alone and with others, with expression, technical accuracy, and appropriate interpretation*	vowel shape, tone color, voice placement	performance using teacher-created or district-provided rubric.	4 pgs 306, 308, 314, 317, 321, 322, 330, 347, 349 Choir Builders (Rollo Dillworth)	upon rules for discussions; make comments that contribute to the discussion and link to other comments 4.RL.KID.1- Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.
	Perform 2-part rhythmic speech canon Sing a simple 2-part vocal canon	Observe and assess student performance of rhythmic, speech or vocal canon using teacher-created or district-provided rubric.	Above a Plain <i>OS3</i> "Peace Round" <i>SOM Gr.</i> 4 "Canon in D" <i>SOM Gr.</i> 4 "Allundé, Alluia" <i>SOM Gr.</i> 4	4.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; or phonetically read texts of songs in unfamiliar languages, such as "Bu-

		QUARTER 1		
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCO MES	ASSESSMENTS	RESOURCES	CORRELATIONS
			"Rise Up, O Flame" SOM Gr. 4 "Chairs to Mend" SOM Gr. 4 "Sandy McNab" SOM Gr. 4 "Viva La Musica" SOM Gr. 4 "Row, Row, Row Your Boat" SOM Gr. 4 "Himmel Und Erde" SOM Gr. 4 "Make New Friends" SBMM Gr. 3	Vah," "Ame Fure," or "Allundé Alluia." 4.RL.RRTC.10- Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.
P3.B Instruments and Body	Perform rhythmic ostinato using speech,	Observe as students perform a rhythmic	Ensemble 1 <i>WMD</i> "I'll Rise When the	Comprehension: Recall story det1ails of songs
Percussion	body percussion, and	ostinato accompaniment	Rooster Crows" SOM	such as "The Ballad of
	instruments	for a poem, song or	Gr. 4	the Bedbugs and the
Using body percussion		speech piece and assess	"One Note Samba" SOM	Beetles" and dramatize
or instruments, perform		using teacher-created or	Gr. 4	4.RI.CS.5 Describe the
instrumentally		<u>district-provided rubric</u>	"Beetles and Bedbugs"	overall structure of
(pitched/unpitched),			(See Appendix)	events, ideas, and
alone and with others,				concepts of information
with expression,				in a text or part of a tex

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WANTE FOR A		QUARTER 1	DEGOLIDOES.	CORRELATIONS
KNOWLEDGE &	ACTIVITIES/OUTCO	ASSESSMENTS	RESOURCES	CORRELATIONS
SKILLS	MES			
technical accuracy, and appropriate interpretation*			"How Much Wood Could a Woodchuck Chuck?" <i>SBMM Gr</i> .	4.RI.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.
	Perform 2-part rhythmic canon with body percussion	Observe and assess student performance of rhythmic canon using teacher-created or district-provided rubric. Observe students practicing using warm air.	Recorder Routes Feather How a Recorder Is Made (start at 0:26)	4.RI.KID.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
	Prepare to play the recorder by using air control activities and			

		QUARTER 1		
KNOWLEDGE &	ACTIVITIES/OUTCO	ASSESSMENTS	RESOURCES	CORRELATIONS
SKILLS	MES			
	discuss its basic			
	fundamentals			
P3.C	Display grade-level	Observe student	Concert Etiquette Video	4.RI.IKI.7 Interpret
Performance Etiquette	appropriate applications	performance etiquette	1 (General)	information presented
	of performance etiquette	assess using teacher-	Concert Etiquette Video	visually, orally, or
Perform appropriately	skills including watching	created or district-	<u>2 (Choral)</u>	quantitatively and
for the audience and	the conductor,	provided rubric.		explain how the
context; demonstrate	responding to non-verbal		Performance Practices	information contributes
appropriate posture, and	cues, maintaining		by Grade Level	to an understanding of
evaluate performance	appropriate posture,			the text in which it
etiquette.	remaining on-task,			appears.
	refraining from			
	distracting others, and			
	properly acknowledging			
	the audience.			
P3.D	Demonstrate proper	Observe student	Audience Etiquette Self-	Comprehension:
Audience Etiquette	audience etiquette and	behavior during	<u>Evaluation</u>	Students follow agreed-
	evaluate audience	performances and assess		upon rules for
Demonstrate appropriate	behavior during	using a teacher-created	Audience Etiquette	discussions; make
audience behavior, and	performances	or <u>district-provided</u>	<u>Video</u>	comments that
evaluate student		rubric.		contribute to the
behavior during a			<u>List of live, local, free or</u>	discussion and link to
performance.			low-cost events, field	other comments
			trip grants and how to	4.RI.IKI.8 Explain how
			apply for them.	an author uses reasons

Instructional Map Music

Orff

		QUARTER 1		
KNOWLEDGE &	ACTIVITIES/OUTCO	ASSESSMENTS	RESOURCES	CORRELATIONS
SKILLS	MES			
				and evidence to support
				particular points in a
				text.

DOMAIN: CREATE	G4 Q1 CREATE DOMAIN RESOURCE LIST
Foundations	SOM=Spotlight On Music
Cr1: Generate and conceptualize artistic ideas and work.	STM=Share the Music
Cr2: Organize and develop artistic ideas and work.	SBMM=Silver Burdett Making Music
Cr3: Refine and complete artistic work.	RR=Recorder Routes
	RM=Rhythmically Moving
	WMD=World Music Drumming
	OS=Orff Source
	www.dsokids.com (Dallas Symphony Orchestra)
	www.sfskids.org (San Francisco Symphony)
	http://www.nyphilkids.org/main.phtml
	(New York Philharmonic)
	http://www.classicsforkids.com/
	https://kids.usa.gov/art-and-music/index.shtml
	http://teachingwithorff.com/

	QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCO MES	ASSESSMENTS	RESOURCES	CORRELATIONS	
Cr1. A Musical Concepts Use pentatonic melodies	Perform simple question and answer phrases using unpitched percussion.	Observe students creating questions and answers using unpitched percussion in get to	WMD Unit 1	4.RI.CS.5 Describe the overall structure of events, ideas, and concepts of information	
in major/minor, simple accompaniments, introductions, codas, or question/answer phrases to improvise rhythmic, melodic, harmonic, and/or movement ideas within a context (such as social, cultural, historical, etc.).	Perform simple question and answer phrases using movement	know you activity Observe students creating questions and answers using movement.	"Sliding" RM - use song to create 8 beat question and 8 beat answers with movement.	in a text or part of a text. 4.RI.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text.	
Cr1.B Varied Timbres Use parameters such as improvising/composing a 2-4 measure musical idea, a pentatonic melody, or a rhythm pattern using gradeappropriate note values in binary/ternary form to	Improvise an eight-beat melody using a pentatonic scale	Observe as students improvise melodies on pitched percussion instruments and assess using a teacher-created or district-provided rubric.	"Bedbugs and Beetles" (See Appendix) "I'll Rise When the Rooster Crows" SOM Gr. 4 Canoe Song OS2 Bats OS	Comprehension: Recall story details of songs such as "The Ballad of the Bedbugs and the Beetles" and dramatize. 4.RI.CS.5 Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.	

QUARTER 1				
KNOWLEDGE &	ACTIVITIES/OUTCO	ASSESSMENTS	RESOURCES	CORRELATIONS
SKILLS	MES			
generate musical ideas				
within a given tonality,				
form, and/or rhythmic				
set.				
Cr2.A	Verbalize student	Observe student	"Bedbugs and Beetles"	4.RL.CS.4 Determine
Selecting Musical Ideas	reasoning behind ending	conversations that that	(See Appendix)	the meaning of words
	a melodic improvisation	use correct musical	"I'll Rise When the	and phrases as they are
Using musical ideas to	on Do or La	vocabulary.	Rooster Crows" SOM	used in a text, including
be performed,		Group Discussion	Gr. 4	those that refer to
demonstrate and discuss		Rubric	Canoe Song OS2	significant characters
personal reasons for			Bats OS	and situations found in
selecting musical ideas				literature and history.
for arrangement,				
improvisation, or				
composition.				
Cr2.B	Notate an 8-beat rhythm	Observe students	Canoe Song OS2	4.W.PDW.4 Produce
Notating Ideas	to play as an	creating an 8-beat		clear and coherent
	introduction or interlude	pattern individually, as a		writing in which the
Use notation and/or	for a piece of music.	small group, or as a		development,
recording technology to		class.		organization, and style
document personal				are appropriate to task,
musical ideas (such as				purpose, and audience.
grade-appropriate				
rhythm/melodic pattern,				
simple harmonies,				

	QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCO MES	ASSESSMENTS	RESOURCES	CORRELATIONS	
introduction, coda, interlude, etc.).					
Cr3.A Refining Musical Ideas Interpret and apply collaboratively developed feedback to revise personal music over time, such as a created introduction, sequence, interlude, and/or coda.	Apply teacher feedback to correct question and answer performance.	Observe students responding to feedback and making changes.	WMD Unit 1	4.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	
Cr3.B Demonstrate Musical Ideas Demonstrate a final version of personal musical ideas using created vocal, instrumental, or movement pieces through performance.	Create and perform a notated 8-beat rhythm as an introduction or interlude for a piece.	Observe students performing their created rhythms as the interlude for a song.	Canoe Song OS2	4.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	

DOMAIN: RESPOND	G4 Q1 RESPOND DOMAIN RESOURCE LIST
Foundations	SOM=Spotlight On Music
R1: Perceive and analyze artistic work.	STM=Share the Music
R2: Interpret intent and meaning in artistic work.	SBMM=Silver Burdett Making Music
R3: Apply criteria to evaluate artistic work.	RR=Recorder Routes
	RM=Rhythmically Moving
	WMD=World Music Drumming
	OS=Orff Source
	www.dsokids.com (Dallas Symphony Orchestra)
	www.sfskids.org (San Francisco Symphony)
	http://www.nyphilkids.org/main.phtml
	(New York Philharmonic)
	http://www.classicsforkids.com/
	https://kids.usa.gov/art-and-music/index.shtml
	http://teachingwithorff.com/

	QUARTER 1					
KNOWLEDGE &	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS		
SKILLS						
R1.A	Use musical vocabulary to	Observe students	Group Discussion	4.RI.CS.4 Determine		
Musical Preferences	describe a personal	participating in a group	<u>rubric</u>	the meaning of words		
	preference for pitched	discussion.		and phrases as they are		
Demonstrate and	percussion.			used in a text relevant		
explain how selected				to a grade 4 topic or		
music connects to and				subject area, including		
is influenced by						

QUARTER 1				
KNOWLEDGE &	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
SKILLS				
specific interests,				figurative, connotative,
experiences, purposes,				and technical meanings.
or contexts (such as				
how music listening is				
influenced by interests,				
etc.).				
R1.B	Perform a piece in	Discuss the difference	"Allundé, Alluia"	4.RL.RRTC.10 Read
Musical Concepts	AB/ABA form and label	between AB and ABA	SOM Gr. 4	and comprehend stories
	the sections. Discuss	form	"Cedar Swamp" SOM	and poems throughout
Demonstrate and	changes students could	Observe student	<i>Gr.4</i>	the grades 4-5 text
explain how specific	make to change or extend	identification of	"I Let Her Go, Go"	complexity band
music concepts (such	the form	sections of a song by	STM Gr. 4 (See	proficiently, with
as form, timbre, etc.)		using cue cards,	Appendix for B	scaffolding at the high
are used to support a		lisstening maps or	section)	end as needed.
specific purpose in		creative movement and	"Sarasponda" SOM	end as needed.
music (such as social		assess using a teacher-	<i>Gr.</i> 4	
and cultural contexts)		created or district-	Previously learned	
through various means		provided rubric.	dances	
(such as manipulatives,				
movement, and/or				
pictorial				
representation).				
R1.C	Identify number of phrases	Observe student	"Morning Has Broken"	Fluency: Discuss
Describing Elements	in a section and number of	identification of	SOM Gr. 4	similarities between
of Music	beats in phrases	phrases in a song and	"Vinqo" SOM Gr. 4	

Instructional Map Music

	QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS	
Demonstrate an understanding of the elements of music applied to a listening example using teachergiven vocabulary (such as different sections of complex forms, teacher-selected orchestral instruments, etc.).	Identify and demonstrate	assess using a teacher-created or district-provided rubric.	"Frére Jacques" SOM Gr. 4 "Marken er Mejet" SOM Gr. 4	phrase structure and sentence structure Comprehension: Students compare and contrast phrase structure of a song to sequence of events in a story 4.RL.KID.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text, such as a character's thoughts, words, or actions.	
	dynamic markings (e.g., fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo, crescendo, decrescendo) and tempo markings (e.g., andante, largo, presto, accelerando,	Perform a speech piece, demonstrating the use of the chosen dynamic markings. Assess using teacher-created or district-provided rubric. Label dynamics on a listening map or piece	"The Old Carrion Crow" SOM Gr. 4 "A Tragic Story" (Listening) SOM Gr. 4 "Infernal Dance of King Kashchei" from The Firebird Suite (Listening) SOM Gr. 4	Vocabulary: Demonstrate understandings of word meanings and relationships by accurately labeling dynamic and tempo	

	QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS	
	ritardando) within a given music selection.	of music heard during a listening example. Assess using teacher-created or district-provided rubric. Informal assessment game: List tempo terms on the board. As you point to each term, observe students adjustment of their tempo as they pat the beat and speak/sing a poem/song. Assess using teacher-created or district-provided rubric.	(link to video of ballet: famous excerpt starts at 1:20) "Walking in the Air" SOM Gr. 4	markings in listening examples 4.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.	
R2.A Musical	Classify pitched	Have students give an	"Listen" Strike It Rich	4.W.PDW.4 Produce clear and coherent	
Characteristics	instruments according to family and describe why a	example of what mood the composer is giving		writing in which the	
	composer might use each	the audience by using		development,	
Demonstrate and	instrument.	certain instruments.		organization, and style	
explain how music				are appropriate to task,	
concepts are used by				purpose, and audience.	

Instructional Map Music

Orff

QUARTER 1				
KNOWLEDGE &	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
SKILLS				
performers to reflect				
intent (such as				
comparing how tempo				
could be used in				
different arrangements				
to create a different				
mood).				
R3.A	Evaluate the phrasing of a	Record a class	"Morning Has Broken"	4.W.PDW.5 With
Evaluating Artistic	musical performance	performance or split	SOM Gr. 4	guidance and support
Work		them in and half and	"Vinqo" SOM Gr. 4	from peers and adults,
		have them perform for	"Frére Jacques" SOM	develop and strengthen
Evaluate musical		each other.	Gr. 4	writing as needed by
works and			"Marken er Mejet"	planning, revising, and
performances, applying			SOM Gr. 4	editing.
established criteria.			Group Discussion	
			<u>rubric</u>	

DOMAIN: CONNECT	G4 Q1 CONNECT DOMAIN RESOURCE LIST	
Foundations	SOM=Spotlight On Music	
Cn1: Synthesize and relate knowledge and personal experiences to artistic	STM=Share the Music	
endeavors.	SBMM=Silver Burdett Making Music	
Cn2: Relate artistic ideas and works with societal, cultural, and historical	RR=Recorder Routes	
context.	RM=Rhythmically Moving	
	WMD=World Music Drumming	

OS=Orff Source <u>www.dsokids.com</u> (Dallas Symphony Orchestra) <u>www.sfskids.org</u> (San Francisco Symphony) <u>http://www.nyphilkids.org/main.phtml</u> (New York Philharmonic)
http://www.classicsforkids.com/ https://kids.usa.gov/art-and-music/index.shtml http://teachingwithorff.com/

QUARTER 1					
KNOWLEDGE &	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS	
SKILLS					
Cn1.A	As a review to the start of	Observe student	Group Discussion	4.RL.KID.1 Refer to	
Music and Personal	the year, discuss favorite	discussion	Rubric	details and examples in	
Experiences	pieces performed and why			a text when explaining	
Demonstrate how	they were a favorite.			what the text says	
interests, knowledge,				explicitly; refer to	
and skills relate to				details and examples in	
personal choices and				a text when drawing	
intent when creating,				inferences from the text.	
performing, and					
responding to music					
(such as identifying					
pieces of music that are					
important to one's					
family or how music is					
used in daily life).					

QUARTER 1					
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS	
Cn2.A Society, Culture and History Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as the connection between fractions and rhythm values).	Perform songs and dances from various cultures and historical periods	Students compare and contrast the dances of two or more cultures using a Venn Diagram and discuss what makes the dances characteristic to their cultures. Assess student understanding using a teacher-created or district-provided rubric. Observe student performance of folk dances and assess using teacher-created or district-provided rubric.	"Lil 'Liza Jane" SOM Gr. 4 "Vinqo" SOM Gr. 4 "Cedar Swamp" SOM Gr. 4 "Zum Gali Gali" SOM Gr. 4 "Alley Cat" RM 3 (level II)	Comprehension: Students compare and contrast the dances of each culture and discuss what makes them characteristic to their cultures 4.RI.IKI.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. 4.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.	

DOMAIN: PERFORM	G4 Q2 PERFORM DOMAIN RESOURCE
Foundations	LIST
P1: Select, analyze and interpret artistic work for performance.	SOM=Spotlight On Music
P2: Develop and refine artistic techniques and work for performance.	STM=Share the Music
P3: Convey and express meaning through the presentation of artistic work.	SBMM=Silver Burdett Making Music
	RR=Recorder Routes
	RM=Rhythmically Moving
	WMD=World Music Drumming
	OS=Orff Source
	<u>www.dsokids.com</u> (Dallas Symphony Orchestra)
	www.sfskids.org (San Francisco Symphony)
	http://www.nyphilkids.org/main.phtml
	(New York Philharmonic)
	http://www.classicsforkids.com/
	https://kids.usa.gov/art-and-music/index.shtml
	http://teachingwithorff.com/

QUARTER 2				
KNOWLEDGE &	ACTIVITIES/OUTCO	ASSESSMENTS	RESOURCES	CORRELATIONS
SKILLS	MES			
P1.A	Verbalize based on the	Observe as students	Group Discussion	4.SL.CC.1 Prepare for
Musical Concepts	musical objective why	participate in a group	Rubric	collaborative discussions
	the class may be	discussion and assess		on 4th grade level topics
Demonstrate (through	learning a piece of	using a teacher-created		and texts; engage
performance) and	music.	or <u>district-provided</u>		effectively with varied
explain how the		rubric.		partners, building on

	QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCO MES	ASSESSMENTS	RESOURCES	CORRELATIONS	
selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.				others' ideas and expressing their own ideas clearly.	
P1.B	Echo on barred	Observe students'	"Cotton-Eyed Joe" SOM	Vocabulary: Identify	
Musical Contrasts	instruments and	performances of songs	<i>Gr.</i> 4	real-life connections	
	recorders patterns that	or echo fragments that	Unit 1 Warm-ups RR	between the terms <i>step</i> ,	
Demonstrate	illustrate repeated notes,	contain notes that skip,		skip, and repeated and	
understanding of the	step-wise movement and	step, or repeat. Assess		their use in music.	
structure and the	skips	vocal and recorder		4.RI.CS.4 Determine the	
elements of music (such		technique using teacher-		meaning of words and	
as rhythm, pitch, and		created or district-		phrases as they are used	
form) in music selected		provided rubric for voice		in a text relevant to a	
for performance.		or <u>recorder</u> .		grade 4 topic or subject	
	Vacally parform patterns	Observe as students		area, including figurative, connotative,	
	Vocally perform patterns that contain repeated	improvise and perform		and technical meanings.	
	notes, steps, and skips	melodic patterns that		and technical meanings.	
	notes, steps, and skips	contain skips, steps and			
		repeated tones. Assess	((011.41 P "		
		underestanding using	"Old Abram Brown"		
		teacher-created or	SOM Gr. 4/STM Gr. 5		
		district-provided rubric.			

	QUARTER 2					
KNOWLEDGE &	ACTIVITIES/OUTCO	ASSESSMENTS	RESOURCES	CORRELATIONS		
SKILLS	MES					
			"Early in the Morning at			
			Eight O'clock" SOM Gr.			
			4			
			"Water Come-A Me			
			Eye" SOM Gr. 4 "Achshav" SOM Gr. 4			
			Skips, Steps and			
			Repeated Tones			
			Resource			
P1.C	Discuss a piece of music	Observe students	"Hine Ma Tov" SOM	4.RI.CS.4 Determine the		
Expressive Qualities	from another culture,	making connections	Gr. 4	meaning of words and		
	time period, etc.	between song lyrics and		phrases as they are used		
Explain how context		the history of the song.		in a text relevant to a		
(such as social and				grade 4 topic or subject		
cultural) informs a	Trace the melodic	Observe students		area, including		
performance.	contour of a melody	following the shape of	"Water Come-A Me	figurative, connotative,		
	while performing it.	the melody	Eye" SOM Gr. 4	and technical meanings.		
P1.D	Read short treble clef	Observe students	"It's in the BAG" (See	4.FL.F.5 Read with		
Notation	patterns from iconic	making connections	Appendix)	sufficient accuracy and		
	notation and then	between iconic notation	"Traffic Jam" (See	fluency to support		
When analyzing selected	transfer them to the	and using a system	Appendix)	comprehension.		
music, read and perform	standard notation	(hand staff, mnemonic				
using standard notation		device, etc.) to place the				
(including treble clef)		notes on the treble clef.				

	QUARTER 2					
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCO MES	ASSESSMENTS	RESOURCES	CORRELATIONS		
with voice, body percussion, and/or instruments.		Observe students' performance of notated melodic patterns using a teacher-created or district-provided rubric.	All Through the Night RR Boat to Brazil RR Possum Trot RR			
P2.A Apply Feedback Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of solo/ensemble rehearsals/performances	Listen to feedback on recorder performance to improve student technique (air, hole covering, tonguing, etc.).	Observe students listening and correcting performance at the class, small group, and or individual level. Assess as students restate and apply appropriate feedback using teachercreated or district-provided rubric.	"It's in the BAG" (See Appendix) "Traffic Jam" (See Appendix) All Through the Night RR Boat to Brazil RR Possum Trot RR	When listening to feedback, apply ELA standard 4.SL.CC.3 : Identify the reasons and evidence a speaker provides to support particular points.		
P2.B Rehearse and Refine Rehearse to refine	Perform crossover bordun accompaniment with a pentatonic song and use class feedback	Observe and assess student performance of bordun accompaniments using teacher-created or	"I'll Rise When the Rooster Crows" <i>SOM</i> <i>Gr. 4</i> "There Was a Pig Went	Give an in-class performance complete with a verbal introduction of the piece.		
technical accuracy and expressive qualities, and	to refine elements of the crossover pattern.	district-provided rubric.	Out to Dig" (See Appendix)	4.SL.PKI.6 Recognize that different situations		

	QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCO MES	ASSESSMENTS	RESOURCES	CORRELATIONS	
address performance challenges.			"Make New Friends" SBMM Gr. 3	call for formal vs. informal English, and use formal English when appropriate.	
P3.A Singing Sing, alone and with others, with expression, technical accuracy, and appropriate interpretation*	Sing songs that include whole note and whole rest	Observe and assess student performance of rhythms and/or rhythm reading using teacher-created or district-provided rubric.	"Peace Round" SOM Gr. 4/STM Gr. 5 "Back of the Bus" SBMM Gr. 3 "Every Night" STM Gr. 3 "Happy Talk" SOM Gr. 4 "Dok Djampa" SOM Gr. 4	Fluency: Have students read text of "Black and Gold" with proper expression to reinforce vocal technique 4.FL.F.5b Read gradelevel prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	
	Perform songs using proper vocal technique in major and minor pentatonic scales	Pitch Matching - Listen to students individually sing phrases using pentatonic patterns (singing answers or parts of songs). Assess student performance using teacher-created or district-provided rubric.	"Black and Gold" (See Appendix for melody. Use two verses of poem, found in STM KK revised edition.) Sing, Sing Together OS	Fluency: Discuss similarities between phrase structure and sentence structure 4.FL.SC.6e Produce complete sentences; recognize and correct inappropriate fragments and runons.	

Instructional Map Music

	QUARTER 2				
KNOWLEDGE &	ACTIVITIES/OUTCO	ASSESSMENTS	RESOURCES	CORRELATIONS	
SKILLS	MES				
P3.B	Perform 8-beat notated	Observe and assess	"We Shall Overcome"	Comprehension: Use	
Instruments and Body	patterns using whole,	student performance of	SOM Gr. 4	appropriate children's	
Percussion	half, quarter, and eighth	rhythms and/or rhythm	"Peace Round" SOM Gr.	literature, such as	
	notes, and quarter, half,	reading using teacher-	4/STM Gr. 5	Nobody Gonna Turn Me	
Using body percussion	and whole rests using	created or district-	"Back of the Bus"	'Round: Stories and	
or instruments, perform	body percussion and	provided rubric.	SBMM Gr. 3	Songs of the Civil Rights	
instrumentally	instruments		"Every Night" STM Gr.	Movement by Doreen	
(pitched/unpitched),			3	Rappaport to introduce	
alone and with others,			"All Through the Night"	and discuss texts of	
with expression,			RR	songs such as "We Shall	
technical accuracy, and			"Shalom Chaveyrim"	Overcome" and "Back	
appropriate			SOM Gr. 3/4	of the Bus"	
interpretation*				4.RI.RRTC.10 Read	
	Perform simple patterns			and comprehend stories	
	using B-A-G fingerings	Observe student	"It's in the BAG" (See	and informational texts	
		performances of BAG	Appendix)	throughout the grades 4-	
		patterns on recorder and	"Traffic Jam" (See	5 text complexity band	
		assess using teacher-	Appendix)	proficiently, with	
		created or district-		scaffolding at the high	
		<u>provided rubric</u>	All Through the Night	end as needed.	
			RR		
			Boat to Brazil RR		
			Possum Trot RR		

		QUARTER 2		
KNOWLEDGE &	ACTIVITIES/OUTCO	ASSESSMENTS	RESOURCES	CORRELATIONS
SKILLS	MES			
	Perform level bordun			
	accompaniment with a	Observe and assess		Comprehension: Identify
	pentatonic song	student performance of	"Black and Gold" (See	key ideas and sequence
		bordun accompaniments	Appendix for	of events in the texts of
		using teacher-created or	orchestration)	partner songs.
		<u>district-provided rubric</u> .	Sing, Sing Together OS	Explain events,
			"Oliver Cromwell" SOM	procedures, ideas, or
	`		Gr. 4	concepts in a historical,
	Perform partner songs			scientific, or technical
		Observe student's ability		text, including what
		to maintain their own	Countermelody for	happened and why,
		part while 2 parts are	"Cotton-Eye Joe" <i>SOM</i>	based on specific
		sung. Assess using	Gr. 4	information in a text.
		teacher-created or	"Chicka Hanka" SOM	4.RL.KID.3 Describe in
		<u>district-provided rubric</u>	Gr. 4	depth a character,
			"Winter Fantasy" STM	setting, or event in a
			Gr. 4/ SBMM Gr. 4	story or drama, drawing
			"Seagull, Seagull, Sit On	on specific details in a
			the Shore" SBMM Gr. 4	text, such as a
				character's thoughts,
				words, or actions
P3.C	Display grade-level	Observe student	Concert Etiquette Video	4.SL.CC.1 Prepare for
Performance Etiquette	appropriate applications	performance etiquette	1 (General)	collaborative discussions
	of performance etiquette	assess using teacher-	Concert Etiquette Video	on 4th grade level topics
	skills including watching		<u>2 (Choral)</u>	and texts; engage

	QUARTER 2				
KNOWLEDGE &	ACTIVITIES/OUTCO	ASSESSMENTS	RESOURCES	CORRELATIONS	
SKILLS	MES				
Perform appropriately	the conductor,	created or district-		effectively with varied	
for the audience and	responding to non-verbal	provided rubric.	Ten Performance	partners, building on	
context; demonstrate	cues, maintaining		Etiquette Tips for	others' ideas and	
appropriate posture, and	appropriate posture,		<u>Musicians</u>	expressing their own	
evaluate performance	remaining on-task,			ideas clearly.	
etiquette.	refraining from		Performance Practices	4.SL.CC.3 Identify the	
	distracting others, and		by Grade Level	reasons and evidence a	
	properly acknowledging			speaker provides to	
	the audience.			support particular points.	
P3.D	Demonstrate proper	Observe student	Audience Etiquette Self-	4.SL.CC.1 Prepare for	
Audience Etiquette	audience etiquette and	behavior during	Evaluation	collaborative discussions	
	evaluate audience	performances and assess		on 4th grade level topics	
Demonstrate appropriate	behavior during	using a teacher-created	Audience Etiquette	and texts; engage	
audience behavior, and	performances	or <u>district-provided</u>	<u>Video</u>	effectively with varied	
evaluate student		<u>rubric.</u>		partners, building on	
behavior during a			<u>List of live, local, free or</u>	others' ideas and	
performance.			low-cost events, field	expressing their own	
			trip grants and how to	ideas clearly.	
			apply for them.	4.SL.CC.3 Identify the	
				reasons and evidence a	
				speaker provides to	
				support particular points.	

DOMAIN: CREATE

Foundations

Cr1: Generate and conceptualize artistic ideas and work.

Cr2: Organize and develop artistic ideas and work.

Cr3: Refine and complete artistic work.

G4 Q2 CREATE DOMAIN RESOURCE LIST

SOM=Spotlight On Music

STM=Share the Music

SBMM=Silver Burdett Making Music

RR=Recorder Routes

RM=Rhythmically Moving

WMD=World Music Drumming

OS=Orff Source

www.dsokids.com (Dallas Symphony Orchestra)

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(New York Philharmonic)

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http://te	aching	withorff	.com/
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		QUARTER 2			
KNOWLEDGE &	ACTIVITIES/OUTCO	ASSESSMENTS	RESOURCES	CORRELATIONS	
SKILLS	MES				
Cr1. A	For a given rhythm,	Observe student	Cotton-Eyed Joe" SOM	Vocabulary: Identify	
Musical Concepts	create and play a short	performances of created	Gr. 4	real-life connections	
	melody that includes	melodies. Assess using	"Thanksgiving Day	between the terms <i>step</i> ,	
Use pentatonic melodies	steps, skips and repeated	an applicable teacher-	Parade" C. King (See	skip, and repeated and	
in major/minor, simple	notes	created or district-	Appendix)	their use in music.	
accompaniments,		provided rubric for		4.FL.VA.7b.iii	
introductions, codas, or		<u>improvisation</u> or	"Old Abram Brown"	Demonstrate	
question/answer phrases		composition.	SOM Gr. 4/STM Gr. 5	understanding of words	
to improvise rhythmic,			"Early in the Morning at	by relating them to their	
melodic, harmonic,			Eight o'Clock" SOM Gr.	opposites and to words	
and/or movement ideas			4	with similar but not	
within a context (such as			"Water Come-A Me	identical meanings	
social, cultural,			Eye" SOM Gr. 4	4.FL.VA.7c Acquire and	
historical, etc.).			"Achshav" SOM Gr. 4	use accurately grade-	
				appropriate general	
				academic and domain-	
				specific words and	
				phrases, including those	
				that signal precise	
				actions, emotions, or	
				states of being and that	
				are basic to a particular	
				topic	

QUARTER 2							
KNOWLEDGE &	ACTIVITIES/OUTCO	ASSESSMENTS	RESOURCES	CORRELATIONS			
SKILLS	MES						
Cr1.B	Improvise a BAG	Observe student	Tall Tale RR	4.W.TTP.3 Write			
Varied Timbres	melody using rhythm of	improvisations		narratives to develop			
	the words with			real or imagined			
Use parameters such as	appropriate starting and			experiences or events			
improvising/composing	ending pitches.			using an effective			
a 2-4 measure musical				technique, such as			
idea, a pentatonic				descriptive details and			
melody, or a rhythm	,			clear event sequences. b.			
pattern using grade-				Organize an event			
appropriate note values				sequence that unfolds			
in binary/ternary form to				naturally and logically.			
generate musical ideas				d. Use a variety of			
within a given tonality,				transitional words and			
form, and/or rhythmic				phrases to manage the			
set.				sequence of events.			
Cr2.A	Using ideas from the	Observe student	"Thanksgiving Day	Comprehension:			
Selecting Musical Ideas	melody or piece, create	performances of created	Parade" C. King (See	Sequencing – compare			
	and perform	introduction, interlude,	Appendix)	Introduction, Interlude,			
Using musical ideas to	introduction, interlude,	and codas for a	"All Through the Night"	and Coda, to sequence of			
be performed,	coda for a song/poem	song/poem. Have	RR	events of a story or other			
demonstrate and discuss		students describe how	"Tall Tale" RR	text.			
personal reasons for		their created parts relate		Work together to create			
selecting musical ideas		to the song/poem.		a finished composition:			
for arrangement,		Assess using a teacher-		4.W.PDW.6 With some			
		created or district		guidance and support			

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QUARTER 2						
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCO MES	ASSESSMENTS	RESOURCES	CORRELATIONS		
improvisation, or composition.		provided rubric for melodic composition of introduction, interlude and coda, or sound color/unpitched percussion/speech composition of introduction, interlude and coda.		from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others Compose a 1-3 sentence "composer's statement" about your composition. 4.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
Cr2.B Notating Ideas	Create and notate or record a 8-beat	Observe recordings of small group	"Early in the Morning at Eight O'clock" <i>SOM Gr.</i>	Create a 1-3 sentence "composer's statement"		
110thing lucas	rhythmic ostinato and	performances of	4	about your composition.		
Use notation and/or recording technology to	perform it as an accompaniment to	students' created eight- beat ostinato as	"Water Come-A Me Eye" <i>SOM Gr. 4</i>	4.W.PDW.4 Produce		

QUARTER 2							
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCO MES	ASSESSMENTS	RESOURCES	CORRELATIONS			
document personal musical ideas (such as grade-appropriate rhythm/melodic pattern, simple harmonies, introduction, coda, interlude, etc.).	speech or song, using body percussion/instruments	accompaniment for a section of a listening example and assess using teacher-created or district-provided rubric.		clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
Cr3.A Refining Musical Ideas Interpret and apply collaboratively developed feedback to revise personal music over time, such as a created introduction, sequence, interlude, and/or coda.	As a class, compose a BAG melody revising the melody according to class preferences after playing portions of the melody.	Observe student discussions as they refine a piece to play	"Thanksgiving Day Parade" C. King (See Appendix)	4.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.			
Cr3.B Demonstrate Musical Ideas Demonstrate a final version of personal	As a class, perform a created BAG melody as part of a performance.	Observe class performance	"Thanksgiving Day Parade" C. King (See Appendix)	4.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by			

Instructional Map Music

Orff

		QUARTER 2		
KNOWLEDGE &	ACTIVITIES/OUTCO	ASSESSMENTS	RESOURCES	CORRELATIONS
SKILLS	MES			
musical ideas using				planning, revising, and
created vocal,				editing.
instrumental, or				
movement pieces				
through performance.				

DOMAIN: RESPOND	G4 Q2 RESPOND DOMAIN RESOURCE LIST
Foundations	SOM=Spotlight On Music
R1: Perceive and analyze artistic work.	STM=Share the Music
R2: Interpret intent and meaning in artistic work.	SBMM=Silver Burdett Making Music
R3: Apply criteria to evaluate artistic work.	RR=Recorder Routes
	RM=Rhythmically Moving
	WMD=World Music Drumming
	OS=Orff Source
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QUARTER 2					
KNOWLEDGE & AC	CTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS	
R1.A Ide Musical Preferences pro mi	lentify how student reference in holiday music right be influenced by alture.	Observe student discussions	Group Discussion Rubric Celebrations" Section SOM Gr. 4, pp. 372- 284	Comprehension: Have students identify and describe characteristics of holiday songs and classify or compare and contrast 4.SL.CC.1 Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly. 4.SL.PKI.6 Recognize that different situations	

	QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS	
R1.B Musical Concepts Demonstrate and explain how specific music concepts (such as form, timbre, etc.) are used to support a specific purpose in music (such as social and cultural contexts) through various means (such as manipulatives, movement, and/or pictorial	Demonstrate phrase awareness by drawing lines in air to show length and number of phrases in the song	Observe student identification of phrases in a song and assess using a teacher-created or district-provided rubric.	"A La Puerta del Cielo" SOM Gr. 4 "Leatherwing Bat" SBMM Gr. (4 different phrases) "Liza Jane" SOM Gr. 4/STM Gr. 5 "Morning Has Broken" SOM Gr. 4 "Black and Gold" (see appendix) "Alley Cat" RM3	call for formal vs. informal English, and use formal English when appropriate. Fluency: Have students read text of "Black and Gold" with proper expression to reinforce vocal technique Fluency: Discuss similarities between phrase structure and sentence structure 4.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.	
representation). R1.C	Apply a rubric normally	Observe student	At Home with Lucie	4.FL.VA.7c Acquire	
Describing Elements of Music	used for class performance to assess a listening example or video	discussion of the rubric and assess using <u>rubric</u> 2 or a teacher-created rubric.	Horsch from The Netherlands	and use accurately grade-appropriate general academic and domain-specific words	

	QUARTER 2				
KNOWLEDGE &	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS	
Demonstrate an understanding of the elements of music applied to a listening example using teachergiven vocabulary (such as different sections of complex forms, teacher-selected orchestral instruments, etc.).			Mickey Mouse – William Tell Overture/Turkey in the Straw – Orlan Charles Sirena: The Pink Panther Group Discussion Rubric	and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	
R2.A Musical Characteristics Demonstrate and explain how music concepts are used by performers to reflect intent (such as comparing how tempo could be used in different arrangements	Label phrases in a song as same or different and demonstrate and describe how a performer would use this knowledge	Observe as students describe how phrases are alike/ different (length, rhythm, pitch pattern). Assess using a teacher-created of district-provided rubric.	"A La Puerta del Cielo" SOM Gr. 4 "Leatherwing Bat" SBMM Gr. (4 different phrases) "Liza Jane" SOM Gr. 4/STM Gr. 5 "Morning Has Broken" SOM Gr. 4 "Black and Gold" (see appendix) "Alley Cat" RM3	Comprehension: Students compare and contrast phrase structure of a song to sequence of events in a story 4.FL.VA.7b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	

	QUARTER 2					
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS		
to create a different mood).						
R3.A Evaluating Artistic Work Evaluate musical works and performances, applying established criteria.	After listening or watching several performances, discuss the performance practices observed.	Observe student discussion	At Home with Lucie Horsch from The Netherlands Mickey Mouse — William Tell Overture/Turkey in the Straw — Orlan Charles Sirena: The Pink Panther Group Discussion Rubric	4.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. 4.SL.CC.1 Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.		

DOMAIN: CONNECT	G4 Q2 CONNECT DOMAIN RESOURCE LIST
Foundations	SOM=Spotlight On Music
Cn1: Synthesize and relate knowledge and personal experiences to artistic	STM=Share the Music
endeavors.	SBMM=Silver Burdett Making Music
Cn2: Relate artistic ideas and works with societal, cultural, and historical	RR=Recorder Routes
context.	RM=Rhythmically Moving
	WMD=World Music Drumming
	OS=Orff Source
	www.dsokids.com (Dallas Symphony Orchestra)
	www.sfskids.org (San Francisco Symphony)
	http://www.nyphilkids.org/main.phtml
	(New York Philharmonic)
	http://www.classicsforkids.com/
	https://kids.usa.gov/art-and-music/index.shtml
	http://teachingwithorff.com/

QUARTER 2					
KNOWLEDGE &	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS	
SKILLS					
Cn1.A	Listen to, sing, and classify	Students describe a	Celebrations" Section	Comprehension: Have	
Music and Personal	various holiday songs and	context where they	SOM Gr. 4, pp. 372-	students identify and	
Experiences	have students identify how	might be familiar with	284	describe characteristics	
	they are familiar with them.	a holiday song.		of holiday songs and	
Demonstrate how			Writing About World	classify or compare and	
interests, knowledge,			Music Graphic	contrast	
and skills relate to			<u>Organizer</u>		
personal choices and					
intent when creating,					

	QUARTER 2					
KNOWLEDGE &	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS		
SKILLS						
performing, and						
responding to music						
(such as identifying						
pieces of music that						
are important to one's						
family or how music is						
used in daily life).						
Cn2.A	Listen to, sing, and classify	Students describe the	Celebrations" Section	Write a short		
Society, Culture and	various holiday songs that	characteristics of the	SOM Gr. 4, pp. 372-	introduction to a song		
History	expand a student's cultural	songs in relation to the	284	that explains its cultural		
	awareness.	holiday it observes.		significance.		
Demonstrate		Identify (classify) and	Writing About World	4 *** (5)(5) 6 *** :		
understanding of		discuss music from	Music Graphic	4.W.TTP.2 Write		
relationships between		different holiday	<u>Organizer</u>	informative/explanatory		
music and the other		traditions and cultures		texts to examine a topic		
arts, other disciplines,		using a graphic		and convey ideas and		
varied contexts, and/or		organizer. Assess		information		
daily life (such as the		student understanding				
connection between		using a teacher-created				
fractions and rhythm		or <u>district-provided</u>				
values).		<u>rubric</u> .				

DOMAIN: PERFORM	G4 Q3 PERFORM DOMAIN RESOURCE
Foundations	LIST
P1: Select, analyze and interpret artistic work for performance.	SOM=Spotlight On Music
P2: Develop and refine artistic techniques and work for performance.	STM=Share the Music
P3: Convey and express meaning through the presentation of artistic work.	SBMM=Silver Burdett Making Music
	RR=Recorder Routes
	RM=Rhythmically Moving
	WMD=World Music Drumming
	OS=Orff Source
	www.dsokids.com (Dallas Symphony Orchestra)
	www.sfskids.org (San Francisco Symphony)
	http://www.nyphilkids.org/main.phtml
	(New York Philharmonic)
	http://www.classicsforkids.com/
	https://kids.usa.gov/art-and-music/index.shtml
	http://teachingwithorff.com/

		QUARTER 3		
KNOWLEDGE &	ACTIVITIES/OUTCO	ASSESSMENTS	RESOURCES	CORRELATIONS
SKILLS	MES			
P1.A	Explain the context in	Observe student	"Old Joe Clark" SOM	4.SL.CC.1 Prepare for
Musical Concepts	which someone might	discussion	<i>Gr.</i> 4	collaborative discussions
_	sing a particular song		"Frog Went A-Courtin"	on 4th grade level topics
Demonstrate (through			SOM Gr.4/STM Gr. 4	and texts; engage
performance) and			"Cedar Swamp" SOM	effectively with varied
explain how the			Gr.4	partners, building on

	QUARTER 3					
KNOWLEDGE &	ACTIVITIES/OUTCO	ASSESSMENTS	RESOURCES	CORRELATIONS		
SKILLS	MES					
selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.			"Swapping Song" SOM Gr.4 "Molinillo de Cafe" SOM Gr. 4 "Early in the Morning at Eight O'clock" SOM Gr.4 "I Don't Care if the Rain Comes Down" SBMM Gr. 3 (See Appendix for ostinato)	others' ideas and expressing their own ideas clearly.		
P1.B	Vocally/instrumentally	Observe as students	I am Slowly Going	Comprehension: Identify		
Musical Contrasts	read and perform eight-	perform the 8-beat	Crazy OS3	key ideas and sequence		
	beat patterns that include	rhythm pattern they	"Early in the Morning at	of events in the texts of		
Demonstrate	sixteenth notes	composed to accompany	Eight O'Clock" SOM	songs such as "Old Joe		
understanding of the		"Old Joe Clark" (see Q3	Gr. 4	Clark" and "Frog Went		
structure and the		Create, ostinato skill);	"Old Joe Clark" SOM	A-Courtin'"		
elements of music (such		check for accurate	Gr. 4	4.RL.KID.1 Refer to		
as rhythm, pitch, and		performance of	"Frog Went A-Courtin"	details and examples in a		
form) in music selected		sixteenth, eighth, and	SOM Gr.4/STM Gr. 4	text when explaining		
for performance.		quarter note rhythms.	"Cedar Swamp" SOM	what the text says		
		Observe student	Gr.4	explicitly; refer to details		
		performances of rhythm	"Ridin' of a Goat,	and examples in a text		
		using the Review section	Leadin' of a Sheep"	when drawing inferences		
			SOM Gr.4	from the text.		

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QUARTER 3				
KNOWLEDGE &	ACTIVITIES/OUTCO	ASSESSMENTS	RESOURCES	CORRELATIONS
SKILLS	MES			
		from SOM Unit 2	"Swapping Song" SOM	
		Review Gr. 4	Gr.4	
		Observe student	"Molinillo de Cafe"	
		performances of rhythm	SOM Gr. 4	
		using the "Read and	"Chicken on the	
		Listen" section from	Fencepost" SBMM Gr. 3	
		SOM Unit 2 Review Gr.	"Ding Dong	
		4	Diggidiggidong" SBMM	
		Assess student mastery	Gr. 3	
		of rhythm reading using	"Sourwood Mountain"	
		a teacher-created or	SBMM Gr. 4	
		district-provided rubric.	"Fossils" from Carnival	
			of the Animals	
			(listening) SBMM	
			Gr. 4	
			"Chatter with the	
			Angels" Strike it Rich	
		Have students sing one		
		phrase or verse		
	Echo patterns and	substituting pitch-	"Early in the Morning at	
	perform songs that	syllable names for the	Eight O'clock'' SOM	
	include Fa and Ti	words of the song.	Gr.4	
		Assess solfege fluency	"Love Somebody" SOM	
		using the following	Gr.4	

		QUARTER 3		
KNOWLEDGE &	ACTIVITIES/OUTCO	ASSESSMENTS	RESOURCES	CORRELATIONS
SKILLS	MES			
		teacher-created or	"When I Was Young"	
		district-provided rubric	SOM Gr.4	
			"Roll On, Columbia"	
			SOM Gr.4	
			"Sansa Kroma" SOM	
			Gr.4	
			"Take Time In	
			Life"SOM Gr.4	
			"Miss Mary Mack"	
			musicplayonline.com Gr.	
			4	
P1.C	Discuss how the vocal	Lead and observe	"Sansa Kroma" <i>SOM</i>	4.FL.VA.7b
Expressive Qualities	technique used to	student discussion	Gr.4	Demonstrate
	perform two different		"Take Time In	understanding of
Explain how context	songs may vary based on		Life"SOM Gr.4	figurative language,
(such as social and	cultural background		"Dream Ostinato" for	word relationships, and
cultural) informs a			"The Dream of Martin	nuances in word
performance.			<u>Luther King" F.</u>	meanings.
			Addicott (See Appendix)	
			I am Slowly Going	
			Crazy OS3	
			"We Shall Overcome"	
			SOM Gr. 4	
			"Pat Works on the	
			Railway" <i>SOM</i> Gr. 4	

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		QUARTER 3		
KNOWLEDGE &	ACTIVITIES/OUTCO	ASSESSMENTS	RESOURCES	CORRELATIONS
SKILLS	MES			
P1.D	Continue reading short	Observe student	"Old House" SOM Gr.4	4.SL.PKI.6 Recognize
Notation	treble clef patterns using	performance from	"Out in the Garden"	that different situations
	standard notation as an	notation after first using	(See Appendix)	call for formal vs.
When analyzing selected	extension of body	some type of body	"Standing in the Need of	informal English, and
music, read and perform	percussion and iconic	percussion or iconic	Prayer"	use formal English when
using standard notation	notation	notation to experience	(melody) <i>Highlighting</i>	appropriate.
(including treble clef)		the music	the Holidays	
with voice, body			"I'll Rise When the	
percussion, and/or			Rooster Crows" (See	
instruments.			Appendix)	
			"Black Mosquito" (See	
			Appendix)	
			Response pattern in	
			"Pizza, Pizza,	
			Daddy O" <i>STM</i> Gr. 2	
			"Tomcat" (Version 1)	
			RR	
			"Acka Backa" RR	
			"Who Has Seen the	
			Wind?" RR	
P2.A	Listen to and respond to	Observe students using	"Dream Ostinato" for	4.SL.CC.3 Identify the
Apply Feedback	teacher feedback about a	feedback to improve	"The Dream of Martin	reasons and evidence a
	melodic ostinato piece to	performance	<u>Luther King" F.</u>	speaker provides to
Apply teacher-provided	improve performance		Addicott (See Appendix)	support particular points.
and collaboratively				

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		QUARTER 3		
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCO MES	ASSESSMENTS	RESOURCES	CORRELATIONS
developed criteria and feedback to evaluate accuracy and expressiveness of solo/ensemble rehearsals/ performances			"I Don't Care if the Rain Comes Down" SBMM Gr. 3 (See Appendix for ostinato)	
Rehearse and Refine Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.	Continue performing rhythmic ostinato accompaniments	Observe student performance of rhythmic or melodic ostinato and assess using a teacher-created or district-provided rubric.	Ensemble 2 WMD	4.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
P3.A Singing Sing, alone and with others, with expression,	Sing using good vocal technique and interpretation	Assess student performance using teacher-created or district-provided rubric.	I am Slowly Going Crazy <i>OS3</i> "Chicka Hanka" <i>SOM</i> Gr.4	4.SL.PKI.6 Recognize that different situations call for formal vs. informal English, and

		QUARTER 3		
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCO MES	ASSESSMENTS	RESOURCES	CORRELATIONS
technical accuracy, and appropriate interpretation*			"Day-O" SOM Gr.4 "Love Somebody" SOM Gr.4 "When I Was Young" SOM Gr.4 "Roll On, Columbia" SOM Gr.4 "Sansa Kroma" SOM Gr.4 "Take Time In Life" SOM Gr.4 WMD "Sandy McNab" SOM Gr. 4	use formal English when appropriate.
P3.B Instruments and Body Percussion Using body percussion or instruments, perform instrumentally (pitched/unpitched), alone and with others, with expression, technical accuracy, and	Sing/play a melodic ostinato with a song	Observe student performance of rhythmic or melodic ostinato and assess using a teacher-created or district-provided rubric.	"The Dream of Martin Luther King" F. Addicott (See Appendix) "I Don't Care if the Rain Comes Down" SBMM Gr. 3 (See Appendix for ostinato)	Fluency: Students perform prose and poetry orally with accuracy, appropriate rate, and expression 4.RL.RRTC.10 Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with

		QUARTER 3		
KNOWLEDGE &	ACTIVITIES/OUTCO	ASSESSMENTS	RESOURCES	CORRELATIONS
SKILLS	MES			
appropriate				scaffolding at the high
interpretation*			"Old House" SOM Gr.4	end as needed.
		Observe student	"Out in the Garden"	
	Add the fingering for	performance B-A-G-E	(See Appendix)	
	low E on recorder and	recorder patterns from a	"Standing in the Need of	Vocabulary and
	play simple patterns	combination of iconic	Prayer"	Fluency: Use "Treble
	using B-A-G-E	and traditional notation	(melody) Highlighting	Clef Speller" activities,
		and assess mastery using	the Holidays	such as the ones found at
		a teacher-created or	"I'll Rise When the	http://www.makingmusi
		district-provided rubric.	Rooster Crows" (See	<u>cfun.net/</u> to reinforce
			Appendix)	treble clef staff notation
			"Black Mosquito" (See	4.RL.RRTC.10 Read
			Appendix)	and comprehend stories
			Response pattern in	and poems throughout
			"Pizza, Pizza,	the grades 4-5 text
			Daddy O" STM Gr. 2	complexity band
			"Tomcat" (Version 1)	proficiently, with
			RR	scaffolding at the high
			"Acka Backa" RR	end as needed.
			"Who Has Seen the	
			Wind?" RR	
			<u>Transitioning from</u>	
			Iconic to Traditional	
			Notation Resource	

	QUARTER 3				
KNOWLEDGE &	ACTIVITIES/OUTCO	ASSESSMENTS	RESOURCES	CORRELATIONS	
SKILLS	MES				
P3. C	Display grade-level	Observe student	Concert Etiquette Video	4.FL.VA.7b	
Performance Etiquette	appropriate applications	performance etiquette	1 (General)	Demonstrate	
	of performance etiquette	assess using teacher-	Concert Etiquette Video	understanding of	
Perform appropriately	skills including watching	created or district-	<u>2 (Choral)</u>	figurative language,	
for the audience and	the conductor,	provided rubric.		word relationships, and	
context; demonstrate	responding to non-verbal		Ten Performance	nuances in word	
appropriate posture, and	cues, maintaining		Etiquette Tips for	meanings.	
evaluate performance	appropriate posture,		<u>Musicians</u>		
etiquette.	remaining on-task,				
	refraining from		Performance Practices		
	distracting others, and		by Grade Level		
	properly acknowledging				
	the audience.				
P3.D	Demonstrate proper	Observe student	<u>List of live, local, free or</u>	Comprehension:	
Audience Etiquette	audience etiquette and	behavior during	low-cost events, field	Students follow agreed-	
	evaluate audience	performances and assess	trip grants and how to	upon rules for	
Demonstrate appropriate	behavior during	using a teacher-created	apply for them.	discussions; make	
audience behavior, and	performances	or <u>district-provided</u>		comments that	
evaluate student		rubric.		contribute to the	
behavior during a				discussion and link to	
performance.				other comments	
				4.W.TTP.1 Write	
				opinion pieces on topics	
				or texts, supporting a	

		QUARTER 3		
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCO MES	ASSESSMENTS	RESOURCES	CORRELATIONS
				point of view with reasons and information.

DOMAIN: CREATE	G4 Q3 CREATE DOMAIN RESOURCE LIST
Foundations	SOM=Spotlight On Music
Cr1: Generate and conceptualize artistic ideas and work.	STM=Share the Music
Cr2: Organize and develop artistic ideas and work.	SBMM=Silver Burdett Making Music
Cr3: Refine and complete artistic work.	RR=Recorder Routes
	RM=Rhythmically Moving
	WMD=World Music Drumming
	OS=Orff Source
	www.dsokids.com (Dallas Symphony Orchestra)
	www.sfskids.org (San Francisco Symphony)
	http://www.nyphilkids.org/main.phtml
	(New York Philharmonic)
	http://www.classicsforkids.com/
	https://kids.usa.gov/art-and-music/index.shtml
	http://teachingwithorff.com/

		QUARTER 3		
KNOWLEDGE &	ACTIVITIES/OUTCO	ASSESSMENTS	RESOURCES	CORRELATIONS
SKILLS	MES			
Cr1. A	Create a rondo with	Observe students	"Chicka Hanka" SOM	Comprehension: Have
Musical Concepts	speech/song for A and	performances of 8-beat	Gr.4	students describe the
	rhythmic questions and	rhythmic questions and		relationship between

	QUARTER 3				
KNOWLEDGE &	ACTIVITIES/OUTCO	ASSESSMENTS	RESOURCES	CORRELATIONS	
SKILLS	MES	11002001/121/10	RESCORCES		
Use pentatonic melodies in major/minor, simple accompaniments, introductions, codas, or question/answer phrases to improvise rhythmic, melodic, harmonic, and/or movement ideas within a context (such as social, cultural,	answers for contrasting sections	answers and assess using a teacher-created or district-provided rubric.		musical questions and answers and compare to linguistic questions and answers 4.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task,	
historical, etc.).	1 2 2		W D G 1 DD	purpose, and audience.	
Cr1.B Varied Timbres	Improvise a BAGE melody using rhythm of the words	Observe student improvisations in small groups of 3 or 4	Way Down South <i>RR</i> Improvise as a B section to a pentatonic song	4.W.PDW.4 Produce clear and coherent writing in which the	
Use parameters such as improvising/composing a 2-4 measure musical idea, a pentatonic melody, or a rhythm pattern using gradeappropriate note values in binary/ternary form to generate musical ideas within a given tonality,	Improvise a four- measure melody in a pentatonic scale		such as Funga Alafia	development, organization, and style are appropriate to task, purpose, and audience.	

	QUARTER 3				
KNOWLEDGE &	ACTIVITIES/OUTCO	ASSESSMENTS	RESOURCES	CORRELATIONS	
SKILLS	MES				
form, and/or rhythmic					
set.					
Cr2.A	Discuss elements used to	Observe as students	"Day-O" SOM Gr.4	4.W.PDW.4 Produce	
Selecting Musical Ideas	create a simple four- measure melody	describe the elements they used in their	"I Heard a Mockingbird" <i>SOM</i> Gr.4	clear and coherent writing in which the	
Using musical ideas to	-	composition	"Dry Bones Come	development,	
be performed,			Skipping" SBMM Gr. 4	organization, and style	
demonstrate and discuss				are appropriate to task,	
personal reasons for				purpose, and audience.	
selecting musical ideas					
for arrangement,					
improvisation, or					
composition.					
Cr2.B	Compose (and perform)	Observe as students	"Day-O" SOM Gr.4	4.W.PDW.4 Produce	
Notating Ideas	a simple four-measure	perform their melodies	"I Heard a Mockingbird"	clear and coherent	
I	melody	for others. Assess using	SOM Gr.4	writing in which the	
Use notation and/or		a teacher-created or	"Dry Bones Come	development,	
recording technology to		<u>district-provided rubric</u> .	Skipping" <i>SBMM</i> Gr. 4	organization, and style	
document personal				are appropriate to task,	
musical ideas (such as				purpose, and audience.	
grade-appropriate					
rhythm/melodic pattern,					
simple harmonies,					
introduction, coda,					
interlude, etc.).					

Instructional Map Music

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	QUARTER 3				
KNOWLEDGE &	ACTIVITIES/OUTCO	ASSESSMENTS	RESOURCES	CORRELATIONS	
SKILLS	MES				
Cr3.A	Work together as a class	Observe class discussion	Group Discussion	4.FL.VA.7c Acquire and	
Refining Musical Ideas	to revise a notated	about changes made to	Rubric	use accurately grade-	
	composition	the melody.		appropriate general	
Interpret and apply				academic and domain-	
collaboratively				specific words and	
developed feedback to		Observe class choices		phrases, including those	
revise personal music	Create an introduction,	and discussion in		that signal precise	
over time, such as a	sequence, interlude,	creation of the form of a		actions, emotions, or	
created introduction,	and/or coda to a piece of	piece of music		states of being and that	
sequence, interlude,	music			are basic to a particular	
and/or coda.				topic.	
Cr3.B	Perform created	Observe student	"Day-O" SOM Gr.4	4.SL.PKI.4 Report on a	
Demonstrate Musical	improvisations and	performances	"I Heard a Mockingbird"	topic or text, tell a story,	
Ideas	compositions		SOM Gr.4	or recount an experience	
			Way Down South RR	in an organized manner,	
Demonstrate a final			"Dry Bones Come	using appropriate facts	
version of personal			Skipping" <i>SBMM</i> Gr. 4	and relevant, descriptive	
musical ideas using				details to support main	
created vocal,				ideas or themes; speak	
instrumental, or				clearly at an	
movement pieces				understandable pace.	
through performance.					

DOMAIN: RESPOND	G4 Q3 RESPOND DOMAIN RESOURCE LIST
Foundations	SOM=Spotlight On Music

R1: Perceive and analyze artistic work.	STM=Share the Music
R2: Interpret intent and meaning in artistic work.	SBMM=Silver Burdett Making Music
R3: Apply criteria to evaluate artistic work.	RR=Recorder Routes
	RM=Rhythmically Moving
	WMD=World Music Drumming
	OS=Orff Source
	<u>www.dsokids.com</u> (Dallas Symphony Orchestra)
	www.sfskids.org (San Francisco Symphony)
	http://www.nyphilkids.org/main.phtml
	(New York Philharmonic)
	http://www.classicsforkids.com/
	https://kids.usa.gov/art-and-music/index.shtml
	http://teachingwithorff.com/

		QUARTER 3		
KNOWLEDGE &	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
SKILLS				
R1.A	Explain how a cartoon (or	Observe class	"The Sorcerer's	4.RI.IKI.7 Interpret
Musical Preferences	other media) may use an	discussion	Apprentice" (Excerpt)	information presented
	instrumental piece to		(Listening) SOM Gr. 4	visually, orally, or
Demonstrate and	increase audience interest		The Barber of Seville	quantitatively and
explain how selected				explain how the
music connects to and				information contributes
is influenced by				to an understanding of
specific interests,				the text in which it
experiences, purposes,				appears.
or contexts (such as				
how music listening is				

Instructional Map Music

	QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS	
influenced by interests,					
etc.).					
R1.B	Listen to/follow a listening	Observe as students	"El Manisero" SOM	Vocabulary:	
Musical Concepts	map for an example of	identify and label	Gr.4	Demonstrate	
	sudden and gradual changes	dynamics and dynamic	"Guadalcanal March"	understandings of word	
Demonstrate and	in dynamics and explain	changes in a listening	SOM Gr.4	meanings and	
explain how specific	how the composer used	example by indicating	"Infernal Dance of	relationships by	
music concepts (such	them in the music.	them on a listening	King Kashchei"SOM	accurately labeling	
as form, timbre, etc.)	`	map. Assess student	Gr.4	dynamic markings in	
are used to support a		mastery using a	"The Night Watch" by	listening examples	
specific purpose in		teacher-created or	Holbourne <i>STM</i> Gr. 3	4.SL.PKI.4 Report on	
music (such as social		district-provided rubric.	"Slavonic Dance No. 8	a topic or text, tell a	
and cultural contexts)		(See the "Identify and	STM Gr. 4 (See Gr. 3	story, or recount an	
through various means		Label" row of the	and Gr. 4 resource	experience in an	
(such as manipulatives,		rubric for this	master booklets for	organized manner,	
movement, and/or		assessment.)	listening maps)	using appropriate facts	
pictorial				and relevant,	
representation).				descriptive details to	
				support main ideas or	
				themes; speak clearly at	
				an understandable pace.	
R1.C	Classify, visually or	Assess student mastery	"The Sorcerer's	Comprehension: Using	
Describing Elements	aurally, given instruments	of instrument	Apprentice" (Excerpt)	the Sorcerer's	
of Music	into their orchestral	identification (aural	(Listening) SOM Gr. 4	Apprentice lesson on	
	families. Discuss why a	and visual) using a		pp. 116-117 of	

	QUARTER 3				
KNOWLEDGE &	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS	
SKILLS			RESOURCES	CORREDATIONS	
Demonstrate an understanding of the elements of music applied to a listening example using teachergiven vocabulary (such as different sections of complex forms, teacher-selected orchestral instruments, etc.).	composer might use specific instruments to convey a particular mood in a musical selection.	teacher-created or district-provided rubric.		Spotlight on Music, have students classify instruments into families using details from the text. 4.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	
R2.A	Describe how performers	Observe student	"The Sorcerer's	4.FL.VA.7c Acquire	
Musical	have used dynamics to	discussion and	Apprentice" (Excerpt)	and use accurately	
Characteristics	convey a mood	movement to as they describe and move to	(Listening) <i>SOM</i> Gr. 4 "Infernal Dance of	grade-appropriate general academic and	
Demonstrate and explain how music concepts are used by performers to reflect intent (such as		show what they hear	King Kashchei" SOM Gr.4 "The Night Watch" by Holbourne STM Gr. 3	domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that	

Instructional Map Music

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	QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS	
comparing how tempo could be used in different arrangements to create a different mood).				are basic to a particular topic.	
R3.A	Evaluate a class	Observe students using	"Pat Works on the	4.SL.PKI.4 Report on a	
Evaluating Artistic	performance for dynamic	a class created to rubric	Railway" <i>SOM</i>	topic or text, tell a	
Work	contrast	to assess a performance	Gr.4/SBMMGr. 5	story, or recount an	
			"Night Herding Song"	experience in an	
Evaluate musical			SOM Gr.4	organized manner,	
works and			"Heave-Ho, Me	using appropriate facts	
performances, applying			Laddies" SOM Gr.4	and relevant,	
established criteria.			"Chairs to Mend" <i>SOM</i>	descriptive details to	
			Gr.4	support main ideas or	
				themes; speak clearly at	
				an understandable pace.	

DOMAIN: CONNECT	G4 Q3 CONNECT DOMAIN RESOURCE LIST
Foundations	SOM=Spotlight On Music
Cn1: Synthesize and relate knowledge and personal experiences to artistic	STM=Share the Music
endeavors.	SBMM=Silver Burdett Making Music
Cn2: Relate artistic ideas and works with societal, cultural, and historical	RR=Recorder Routes
context.	RM=Rhythmically Moving
	WMD=World Music Drumming
	OS=Orff Source
	<u>www.dsokids.com</u> (Dallas Symphony Orchestra)
	www.sfskids.org (San Francisco Symphony)
	http://www.nyphilkids.org/main.phtml
	(New York Philharmonic)
	http://www.classicsforkids.com/
	https://kids.usa.gov/art-and-music/index.shtml
	http://teachingwithorff.com/

QUARTER 3					
KNOWLEDGE &	ACTIVITIES/OUTCO	ASSESSMENTS	RESOURCES	CORRELATIONS	
SKILLS	MES				
Cn1.A	Sing and classify a song	Observe as students	"Pat Works on the	Comprehension: Have	
Music and Personal	as a work song using	identify and describe	Railway" SOM	students determine the	
Experiences	teacher given vocabulary	musical	Gr.4/SBMMGr. 5	theme of the text of a	
	and describe how it	characteristic/elements	"Night Herding Song"	song as a work song,	
Demonstrate how	would be used in daily	of a work song and	SOM Gr.4	using details from the	
interests, knowledge,	life.	assess using a teacher-	"Heave-Ho, Me	text.	
and skills relate to		created or district-	Laddies" SOM Gr.4	4.FL.VA.7c Acquire and	
personal choices and		provided rubric.		use accurately grade-	

QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCO MES	ASSESSMENTS	RESOURCES	CORRELATIONS
intent when creating, performing, and responding to music (such as identifying pieces of music that are important to one's family or how music is used in daily life).		Observe as students sing work songs and assess their mastery of the style using a teacher-created or district-provided rubric.	"Chairs to Mend" SOM Gr.4	appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
Cn2.A Society, Culture and History Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as the connection between fractions and rhythm values).	Perform an example of speaking a poem expressively with sudden and gradual dynamic changes reflecting dynamic markings on the visual of the poem (ELA connection)	Music Skills pg. 217, SOM Gr.4 Observe student performance of expressive speech with dynamics and assess using a teacher-created or district-provided rubric	Haiku examples (See Appendix) "Rain" (Haiku) SOM Gr.4 "Mighty River" SOM Gr.4	Comprehension: Have students refer to and identify the structural elements of types of poetry, such as Haiku Fluency: Students perform prose and poetry orally with accuracy, appropriate rate, and expression 4.FL.VA.7b Demonstrate understanding of figurative language, word relationships, and

	QUARTER 3				
KNOWLEDGE &	ACTIVITIES/OUTCO	ASSESSMENTS	RESOURCES	CORRELATIONS	
SKILLS	MES				
				nuances in word	
				meanings.	
	Doufour songs and	Observe as students sing	"Erev Shel Shoshanim"	Communication	
	Perform songs and dances from various	Observe as students sing	SOM Gr.4	Comprehension: Students compare and	
	cultures and historical	songs of varied cultures and assess their mastery	"Nokken Danser, SOM	contrast the dances of	
	styles	using a teacher-created	Gr.4	each culture and discuss	
	styles	or district-provided	"Shabat Shalom" SOM	what makes them	
		rubric.	Gr.4	characteristic to their	
		raone.	"Ban Dal" SOM Gr.4	cultures	
		Observe as students	"Bannielou Lambaol"	4.SL.CC.2 Paraphrase	
		perform folk dances of	RM8 (Level II)	portions of a text	
		varied cultures or	,	presented in diverse	
		historical periods and		media such as visual,	
		assess their mastery		quantitative, and oral	
		using a teacher-created		formats.	
		or <u>district-provided</u>		4.RI.KID.3 Explain	
		rubric.		events, procedures,	
				ideas, or concepts in a	
		Observe/listen as		historical, scientific, or	
		students compare and		technical text, including	
		contrast the dances of		what happened and why,	
		each culture and discuss		based on specific	
		what makes them		information in a text.	

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QUARTER 3					
KNOWLEDGE &	ACTIVITIES/OUTCO	ASSESSMENTS	RESOURCES	CORRELATIONS	
SKILLS	MES				
		characteristic to their			
		cultures. Assess their			
		understanding using a			
		teacher-created or			
		district-provided rubric.			

DOMAIN: PERFORM	G4 Q4 PERFORM DOMAIN RESOURCE
Foundations	LIST
P1: Select, analyze and interpret artistic work for performance.	SOM=Spotlight On Music
P2: Develop and refine artistic techniques and work for performance.	STM=Share the Music
P3: Convey and express meaning through the presentation of artistic work.	SBMM=Silver Burdett Making Music
	RR=Recorder Routes
	RM=Rhythmically Moving
	WMD=World Music Drumming
	OS=Orff Source
	<u>www.dsokids.com</u> (Dallas Symphony Orchestra)
	www.sfskids.org (San Francisco Symphony)
	http://www.nyphilkids.org/main.phtml
	(New York Philharmonic)
	http://www.classicsforkids.com/
	https://kids.usa.gov/art-and-music/index.shtml
	http://teachingwithorff.com/

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	QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCO MES	ASSESSMENTS	RESOURCES	CORRELATIONS	
P1.A Musical Concepts Demonstrate (through performance) and explain how the	Explain how music in 3/4 meter compares to 4/4 and 2/4	Observe students discussion for good vocabulary usage.	"Achshav" SOM Gr.4 "Nokken Danser" SOM Gr.4 "El Coquí" SOM Gr.4 "Roll On, Columbia" SOM Gr.4	4.FL.VA.7b Demonstrate understanding of figurative language, word relationships, and nuances in word	
selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.			"Las Mañanitas" SOM Gr.4 "My Home's in Montana" SOM Gr.4 "Old Paint" SOM Gr.4	meanings.	
P1.B Musical Contrasts	Perform songs in 3/4 meter that include sounds that last three	Assess student mastery of rhythm performance/reading in	"Achshav" <i>SOM</i> Gr.4 "Nokken Danser" <i>SOM</i> Gr.4	Fluency: Students perform prose and poetry orally with	
Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected	beats	varied meters using a teacher-created or district-provided rubric	"El Coquí" SOM Gr.4 "Roll On, Columbia" SOM Gr.4 "Las Mañanitas" SOM Gr.4 "My Home's in	accuracy, appropriate rate, and expression 4.FL.VA.7b Demonstrate understanding of figurative language,	
for performance.			Montana" SOM Gr.4 "Old Paint" SOM Gr.4 "D'Hammerschmiedsg's elln" Teaching Movement and Dance	word relationships, and nuances in word meanings.	

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		QUARTER 4		
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCO MES	ASSESSMENTS	RESOURCES	CORRELATIONS
	Read and perform notated patterns that include B-A-G-E and D below the staff using a combination of iconic and traditional notation.	Observe students as they play the recorder and assess mastery using a teacher-created or district-provided rubric.	"Evening Song" RR "Shake Them 'Simmons Down" SBMM Gr. 2 Transitioning from Iconic to Traditional Notation Resource	Vocabulary and Fluency: Use "Treble Clef Speller" activities, such as the ones found at http://www.makingmusicfun.net/ to reinforce treble clef staff notation 4.RI.RRTC.10 Read and comprehend stories and informational texts throughout the grades 4- 5 text complexity band proficiently, with scaffolding at the high end as needed.
P1.C Expressive Qualities	Discuss how the vocal technique used to	Observe student discussion	"Sansa Kroma" <i>SOM</i> Gr.4	4.RI.CS.4 Determine the meaning of words
Expressive Quanties	perform two different	discussion	"Take Time In	and phrases as they are
Explain how context	songs may vary based on		Life"SOM Gr.4	used in a text relevant to
(such as social and	cultural background		"Dream Ostinato" for	a grade 4 topic or subject
cultural) informs a			"The Dream of Martin	area, including
performance.			<u>Luther King" F.</u>	figurative, connotative,
			Addicott (See Appendix)	and technical meanings.

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	QUARTER 4			
KNOWLEDGE &	ACTIVITIES/OUTCO	ASSESSMENTS	RESOURCES	CORRELATIONS
SKILLS	MES			
			I am Slowly Going	4.FL.VA.7b
			Crazy OS3	Demonstrate
			"We Shall Overcome"	understanding of
			SOM Gr. 4	figurative language,
			"Pat Works on the	word relationships, and
			Railway" <i>SOM</i> Gr. 4	nuances in word
				meanings.
P1.D	Read and perform 8-beat	Informal Assessment	Canoe Song (My	Fluency: Students
Notation	patterns including	and Optional	Paddle) OS	perform prose and
	traditional notation of	Reteaching, page 141	"Chicka Hanka" SOM	poetry orally with
When analyzing selected	syncopation (eighth,	SOM Gr. 4	Gr.4	accuracy, appropriate
music, read and perform	quarter, eighth)		"Big Bunch, A Little	rate, and expression
using standard notation		Assess student mastery	Bunch" SOM Gr.4	4.RI.CS.4 Determine
(including treble clef)		of rhythm	"How Long The Train	the meaning of words
with voice, body		performance/echo/readin	Been Gone" SOM Gr.4	and phrases as they are
percussion, and/or		g using a teacher-created	"Festival Dance" SOM	used in a text relevant to
instruments.		or <u>district-provided</u>	Gr.4	a grade 4 topic or subject
		<u>rubric</u> .	"Shabot Shalom" SOM	area, including
			Gr.4	figurative, connotative,
			"Peasant's Dancing	and technical meanings.
			Day" SOM Gr.4	4.FL.VA.7b
			"Li'l Liza Jane" STM	Demonstrate
			Gr. 5,	understanding of
			or SBMM Gr. 3	figurative language,
				word relationships, and

	QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCO MES	ASSESSMENTS	RESOURCES	CORRELATIONS	
			"Funwa (Funga) Alafia" SBMMGr. 5 or STM Gr. 5 "Come Play the Music" (See Appendix)	nuances in word meanings.	
P2.A Apply Feedback	Use collaborative feedback to improve bordun accompaniment	Observe students as they accompany appropriate songs using a bordun	Li'l Liza Jane" STM Gr. 5 or SBMM Gr. 3 "Come Play the Music"	4.SL.CC.3 Identify the reasons and evidence a speaker provides to	
Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of solo or ensemble rehearsals or performances.	performances	accompaniment and asses using a teacher-created, class-created, or district-provided rubric.	(See Appendix)	support particular points.	
Rehearse and Refine Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.	Rehearse playing low D	Assess student response to teacher feedback (such as 'make sure no other fingers move when you put down your last finger')	"Daybreak" RR "Evening Song" RR "Oh Won't You Sit Down" SOM Gr.4/STM Gr. 4 "Shake Them 'Simmons Down" SBMM Gr. 2	4.RI.RRTC.10 Read and comprehend stories and informational texts throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.	

		QUARTER 4		
KNOWLEDGE &	ACTIVITIES/OUTCO	ASSESSMENTS	RESOURCES	CORRELATIONS
SKILLS	MES			
P3.A	Continue singing	Observe students singing	Sarasponda <i>OS2</i>	ideas and sequence of
Singing	diatonic and pentatonic	melodies using proper	"What Can One Little	events in the texts of
	melodies using proper	vocal technique and	Person Do" SOM Gr.4	diatonic and pentatonic
Sing, alone and with	vocal technique (major	assess using teacher-		songs
others, with expression,	and minor)	created or district-		4.SL.PKI.4 Report on a
technical accuracy, and		provided rubric.		topic or text, tell a story, or
appropriate				recount an experience in an
interpretation*	· ·	Have students sing one		organized manner, using
		phrase or verse		appropriate facts and relevant, descriptive details
		substituting pitch-		to support main ideas or
		syllable names for the		themes; speak clearly at an
		words of the song.		understandable pace.
		Assess solfege fluency		1
		using the following		
		teacher-created or		
		<u>district-provided rubric</u> .		
P3.B	Echo rhythmic patterns	Assess student mastery	"Achshav" SOM Gr.4	Fluency: Students
Instruments and Body	in duple and triple meter	of rhythmic echo using a	"Nokken Danser" SOM	perform prose and
Percussion	using body percussion,	teacher-created or	Gr.4	poetry orally with
	instruments	<u>district-provided rubric</u> .	"El Coquí" <i>SOM</i> Gr.4	accuracy, appropriate
Using body percussion			"Roll On, Columbia"	rate, and expression
or instruments, perform			SOM Gr.4	4.FL.VA.7b
instrumentally			"Las Mañanitas" SOM	Demonstrate
(pitched/unpitched),			Gr.4	understanding of
alone and with others,				figurative language,

	QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCO MES	ASSESSMENTS	RESOURCES	CORRELATIONS	
with expression, technical accuracy, and appropriate interpretation*	Add the fingering for low D and play simple B-A-G-E-D patterns	Observe students as they play the recorder and assess mastery using a teacher-created or district-provided rubric.	"My Home's in Montana" SOM Gr.4 "Old Paint" SOM Gr.4 "D'Hammerschmiedsg's elln" Teaching Movement and Dance "Daybreak" RR "Evening Song" RR "Oh Won't You Sit Down" SOM Gr.4/STM Gr. 4 "Shake Them 'Simmons Down" SBMM Gr. 2 Transitioning from Iconic to Traditional Notation Resource	word relationships, and nuances in word meanings. 4.RI.RRTC.10 Read and comprehend stories and informational texts throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.	
P3.C	Display grade-level	Observe student	Concert Etiquette Video	4.RI.RRTC.10 Read	
Performance Etiquette	appropriate applications of performance etiquette	performance etiquette assess using teacher-	1 (General) Concert Etiquette Video	and comprehend stories and informational texts	
Perform appropriately	skills including watching	created or district-	2 (Choral)	throughout the grades 4-	
for the audience and	the conductor,	provided rubric.		5 text complexity band	
context; demonstrate	responding to non-verbal		Ten Performance	proficiently, with	
appropriate posture, and	cues, maintaining		Etiquette Tips for	scaffolding at the high	
	appropriate posture,		<u>Musicians</u>	end as needed.	

Instructional Map Music

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	QUARTER 4			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCO MES	ASSESSMENTS	RESOURCES	CORRELATIONS
evaluate performance etiquette.	remaining on-task, refraining from distracting others, and properly acknowledging the audience.		Performance Practices by Grade Level	
P3.D Audience Etiquette	Demonstrate proper audience etiquette and evaluate audience	Observe student behavior during performances and assess	List of live, local, free or low-cost events, field trip grants and how to	Comprehension: Students follow agreed- upon rules for
Demonstrate appropriate audience behavior, and evaluate student behavior during a performance.	behavior during performances	using a teacher-created or district-provided rubric.	apply for them.	discussions; make comments that contribute to the discussion and link to other comments 4.SL.CC.3 Identify the reasons and evidence a speaker provides to support particular points.

DOMAIN: CREATE	G4 Q4 CREATE DOMAIN RESOURCE LIST
Foundations	
Cr1: Generate and conceptualize artistic ideas and work.	
Cr2: Organize and develop artistic ideas and work.	
Cr3: Refine and complete artistic work.	

	QUARTER 4			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCO MES	ASSESSMENTS	RESOURCES	CORRELATIONS
Cr1. A Musical Concepts	Create a rondo with speech/song for A and melodic questions and	Observe students performances of 8-beat melodic questions and	"Chicka Hanka" <i>SOM</i> Gr.4	4.RI.RRTC.10 Read and comprehend stories and informational texts
Use pentatonic melodies in major/minor, simple accompaniments, introductions, codas, or question/answer phrases to improvise rhythmic, melodic, harmonic, and/or movement ideas within a context (such as social, cultural, historical, etc.).	answers for contrasting sections	answers and assess using a teacher-created or district-provided rubric.		throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed. 4.SL.CC.3 Identify the reasons and evidence a speaker provides to support particular points.
Cr1.B Varied Timbres	Create 8-beat rhythm	Music Skills, page 140, SOM Gr. 4	Li'l Liza Jane" <i>STM</i> Gr. 5,	Fluency: Students read
varieu Tillibres	patterns using syncopation	Observe as students	or SBMM Gr. 3	texts of songs with accuracy, appropriate
Use parameters such as	J. 1. P. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.	compose or improvise 8-	"Come Play the Music"	rate, and expression to
improvising/composing a 2-4 measure musical		beat rhythm patterns that	(See Appendix)	reinforce syncopation
idea, a pentatonic		include syncopation. Assess using a teacher-		and vocal technique 5.SL.PKI.6 Adapt
melody, or a rhythm		created or district-		speech to a variety of
pattern using grade-		provided rubric for		contexts and tasks, using
appropriate note values		rhythmic composition or		formal English when
in binary/ternary form to		rhythmic improvisation		-

	QUARTER 4				
KNOWLEDGE &	ACTIVITIES/OUTCO	ASSESSMENTS	RESOURCES	CORRELATIONS	
SKILLS	MES				
generate musical ideas				appropriate to task and	
within a given tonality,				situation.	
form, and/or rhythmic		Observe student			
set.		improvisations and use a			
	Improvise an eight beat	class created rubric to	Canoe Song (My		
	melody using BAGED	assess their performance	Paddle) OS		
	over a simple				
	accompaniment				
Cr2.A	Choose dynamic	Video record students as	Mighty River" SOM	Comprehension: Have	
Selecting Musical Ideas	markings (p, mf, f,	they select and apply	Gr.4	students refer to and	
	crescendo, decrescendo,	dynamics for metered or	"Dream Dust" SOM	identify the structural	
Using musical ideas to	accent) for metered or	unmetered poetry and	Gr.4	elements of types of	
be performed,	unmetered poetry and	perform with speech,	"Trains at Night" SOM	poetry, such as Haiku	
demonstrate and discuss	perform with speech,	movement and/or	Gr.4	4.FL.VA.7c Acquire	
personal reasons for	movement and/or	instruments and ask	Haiku examples (See	and use accurately	
selecting musical ideas	instruments	them to self-assess as	Appendix)	grade-appropriate	
for arrangement,		they watch the		general academic and	
improvisation, or		recordings using a		domain-specific words	
composition.		teacher-created or		and phrases, including	
		<u>district-provided rubric</u> .		those that signal precise	
				actions, emotions, or	
				states of being and that	
				are basic to a particular	
				topic.	

	QUARTER 4			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCO MES	ASSESSMENTS	RESOURCES	CORRELATIONS
				5.SL.PKI.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
Cr2.B Notating Ideas	Notate a simple 2-4 measure melody on the treble clef to play on	As a class, in small groups, or individually, facilitate as students		5.SL.PKI.6 Adapt speech to a variety of contexts and tasks, using
Use notation and/or recording technology to document personal musical ideas (such as grade-appropriate rhythm/melodic pattern, simple harmonies, introduction, coda, interlude, etc.).	recorder.	notate their melodic ideas.		formal English when appropriate to task and situation.
Cr3.A Refining Musical Ideas Interpret and apply collaboratively developed feedback to revise personal music	Assist others to improve the playability or flow of a notated melody	Observe student discussion as they work on their creation.		4.SL.CC.3 Identify the reasons and evidence a speaker provides to support particular points.

QUARTER 4					
KNOWLEDGE &	ACTIVITIES/OUTCO	ASSESSMENTS	RESOURCES	CORRELATIONS	
SKILLS	MES				
over time, such as a					
created introduction,					
sequence, interlude,					
and/or coda.					
Cr3.B	Perform a short notated	Observe student		4.W.PDW.4 Produce	
Demonstrate Musical	melody as the interlude	performances		clear and coherent	
Ideas	of a song.			writing in which the	
	\			development,	
Demonstrate a final				organization, and style	
version of personal				are appropriate to task,	
musical ideas using				purpose, and audience.	
created vocal,					
instrumental, or					
movement pieces					
through performance.					

DOMAIN: RESPOND	G4 Q4 RESPOND DOMAIN RESOURCE LIST
Foundations	SOM=Spotlight On Music
R1: Perceive and analyze artistic work.	STM=Share the Music
R2: Interpret intent and meaning in artistic work.	SBMM=Silver Burdett Making Music
R3: Apply criteria to evaluate artistic work.	RR=Recorder Routes
	RM=Rhythmically Moving
	WMD=World Music Drumming
	OS=Orff Source
	www.dsokids.com (Dallas Symphony Orchestra)

www.sfskids.org (San Francisco Symphony)
http://www.nyphilkids.org/main.phtml
(New York Philharmonic)
http://www.classicsforkids.com/
https://kids.usa.gov/art-and-music/index.shtml
http://teachingwithorff.com/

QUARTER 4					
KNOWLEDGE &	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS	
SKILLS					
R1.A	Describe how the mood of	Observe student	"Mighty River" SOM	4.SL.PKI.6 Recognize	
Musical Preferences	a piece of music may be	discussion	Gr.4	that different situations	
	determined by its tempo		"Dream Dust" SOM	call for formal vs.	
Demonstrate and	and dynamic contrast		Gr.4	informal English, and	
explain how selected			"Trains at Night" SOM	use formal English	
music connects to and			Gr.4	when appropriate.	
is influenced by			Gigue – for 5 recorders		
specific interests,			Three Irish Traditional		
experiences, purposes,			Canoe Song (My		
or contexts (such as			Paddle) OS		
how music listening is			"Chicka Hanka" SOM		
influenced by interests,			Gr.4		
etc.).					
R1.B	Choose dynamic markings	Video record students	"Mighty River" SOM	Refer to and identify	
Musical Concepts	(p, mf, f, crescendo,	as they select and apply	Gr.4	the structural elements	
	decrescendo, accent) for	dynamics for metered	"Dream Dust" SOM	of types of poetry, such	
	metered or unmetered	or unmetered poetry	Gr.4	as Haiku	

	QUARTER 4					
KNOWLEDGE &	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS		
SKILLS						
Demonstrate and	poetry and perform with	and perform with	"Trains at Night" SOM	4.FL.VA.7c Acquire		
explain how specific	speech, movement and/or	speech, movement	Gr.4	and use accurately		
music concepts (such	instruments to enhance the	and/or instruments and	Haiku examples (See	grade-appropriate		
as form, timbre, etc.)	overall dramatic	ask them to self-assess	Appendix)	general academic and		
are used to support a	performance.	as they watch the		domain-specific words		
specific purpose in		recordings using a		and phrases, including		
music (such as social		teacher-created or		those that signal precise		
and cultural contexts)		<u>district-provided rubric</u> .		actions, emotions, or		
through various means	,	(Use the "select and		states of being and that		
(such as manipulatives,		apply" row.)		are basic to a particular		
movement, and/or				topic.		
pictorial				5.SL.PKI.6 Adapt		
representation).				speech to a variety of		
				contexts and tasks,		
				using formal English		
				when appropriate to		
				task and situation.		
R1.C	Describe how a composer	Observe class	<u>Gigue – for 5 recorders</u>	4.FL.VA.7c Acquire		
Describing Elements	has used layering to	discussion using		and use accurately		
of Music	simulate dynamic contrast	musical vocabulary to	Group Discussion	grade-appropriate		
	in a recorder performance	discuss dynamics.	Rubric	general academic and		
Demonstrate an				domain-specific words		
understanding of the				and phrases, including		
elements of music				those that signal precise		
applied to a listening				actions, emotions, or		

QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
example using teacher- given vocabulary (such as different sections of complex forms, teacher-selected orchestral instruments, etc.).				states of being and that are basic to a particular topic.
R2.A Musical Characteristics Demonstrate and explain how music concepts are used by performers to reflect intent (such as comparing how tempo could be used in different arrangements to create a different mood).	Explain how tempo has been used to change the mood of a performance	Observe class discussion using musical vocabulary to discuss tempo.	Three Irish Traditional Canoe Song (My Paddle) OS "Chicka Hanka" SOM Gr.4 "Big Bunch, A Little Bunch" SOM Gr.4 "How Long The Train Been Gone" SOM Gr.4	4.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
R3.A Evaluating Artistic Work	Evaluate class performances for their use of dynamic contrast	Lead student evaluation of a performance with a student generated rubric	"Mighty River" SOM Gr.4 "Dream Dust" SOM Gr.4	4.RI.IKI.8 Explain how an author uses reasons and evidence to support

Instructional Map Music

Orff

Fourth Grade

QUARTER 4				
KNOWLEDGE &	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
SKILLS				
Evaluate musical			"Trains at Night" SOM	particular points in a
works and			Gr.4	text.
performances, applying			Haiku examples (See	
established criteria.			Appendix)	

DOMAIN:	CONNECT
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Foundations

Cn1: Synthesize and relate knowledge and personal experiences to artistic endeavors.

Cn2: Relate artistic ideas and works with societal, cultural, and historical context.

G4 Q4 CONNECT DOMAIN RESOURCE LIST

SOM=Spotlight On Music

STM=Share the Music

SBMM=Silver Burdett Making Music

RR=Recorder Routes

RM=Rhythmically Moving

WMD=World Music Drumming

OS=Orff Source

www.dsokids.com (Dallas Symphony Orchestra)

www.sfskids.org (San Francisco Symphony)

http://www.nyphilkids.org/main.phtml

(New York Philharmonic)

http://www.classicsforkids.com/

https://kids.usa.gov/art-and-music/index.shtml

http://teachingwithorff.com/

QUARTER 4				
KNOWLEDGE &	ACTIVITIES/	ASSESSMENTS	RESOURCES	CORRELATIONS
SKILLS	OUTCOMES			
Cn1.A	Reflect on pieces and	As part of an end of the		4.RI.IKI.7 Interpret
Music and Personal	activities performed	year activity, list		information presented
Experiences	throughout the school	activities that students		visually, orally, or
	year	remember and/or		quantitatively and
Demonstrate how		enjoyed		explain how the
interests, knowledge,				information contributes
and skills relate to				to an understanding of
personal choices and				the text in which it
intent when creating,				appears.
performing, and				
responding to music				
(such as identifying				
pieces of music that are				
important to one's				
family or how music is				
used in daily life).				
Cn2.A	Perform songs and	Assess student	"Debka Kurdit" <i>SOM</i>	Comprehension:
Society, Culture and	dances from various	performances of songs	Gr.4	Students compare and
History	cultures and historical	and dances from varied	"St. Patrick was a	contrast the dances of
	periods	cultures and historical	Gentleman" SBMM Gr.	each culture and discuss
Demonstrate		periods using teacher-	3	what makes them
understanding of	Review dances learned	created or district-	"Spinning Wheel" SOM	characteristics to their
relationships between	previously	provided rubrics:	Gr.4	cultures
music and the other arts,		Folk Dance Rubric	"Twee emmertijes"	4.RI.IKI.7 Interpret
other disciplines, varied			SOM Gr.4	information presented

QUARTER 4					
KNOWLEDGE &	ACTIVITIES/	ASSESSMENTS	RESOURCES	CORRELATIONS	
SKILLS	OUTCOMES				
contexts, and/or daily	Sing and classify a song	Singing Rubric	"Pat Works on the	visually, orally, or	
life (such as the	as ethnic/folk using	(Perform)	Railway" <i>SOM</i> Gr.4	quantitatively and	
connection between	teacher given	Singing Rubric (World	"Erev Shel Shoshanim"	explain how the	
fractions and rhythm	vocabulary	Music)	<i>SOM</i> Gr.4, <i>RM 3</i>	information contributes	
values).		<u>Unpitched Percussion</u>	"Katyusha" SOM Gr.4	to an understanding of	
		Rubric (Perform)	"New Africa" SOM	the text in which it	
		<u>Unpitched Percussion</u>	Gr.4	appears.	
		Rubric (World Music)	Beryoza (The Birch	4.RI.CS.5 Describe the	
			Tree) SOM Gr.4	overall structure of	
		Identify (classify) and		events, ideas, and	
		discuss music from		concepts of information	
		different genres and		in a text or part of a text.	
		cultures using a graphic			
		organizer. Assess			
		student understanding			
		using a teacher-created			
		or district-provided			
		<u>rubric</u> .			