

### 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.

# Instructional Map Music

Orff

Fourth Grade

## 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](http://www.dsokids.com) (Dallas Symphony Orchestra)  
[www.sfskids.org](http://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 & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p><b>P1.A Musical Concepts</b></p> <p>Demonstrate (through performance) and explain how the selection of music to perform is influenced by personal interest,</p>	<p>Discuss student's personal music interests</p>	<p>Have students complete a musical interest inventory to start the year.</p>	<p>Interest Inventory STM 4th Resorce Guide</p>	<p>Comprehension: Students follow agreed-upon rules for discussions; make comments that contribute to the discussion and link to other comments</p>

# Instructional Map

## Music

Orff

Fourth Grade

QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
knowledge, context, and technical skill.				<b>4.RL.KID.3</b> 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.
<p><b>P1.B Musical Contrasts</b></p> <p>Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.</p>	<p>Distinguish between beat and rhythm of words of a song or poem</p> <p>Echo-sing, using proper vocal technique, pentatonic scale patterns</p>	<p>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 <a href="#">district-provided rubric</a>.</p> <p>Pitch Matching - Listen to students individually sing phrases using</p>	<p><a href="#">"Bedbugs and Beetles"</a> (See Appendix) "Ida Red" <i>SBMM Gr. 3</i></p> <p>Canoe Song <i>OS2</i> Bats <i>OS</i></p>	<p>Comprehension: Recall story details of songs such as "The Ballad of the Bedbugs and the Beetles" and dramatize. <b>4.RL.KID.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>Phonics: Have students use knowledge of letter-sound correspondences</p>

# Instructional Map

## Music

Orff

Fourth Grade

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

# Instructional Map

## Music

Orff

Fourth Grade

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

# Instructional Map

## Music

Orff

Fourth Grade

QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	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 <a href="http://www.makingmusicfun.net/">http://www.makingmusicfun.net/</a> to reinforce treble clef staff notation	
<p><b>P2.A</b> <b>Apply Feedback</b></p> <p>Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of solo/ensemble rehearsals/performances</p>	Listen to teacher feedback and fix technical issues with a bordun accompaniment.	Observe students listening and fixing mistakes using feedback from teacher	Canoe Song <i>OS2</i> Bats <i>OS</i> “Buckeye Jim” <i>SOM Gr. 4</i> <a href="#">“Bedbugs and Beetles”</a> (See Appendix) “Ida Red” SBMMGr. 3	<b>4.W.PDW.5-</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing
<p><b>P2.B</b> <b>Rehearse and Refine</b></p>	Perform chord, broken chord and crossover bordun accompaniments	Observe student performance of chord, broken chord, and	Canoe Song <i>OS2</i> Bats <i>OS</i>	Comprehension: Recall story details of songs such as “The Ballad of

# Instructional Map

## Music

Orff

Fourth Grade

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



# Instructional Map

## Music

Orff

Fourth Grade

QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	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 <a href="#">district-provided rubric.</a>	<i>4 pgs 306, 308, 314, 317, 321, 322, 330, 347, 349</i> <i>Choir Builders</i> (Rollo Dillworth)	upon rules for discussions; make comments that contribute to the discussion and link to other comments <b>4.RL.KID.1-</b> 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 <a href="#">district-provided rubric.</a>	Above a Plain <i>OS3</i> "Peace Round" <i>SOM Gr. 4</i> "Canon in D" <i>SOM Gr. 4</i> "Allundé, Alluia" <i>SOM Gr. 4</i>	<b>4.FL.WC.4</b> 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-

# Instructional Map

## Music

Orff

Fourth Grade

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

# Instructional Map

## Music

Orff

Fourth Grade

QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
technical accuracy, and appropriate interpretation*	<p>Perform 2-part rhythmic canon with body percussion</p> <p>Prepare to play the recorder by using air control activities and</p>	<p>Observe and assess student performance of rhythmic canon using teacher-created or <a href="#">district-provided rubric</a>.</p> <p>Observe students practicing using warm air.</p>	<p>“How Much Wood Could a Woodchuck Chuck?” <i>SBMM Gr.</i></p> <p><i>Recorder Routes</i>  <a href="#">Feather</a>  <a href="#">How a Recorder Is Made (start at 0:26)</a></p>	<p><b>4.RI.KID.1</b> 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.</p> <p><b>4.RI.KID.3</b> 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.</p>

# Instructional Map

## Music

Orff

Fourth Grade

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

# Instructional Map Music

Orff

Fourth Grade

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

**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 Q1 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](http://www.dsokids.com) (Dallas Symphony Orchestra)

[www.sfskids.org](http://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/>

# Instructional Map

## Music

Orff

Fourth Grade

QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p><b>Cr1.A Musical Concepts</b></p> <p>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.).</p>	<p>Perform simple question and answer phrases using unpitched percussion.</p> <p>Perform simple question and answer phrases using movement</p>	<p>Observe students creating questions and answers using unpitched percussion in get to know you activity</p> <p>Observe students creating questions and answers using movement.</p>	<p><i>WMD Unit 1</i></p> <p><i>"Sliding" RM - use song to create 8 beat question and 8 beat answers with movement.</i></p>	<p><b>4.RI.CS.5</b> Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.</p> <p><b>4.RI.KID.1</b> 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.</p>
<p><b>Cr1.B Varied Timbres</b></p> <p>Use parameters such as improvising/composing a 2-4 measure musical idea, a pentatonic melody, or a rhythm pattern using grade-appropriate note values in binary/ternary form to</p>	<p>Improvise an eight-beat melody using a pentatonic scale</p>	<p>Observe as students improvise melodies on pitched percussion instruments and assess using a teacher-created or <a href="#">district-provided rubric</a>.</p>	<p><a href="#">"Bedbugs and Beetles"</a> (See Appendix)</p> <p>"I'll Rise When the Rooster Crows" <i>SOM Gr. 4</i></p> <p>Canoe Song <i>OS2</i></p> <p>Bats <i>OS</i></p>	<p>Comprehension: Recall story details of songs such as "The Ballad of the Bedbugs and the Beetles" and dramatize.</p> <p><b>4.RI.CS.5</b> Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.</p>

# Instructional Map

## Music

Orff

Fourth Grade

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

# Instructional Map

## Music

Orff

Fourth Grade

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



# Instructional Map

## Music

Orff

Fourth Grade

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

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

# Instructional Map

## Music

Orff

Fourth Grade

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

# Instructional Map

## Music

Orff

Fourth Grade

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

# Instructional Map

## Music

Orff

Fourth Grade

QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	ritardando) within a given music selection.	<p>of music heard during a listening example. Assess using teacher-created or <a href="#">district-provided rubric</a>.</p> <p>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 <a href="#">district-provided rubric</a>.</p>	<p><a href="#">(link to video of ballet: famous excerpt starts at 1:20)</a></p> <p>“Walking in the Air” <i>SOM Gr. 4</i></p>	<p>markings in listening examples</p> <p><b>4.RI.CS.4</b> 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.</p>
<p><b>R2.A Musical Characteristics</b></p> <p>Demonstrate and explain how music concepts are used by</p>	Classify pitched instruments according to family and describe why a composer might use each instrument.	Have students give an example of what mood the composer is giving the audience by using certain instruments.	"Listen" <i>Strike It Rich</i>	<b>4.W.PDW.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

# Instructional Map

## Music

Orff

Fourth Grade

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

### DOMAIN: CONNECT

#### 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 Q1 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

# Instructional Map

## Music

Orff

Fourth Grade

OS=Orff Source  
[www.dsokids.com](http://www.dsokids.com) (Dallas Symphony Orchestra)  
[www.sfskids.org](http://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/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p><b>Cn1.A</b>  <b>Music and Personal Experiences</b>                      Demonstrate how interests, knowledge, and skills relate to personal choices and 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).</p>	<p>As a review to the start of the year, discuss favorite pieces performed and why they were a favorite.</p>	<p>Observe student discussion</p>	<p><a href="#">Group Discussion Rubric</a></p>	<p><b>4.RL.KID.1</b> 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.</p>

# Instructional Map

## Music

Orff

Fourth Grade

QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p><b>Cn2.A</b> <b>Society, Culture and History</b></p> <p>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).</p>	<p>Perform songs and dances from various cultures and historical periods</p>	<p>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 <a href="#">district-provided rubric</a>.</p> <p>Observe student performance of folk dances and assess using teacher-created or <a href="#">district-provided rubric</a>.</p>	<p>“Lil ‘Liza Jane” <i>SOM Gr. 4</i>            “Vinqo” <i>SOM Gr. 4</i>            “Cedar Swamp” <i>SOM Gr. 4</i>            “Zum Gali Gali” <i>SOM Gr. 4</i>            “Alley Cat” <i>RM 3</i> (level II)</p>	<p>Comprehension: Students compare and contrast the dances of each culture and discuss what makes them characteristic to their cultures</p> <p><b>4.RI.IK1.7</b> Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</p> <p><b>4.RI.CS.4</b> 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.</p>

# Instructional Map Music

Orff

Fourth Grade

## 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 Q2 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](http://www.dsokids.com) (Dallas Symphony Orchestra)  
[www.sfskids.org](http://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 & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<b>P1.A Musical Concepts</b>  Demonstrate (through performance) and explain how the	Verbalize based on the musical objective why the class may be learning a piece of music.	Observe as students participate in a group discussion and assess using a teacher-created or <a href="#">district-provided rubric</a> .	<a href="#">Group Discussion Rubric</a>	<b>4.SL.CC.1</b> Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on



# Instructional Map

## Music

Orff

Fourth Grade

QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	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.
<p><b>P1.B Musical Contrasts</b></p> <p>Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.</p>	<p>Echo on barred instruments and recorders patterns that illustrate repeated notes, step-wise movement and skips</p> <p>Vocally perform patterns that contain repeated notes, steps, and skips</p>	<p>Observe students' performances of songs or echo fragments that contain notes that skip, step, or repeat. Assess vocal and recorder technique using teacher-created or <a href="#">district-provided rubric for voice</a> or <a href="#">recorder</a>.</p> <p>Observe as students improvise and perform melodic patterns that contain skips, steps and repeated tones. Assess understanding using teacher-created or <a href="#">district-provided rubric</a>.</p>	<p>"Cotton-Eyed Joe" <i>SOM Gr. 4</i> Unit 1 Warm-ups RR</p> <p>"Old Abram Brown" <i>SOM Gr. 4/STM Gr. 5</i></p>	<p>Vocabulary: Identify real-life connections between the terms <i>step, skip, and repeated</i> and their use in music.</p> <p><b>4.RI.CS.4</b> 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.</p>

# Instructional Map

## Music

Orff

Fourth Grade

QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
			<p>“Early in the Morning at Eight O’clock” <i>SOM Gr. 4</i></p> <p>“Water Come-A Me Eye” <i>SOM Gr. 4</i></p> <p>“Achshav” <i>SOM Gr. 4</i></p> <p><a href="#">Skips, Steps and Repeated Tones Resource</a></p>	
<p><b>P1.C Expressive Qualities</b></p> <p>Explain how context (such as social and cultural) informs a performance.</p>	<p>Discuss a piece of music from another culture, time period, etc.</p> <p>Trace the melodic contour of a melody while performing it.</p>	<p>Observe students making connections between song lyrics and the history of the song.</p> <p>Observe students following the shape of the melody</p>	<p>"Hine Ma Tov" <i>SOM Gr. 4</i></p> <p>“Water Come-A Me Eye” <i>SOM Gr. 4</i></p>	<p><b>4.RI.CS.4</b> 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.</p>
<p><b>P1.D Notation</b></p> <p>When analyzing selected music, read and perform using standard notation (including treble clef)</p>	<p>Read short treble clef patterns from iconic notation and then transfer them to the standard notation</p>	<p>Observe students making connections between iconic notation and using a system (hand staff, mnemonic device, etc.) to place the notes on the treble clef.</p>	<p><a href="#">“It’s in the BAG” (See Appendix)</a></p> <p><a href="#">“Traffic Jam” (See Appendix)</a></p>	<p><b>4.FL.F.5</b> Read with sufficient accuracy and fluency to support comprehension.</p>

# Instructional Map

## Music

Orff

Fourth Grade

QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
with voice, body percussion, and/or instruments.		Observe students' performance of notated melodic patterns using a teacher-created or <a href="#">district-provided rubric</a> .	All Through the Night RR Boat to Brazil RR Possum Trot RR	
<b>P2.A</b> <b>Apply Feedback</b>  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 teacher-created or <a href="#">district-provided rubric</a> .	<a href="#">“It’s in the BAG” (See Appendix)</a> <a href="#">“Traffic Jam” (See Appendix)</a>  All Through the Night RR Boat to Brazil RR Possum Trot RR	When listening to feedback, apply ELA standard <b>4.SL.CC.3</b> : Identify the reasons and evidence a speaker provides to support particular points.
<b>P2.B</b> <b>Rehearse and Refine</b>  Rehearse to refine technical accuracy and expressive qualities, and	Perform crossover bordun accompaniment with a pentatonic song and use class feedback to refine elements of the crossover pattern.	Observe and assess student performance of bordun accompaniments using teacher-created or <a href="#">district-provided rubric</a> .	“I’ll Rise When the Rooster Crows” <i>SOM Gr. 4</i> <a href="#">“There Was a Pig Went Out to Dig” (See Appendix)</a>	Give an in-class performance complete with a verbal introduction of the piece. <b>4.SL.PKI.6</b> Recognize that different situations

# Instructional Map

## Music

Orff

Fourth Grade

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

# Instructional Map Music

Orff

Fourth Grade

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

# Instructional Map

## Music

Orff

Fourth Grade

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

# Instructional Map

## Music

Orff

Fourth Grade

QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
Perform appropriately for the audience and context; demonstrate appropriate posture, and evaluate performance etiquette.	the conductor, responding to non-verbal cues, maintaining appropriate posture, remaining on-task, refraining from distracting others, and properly acknowledging the audience.	created or <a href="#">district-provided rubric</a> .	<a href="#">Ten Performance Etiquette Tips for Musicians</a>  <a href="#">Performance Practices by Grade Level</a>	effectively with varied partners, building on others' ideas and expressing their own ideas clearly. <b>4.SL.CC.3</b> Identify the reasons and evidence a speaker provides to support particular points.
<b>P3.D Audience Etiquette</b>  Demonstrate appropriate audience behavior, and evaluate student behavior during a performance.	Demonstrate proper audience etiquette and evaluate audience behavior during performances	Observe student behavior during performances and assess using a teacher-created or <a href="#">district-provided rubric</a> .	<a href="#">Audience Etiquette Self-Evaluation</a>  <a href="#">Audience Etiquette Video</a>  <a href="#">List of live, local, free or low-cost events, field trip grants and how to apply for them.</a>	<b>4.SL.CC.1</b> 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.  <b>4.SL.CC.3</b> 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](http://www.dsokids.com) (Dallas Symphony Orchestra)

[www.sfskids.org](http://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>



# Instructional Map

## Music

Orff

Fourth Grade

<http://teachingwithorff.com/>

### QUARTER 2

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p><b>Cr1. A</b> <b>Musical Concepts</b></p> <p>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.).</p>	<p>For a given rhythm, create and play a short melody that includes steps, skips and repeated notes</p>	<p>Observe student performances of created melodies. Assess using an applicable teacher-created or district-provided rubric for <a href="#">improvisation</a> or <a href="#">composition</a>.</p>	<p>Cotton-Eyed Joe” <i>SOM Gr. 4</i>  <a href="#">“Thanksgiving Day Parade” C. King (See Appendix)</a>            “Old Abram Brown” <i>SOM Gr. 4/STM Gr. 5</i>            “Early in the Morning at Eight o’Clock” <i>SOM Gr. 4</i>            “Water Come-A Me Eye” <i>SOM Gr. 4</i>            “Achshav” <i>SOM Gr. 4</i></p>	<p>Vocabulary: Identify real-life connections between the terms <i>step, skip, and repeated</i> and their use in music.  <b>4.FL.VA.7b.iii</b>            Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings  <b>4.FL.VA.7c</b> 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</p>

# Instructional Map

## Music

Orff

Fourth Grade

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

# Instructional Map

## Music

Orff

Fourth Grade

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

# Instructional Map

## Music

Orff

Fourth Grade

QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	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 <a href="#">district-provided rubric</a> .		clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<p><b>Cr3.A Refining Musical Ideas</b></p> <p>Interpret and apply collaboratively developed feedback to revise personal music over time, such as a created introduction, sequence, interlude, and/or coda.</p>	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	<a href="#">“Thanksgiving Day Parade” C. King (See Appendix)</a>	<b>4.W.PDW.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<p><b>Cr3.B Demonstrate Musical Ideas</b></p> <p>Demonstrate a final version of personal</p>	As a class, perform a created BAG melody as part of a performance.	Observe class performance	<a href="#">“Thanksgiving Day Parade” C. King (See Appendix)</a>	<b>4.W.PDW.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by

# Instructional Map Music

Orff

Fourth Grade

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

## DOMAIN: RESPOND

### Foundations

- R1:** Perceive and analyze artistic work.
- R2:** Interpret intent and meaning in artistic work.
- R3:** Apply criteria to evaluate artistic work.

## G4 Q2 RESPOND 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](http://www.dsokids.com) (Dallas Symphony Orchestra)

# Instructional Map

## Music

Orff

Fourth Grade

[www.sfskids.org](http://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 & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p><b>R1.A Musical Preferences</b></p> <p>Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts (such as how music listening is influenced by interests, etc.).</p>	<p>Identify how student preference in holiday music might be influenced by culture.</p>	<p>Observe student discussions</p>	<p><a href="#">Group Discussion Rubric</a></p> <p>Celebrations” Section  <i>SOM Gr. 4, pp. 372-284</i></p>	<p>Comprehension: Have students identify and describe characteristics of holiday songs and classify or compare and contrast</p> <p><b>4.SL.CC.1</b> 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.</p> <p><b>4.SL.PKI.6</b> Recognize that different situations</p>

# Instructional Map

## Music

Orff

Fourth Grade

QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				call for formal vs. informal English, and use formal English when appropriate.
<p><b>R1.B Musical Concepts</b></p> <p>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 representation).</p>	<p>Demonstrate phrase awareness by drawing lines in air to show length and number of phrases in the song</p>	<p>Observe student identification of phrases in a song and assess using a teacher-created or <a href="#">district-provided rubric</a>.</p>	<p>“A La Puerta del Cielo” <i>SOM Gr. 4</i>            “Leatherwing Bat” <i>SBMM Gr. (4 different phrases)</i>            “Liza Jane” <i>SOM Gr. 4/STM Gr. 5</i>            “Morning Has Broken” <i>SOM Gr. 4</i>  <a href="#">“Black and Gold” (see appendix)</a>            “Alley Cat” <i>RM3</i></p>	<p>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  <b>4.FL.F.5</b> Read with sufficient accuracy and fluency to support comprehension.</p>
<p><b>R1.C Describing Elements of Music</b></p>	<p>Apply a rubric normally used for class performance to assess a listening example or video</p>	<p>Observe student discussion of the rubric and assess using <a href="#">rubric 2</a> or a teacher-created rubric.</p>	<p><a href="#">At Home with Lucie Horsch from The Netherlands</a></p>	<p><b>4.FL.VA.7c</b> Acquire and use accurately grade-appropriate general academic and domain-specific words</p>

# Instructional Map

## Music

Orff

Fourth Grade

QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
Demonstrate an understanding of the elements of music applied to a listening example using teacher-given vocabulary (such as different sections of complex forms, teacher-selected orchestral instruments, etc.).			<a href="#">Mickey Mouse – William Tell Overture/Turkey in the Straw – Orlan Charles</a>  <a href="#">Sirena: The Pink Panther</a>  <a href="#">Group Discussion Rubric</a>	and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
<b>R2.A Musical Characteristics</b>  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 <a href="#">district-provided rubric</a> .	“A La Puerta del Cielo” <i>SOM Gr. 4</i> “Leatherwing Bat” <i>SBMM Gr. (4 different phrases)</i> “Liza Jane” <i>SOM Gr. 4/STM Gr. 5</i> “Morning Has Broken” <i>SOM Gr. 4</i> <a href="#">“Black and Gold” (see appendix)</a> “Alley Cat” <i>RM3</i>	Comprehension: Students compare and contrast phrase structure of a song to sequence of events in a story <b>4.FL.VA.7b</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.



# Instructional Map

## Music

Orff

Fourth Grade

QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
to create a different mood).				
<p><b>R3.A Evaluating Artistic Work</b></p> <p>Evaluate musical works and performances, applying established criteria.</p>	<p>After listening or watching several performances, discuss the performance practices observed.</p>	<p>Observe student discussion</p>	<p><a href="#">At Home with Lucie Horsch from The Netherlands</a></p> <p><a href="#">Mickey Mouse – William Tell Overture/Turkey in the Straw – Orlan Charles</a></p> <p><a href="#">Sirena: The Pink Panther</a></p> <p><a href="#">Group Discussion Rubric</a></p>	<p><b>4.FL.VA.7c</b> 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.</p> <p><b>4.SL.CC.1</b> 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.</p>

# Instructional Map

## Music

Orff

Fourth Grade

### DOMAIN: CONNECT

#### 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 Q2 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](http://www.dsokids.com) (Dallas Symphony Orchestra)

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

# Instructional Map

## Music

Orff

Fourth Grade

QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
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).				
<p><b>Cn2.A</b>  <b>Society, Culture and History</b></p> <p>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).</p>	Listen to, sing, and classify various holiday songs that expand a student's cultural awareness.	Students describe the characteristics of the songs in relation to the holiday it observes. Identify (classify) and discuss music from different holiday traditions and cultures using a graphic organizer. Assess student understanding using a teacher-created or <a href="#">district-provided rubric</a> .	<p>Celebrations" Section <i>SOM Gr. 4, pp. 372-284</i></p> <p><a href="#">Writing About World Music Graphic Organizer</a></p>	<p>Write a short introduction to a song that explains its cultural significance.</p> <p><b>4.W.TTP.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information</p>

# Instructional Map Music

Orff

Fourth Grade

## 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 Q3 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](http://www.dsokids.com) (Dallas Symphony Orchestra)  
[www.sfskids.org](http://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 & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<b>P1.A Musical Concepts</b>  Demonstrate (through performance) and explain how the	Explain the context in which someone might sing a particular song	Observe student discussion	“Old Joe Clark” <i>SOM Gr. 4</i> “Frog Went A-Courtin” <i>SOM Gr.4/STM Gr. 4</i> “Cedar Swamp” <i>SOM Gr.4</i>	<b>4.SL.CC.1</b> Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on

# Instructional Map

## Music

Orff

Fourth Grade

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

# Instructional Map Music

Orff

Fourth Grade

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

# Instructional Map

## Music

Orff

Fourth Grade

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

# Instructional Map

## Music

Orff

Fourth Grade

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



# Instructional Map

## Music

Orff

Fourth Grade

QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	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” <i>SBMM Gr. 3</i> ( <a href="#">See Appendix for ostinato</a> )	
<p><b>P2.B Rehearse and Refine</b></p> <p>Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.</p>	Continue performing rhythmic ostinato accompaniments	Observe student performance of rhythmic or melodic ostinato and assess using a teacher-created or <a href="#">district-provided rubric</a> .	Ensemble 2 <i>WMD</i>	<p><b>4.FL.F.5</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p>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.</p>
<p><b>P3.A Singing</b></p> <p>Sing, alone and with others, with expression,</p>	Sing using good vocal technique and interpretation	Assess student performance using teacher-created or <a href="#">district-provided rubric</a> .	I am Slowly Going Crazy <i>OS3</i> “Chicka Hanka” <i>SOM</i> Gr.4	<b>4.SL.PKI.6</b> Recognize that different situations call for formal vs. informal English, and

# Instructional Map

## Music

Orff

Fourth Grade

QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
technical accuracy, and appropriate interpretation*			“Day-O” <i>SOM</i> Gr.4 “Love Somebody” <i>SOM</i> Gr.4 “When I Was Young” <i>SOM</i> Gr.4 “Roll On, Columbia” <i>SOM</i> Gr.4 “Sansa Kroma” <i>SOM</i> Gr.4 “Take Time In Life” <i>SOM</i> Gr.4 <i>WMD</i> "Sandy McNab" <i>SOM</i> Gr. 4	use formal English when appropriate.
<b>P3.B Instruments and Body Percussion</b>  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 <a href="#">district-provided rubric</a> .	<a href="#">“Dream Ostinato” for “The Dream of Martin Luther King” F. Addicott (See Appendix)</a> “I Don’t Care if the Rain Comes Down” <i>SBMM</i> Gr. 3 ( <a href="#">See Appendix for ostinato</a> )	Fluency: Students perform prose and poetry orally with accuracy, appropriate rate, and expression <b>4.RL.RRTC.10</b> Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with

# Instructional Map Music

Orff

Fourth Grade

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

# Instructional Map

## Music

Orff

Fourth Grade

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

# Instructional Map Music

Orff

Fourth Grade

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

<p><b>DOMAIN: CREATE</b>  <b>Foundations</b>  <b>Cr1:</b> Generate and conceptualize artistic ideas and work.  <b>Cr2:</b> Organize and develop artistic ideas and work.  <b>Cr3:</b> Refine and complete artistic work.</p>	<p><b>G4 Q3 CREATE DOMAIN RESOURCE LIST</b>  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  <a href="http://www.dsokids.com">www.dsokids.com</a> (Dallas Symphony Orchestra)  <a href="http://www.sfskids.org">www.sfskids.org</a> (San Francisco Symphony)  <a href="http://www.nyphilkids.org/main.phtml">http://www.nyphilkids.org/main.phtml</a>  (New York Philharmonic)  <a href="http://www.classicsforkids.com/">http://www.classicsforkids.com/</a>  <a href="https://kids.usa.gov/art-and-music/index.shtml">https://kids.usa.gov/art-and-music/index.shtml</a>  <a href="http://teachingwithorff.com/">http://teachingwithorff.com/</a></p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

# Instructional Map

## Music

Orff

Fourth Grade

QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
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 <a href="#">district-provided rubric</a> .		musical questions and answers and compare to linguistic questions and answers <b>4.W.PDW.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>Cr1.B</b> <b>Varied Timbres</b>  Use parameters such as improvising/composing a 2-4 measure musical idea, a pentatonic melody, or a rhythm pattern using grade-appropriate note values in binary/ternary form to generate musical ideas within a given tonality,	Improvise a BAGE melody using rhythm of the words  Improvise a four-measure melody in a pentatonic scale	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 such as Funga Alafia	<b>4.W.PDW.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

# Instructional Map

## Music

Orff

Fourth Grade

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

# Instructional Map

## Music

Orff

Fourth Grade

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

**DOMAIN: RESPOND**  
**Foundations**

**G4 Q3 RESPOND DOMAIN RESOURCE LIST**  
 SOM=Spotlight On Music



# Instructional Map

## Music

Orff

Fourth Grade

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

QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p><b>R1.A Musical Preferences</b></p> <p>Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts (such as how music listening is</p>	<p>Explain how a cartoon (or other media) may use an instrumental piece to increase audience interest</p>	<p>Observe class discussion</p>	<p>“The Sorcerer’s Apprentice” (Excerpt) (Listening) <i>SOM</i> Gr. 4  <a href="#">The Barber of Seville</a></p>	<p><b>4.RI.IK1.7</b> Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</p>

# Instructional Map

## Music

Orff

Fourth Grade

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

# Instructional Map

## Music

Orff

Fourth Grade

QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
Demonstrate an understanding of the elements of music applied to a listening example using teacher-given 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 <a href="#">district-provided rubric</a> .		<i>Spotlight on Music</i> , have students classify instruments into families using details from the text. <b>4.FL.VA.7c</b> 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.
<b>R2.A Musical Characteristics</b>  Demonstrate and explain how music concepts are used by performers to reflect intent (such as	Describe how performers have used dynamics to convey a mood	Observe student discussion and movement to as they describe and move to show what they hear	“The Sorcerer’s Apprentice” (Excerpt) (Listening) <i>SOM</i> Gr. 4 “Infernal Dance of King Kashchei” <i>SOM</i> Gr.4 “The Night Watch” by Holbourne <i>STM</i> Gr. 3	<b>4.FL.VA.7c</b> 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

# Instructional Map

## Music

Orff

Fourth Grade

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.
<p><b>R3.A Evaluating Artistic Work</b></p> <p>Evaluate musical works and performances, applying established criteria.</p>	Evaluate a class performance for dynamic contrast	Observe students using a class created to rubric to assess a performance	<p>“Pat Works on the Railway” <i>SOM</i> Gr.4/<i>SBMM</i>Gr. 5</p> <p>“Night Herding Song” <i>SOM</i> Gr.4</p> <p>“Heave-Ho, Me Laddies” <i>SOM</i> Gr.4</p> <p>“Chairs to Mend” <i>SOM</i> Gr.4</p>	<p><b>4.SL.PK1.4</b> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>

# Instructional Map

## Music

Orff

Fourth Grade

### DOMAIN: CONNECT

#### 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 Q3 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](http://www.dsokids.com) (Dallas Symphony Orchestra)

[www.sfskids.org](http://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 & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p><b>Cn1.A</b> <b>Music and Personal Experiences</b></p> <p>Demonstrate how interests, knowledge, and skills relate to personal choices and</p>	<p>Sing and classify a song as a work song using teacher given vocabulary and describe how it would be used in daily life.</p>	<p>Observe as students identify and describe musical characteristic/elements of a work song and assess using a teacher-created or <a href="#">district-provided rubric</a>.</p>	<p>“Pat Works on the Railway” <i>SOM</i> Gr.4/<i>SBMM</i>Gr. 5                      “Night Herding Song” <i>SOM</i> Gr.4                      “Heave-Ho, Me Laddies” <i>SOM</i> Gr.4</p>	<p>Comprehension: Have students determine the theme of the text of a song as a work song, using details from the text.  <b>4.FL.VA.7c</b> Acquire and use accurately grade-</p>

# Instructional Map

## Music

Orff

Fourth Grade

QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	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 <a href="#">district-provided rubric</a> .	"Chairs to Mend" <i>SOM</i> 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.
<p><b>Cn2.A Society, Culture and History</b></p> <p>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).</p>	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)	<p>Music Skills pg. 217, <i>SOM</i> Gr.4</p> <p>Observe student performance of expressive speech with dynamics and assess using a teacher-created or <a href="#">district-provided rubric</a></p>	<p><a href="#">Haiku examples (See Appendix)</a></p> <p>"Rain" (Haiku) <i>SOM</i> Gr.4</p> <p>"Mighty River" <i>SOM</i> Gr.4</p>	<p>Comprehension: Have students refer to and identify the structural elements of types of poetry, such as Haiku</p> <p>Fluency: Students perform prose and poetry orally with accuracy, appropriate rate, and expression</p> <p><b>4.FL.VA.7b</b></p> <p>Demonstrate understanding of figurative language, word relationships, and</p>

# Instructional Map

## Music

Orff

Fourth Grade

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

# Instructional Map Music

Orff

Fourth Grade

QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
		characteristic to their cultures. Assess their understanding using a teacher-created or <a href="#">district-provided rubric</a> .		

## 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 Q4 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](http://www.dsokids.com) (Dallas Symphony Orchestra)
- [www.sfskids.org](http://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/>



# Instructional Map

## Music

Orff

Fourth Grade

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

# Instructional Map

## Music

Orff

Fourth Grade

QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	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 <a href="#">district-provided rubric</a> .	“Evening Song” <i>RR</i> “Shake Them ‘Simmons Down” <i>SBMM</i> Gr. 2 <a href="#">Transitioning from Iconic to Traditional Notation Resource</a>	Vocabulary and Fluency: Use “Treble Clef Speller” activities, such as the ones found at <a href="http://www.makingmusicfun.net/">http://www.makingmusicfun.net/</a> to reinforce treble clef staff notation <b>4.RI.RRTC.10</b> Read and comprehend stories and informational texts throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.
<b>P1.C Expressive Qualities</b>  Explain how context (such as social and cultural) informs a performance.	Discuss how the vocal technique used to perform two different songs may vary based on cultural background	Observe student discussion	"Sansa Kroma" <i>SOM</i> Gr.4 "Take Time In Life" <i>SOM</i> Gr.4 <a href="#">“Dream Ostinato” for “The Dream of Martin Luther King” F. Addicott (See Appendix)</a>	<b>4.RI.CS.4</b> 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.

# Instructional Map

## Music

Orff

Fourth Grade

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

# Instructional Map

## Music

Orff

Fourth Grade

QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
			<p>“Funwa (Funga) Alafia” <i>SBMM</i> Gr. 5 or <i>STM</i> Gr. 5</p> <p><a href="#">“Come Play the Music” (See Appendix)</a></p>	nuances in word meanings.
<p><b>P2.A</b> <b>Apply Feedback</b></p> <p>Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of solo or ensemble rehearsals or performances.</p>	Use collaborative feedback to improve bordun accompaniment performances	Observe students as they accompany appropriate songs using a bordun accompaniment and asses using a teacher-created, class-created, or <a href="#">district-provided rubric</a> .	<p>Li'l Liza Jane” <i>STM</i> Gr. 5 or <i>SBMM</i> Gr. 3</p> <p><a href="#">“Come Play the Music” (See Appendix)</a></p>	<b>4.SL.CC.3</b> Identify the reasons and evidence a speaker provides to support particular points.
<p><b>P2.B</b> <b>Rehearse and Refine</b></p> <p>Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.</p>	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')	<p>“Daybreak” <i>RR</i></p> <p>“Evening Song” <i>RR</i></p> <p>“Oh Won't You Sit Down” <i>SOM</i> Gr.4/<i>STM</i> Gr. 4</p> <p>“Shake Them ‘Simmons Down” <i>SBMM</i> Gr. 2</p>	<b>4.RI.RRTC.10</b> Read and comprehend stories and informational texts throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.

# Instructional Map

## Music

Orff

Fourth Grade

QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p><b>P3.A</b> <b>Singing</b></p> <p>Sing, alone and with others, with expression, technical accuracy, and appropriate interpretation*</p>	<p>Continue singing diatonic and pentatonic melodies using proper vocal technique (major and minor)</p>	<p>Observe students singing melodies using proper vocal technique and assess using teacher-created or <a href="#">district-provided rubric</a>.</p> <p>Have students sing one phrase or verse substituting pitch-syllable names for the words of the song. Assess solfege fluency using the following teacher-created or <a href="#">district-provided rubric</a>.</p>	<p>Sarasponda <i>OS2</i> “What Can One Little Person Do” <i>SOM Gr.4</i></p>	<p>ideas and sequence of events in the texts of diatonic and pentatonic songs</p> <p><b>4.SL.PK1.4</b> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
<p><b>P3.B</b> <b>Instruments and Body Percussion</b></p> <p>Using body percussion or instruments, perform instrumentally (pitched/unpitched), alone and with others,</p>	<p>Echo rhythmic patterns in duple and triple meter using body percussion, instruments</p>	<p>Assess student mastery of rhythmic echo using a teacher-created or <a href="#">district-provided rubric</a>.</p>	<p>“Achshav” <i>SOM Gr.4</i> “Nokken Danser” <i>SOM Gr.4</i> “El Coquí” <i>SOM Gr.4</i> “Roll On, Columbia” <i>SOM Gr.4</i> “Las Mañanitas” <i>SOM Gr.4</i></p>	<p>Fluency: Students perform prose and poetry orally with accuracy, appropriate rate, and expression</p> <p><b>4.FL.VA.7b</b> Demonstrate understanding of figurative language,</p>

# Instructional Map

## Music

Orff

Fourth Grade

QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	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 <a href="#">district-provided rubric</a> .	<p>“My Home’s in Montana” <i>SOM</i> Gr.4            “Old Paint” <i>SOM</i> Gr.4            “D’Hammerschmiedsg’s elln” <i>Teaching Movement and Dance</i></p> <p>“Daybreak” <i>RR</i>            “Evening Song” <i>RR</i>            “Oh Won’t You Sit Down” <i>SOM</i> Gr.4/<i>STM</i> Gr. 4            “Shake Them ‘Simmons Down” <i>SBMM</i> Gr. 2  <a href="#">Transitioning from Iconic to Traditional Notation Resource</a></p>	word relationships, and nuances in word meanings.  <b>4.RI.RRTC.10</b> Read and comprehend stories and informational texts throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.
<p><b>P3.C Performance Etiquette</b></p> <p>Perform appropriately for the audience and context; demonstrate appropriate posture, and</p>	Display grade-level appropriate applications of performance etiquette skills including watching the conductor, responding to non-verbal cues, maintaining appropriate posture,	Observe student performance etiquette assess using teacher-created or <a href="#">district-provided rubric</a> .	<p><a href="#">Concert Etiquette Video 1 (General)</a>  <a href="#">Concert Etiquette Video 2 (Choral)</a></p> <p><a href="#">Ten Performance Etiquette Tips for Musicians</a></p>	<b>4.RI.RRTC.10</b> Read and comprehend stories and informational texts throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.

# Instructional Map

## Music

Orff

Fourth Grade

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

### 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 Q4 CREATE DOMAIN RESOURCE LIST

# Instructional Map

## Music

Orff

Fourth Grade

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



# Instructional Map

## Music

Orff

Fourth Grade

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

# Instructional Map

## Music

Orff

Fourth Grade

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

# Instructional Map

## Music

Orff

Fourth Grade

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

**DOMAIN: RESPOND**

**Foundations**

- R1:** Perceive and analyze artistic work.
- R2:** Interpret intent and meaning in artistic work.
- R3:** Apply criteria to evaluate artistic work.

**G4 Q4 RESPOND 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](http://www.dsokids.com) (Dallas Symphony Orchestra)

# Instructional Map

## Music

Orff

Fourth Grade

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

# Instructional Map

## Music

Orff

Fourth Grade

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

# Instructional Map

## Music

Orff

Fourth Grade

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.
<p><b>R2.A Musical Characteristics</b></p> <p>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).</p>	Explain how tempo has been used to change the mood of a performance	Observe class discussion using musical vocabulary to discuss tempo.	<p><a href="#">Three Irish Traditional Canoe Song (My Paddle) OS</a></p> <p>“Chicka Hanka” <i>SOM</i> Gr.4</p> <p>“Big Bunch, A Little Bunch” <i>SOM</i> Gr.4</p> <p>“How Long The Train Been Gone” <i>SOM</i> Gr.4</p>	<b>4.FL.VA.7c</b> 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.
<p><b>R3.A Evaluating Artistic Work</b></p>	Evaluate class performances for their use of dynamic contrast	Lead student evaluation of a performance with a student generated rubric	<p>“Mighty River” <i>SOM</i> Gr.4</p> <p>“Dream Dust” <i>SOM</i> Gr.4</p>	<b>4.RI.IKI.8</b> Explain how an author uses reasons and evidence to support

# Instructional Map Music

Orff

Fourth Grade

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

## DOMAIN: CONNECT

### 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](http://www.dsokids.com) (Dallas Symphony Orchestra)

[www.sfskids.org](http://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/>

# Instructional Map

## Music

Orff

Fourth Grade

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



# Instructional Map

## Music

Orff

Fourth Grade

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