

Orff Music Grade 4

QUARTER 1

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS	
<p>PERFORM: Standard 1.0 Singing: Students will sing alone and with others, a varied repertoire of music. Standard 2.0 Playing Instruments: Students will perform on instruments, alone and with others, a varied repertoire of music. Standard 5.0 Reading and Notating: Students will read and notate music.</p>					
			<p>SOM=Spotlight On Music Share the Music=STM SBMM=Silver Burdett Making Music RR=Recorder Routes RM=Rhythmically Moving www.dsokids.com (Dallas Symphony Orchestra) www.sfskids.org (San Francisco Symphony) http://www.nyphilkids.org/main.phtml (New York Philharmonic) http://www.classicsforkids.com/ https://kids.usa.gov/art-and-music/index.shtml http://teachingwithorff.com/</p>		
<p>Traditional Notation</p>	<p>Read and perform patterns using half, quarter, eighth notes and rests with speech, body percussion, and instruments</p>	<p>Read and Listen section from <i>SOM Unit 1 Review Gr. 4</i> Create and Perform section from <i>SOM Unit 1 Review Gr. 4</i> Informal Assessment and Optional Reteaching, page 17 <i>SOM Gr. 4</i> Observe and assess student performance of rhythms using teacher-created or district-provided rubric.</p>	<p>“A Journey” <i>SOM Gr. 4</i> “Peace Round” <i>SOM Gr. 4</i> “Canon in D” <i>SOM Gr. 4</i> “Caballito Blanco” <i>SOM Gr. 4</i> “We Remember” <i>SOM Gr. 4</i></p>	<p>Vocabulary: Have students identify and explain meaning of literal and figurative language found in songs such as “Peace Round” Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	

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Vocal Technique	Sing, using diction, head tone, breath support, vowel shape, tone color, voice placement	Observe and assess student vocal performance using teacher-created or district-provided rubric .	Music Skills Vocal Development, <i>SOM Gr. 4 pgs 306, 308, 314, 317, 321, 322, 330, 347, 349</i> <i>Choir Builders</i> (Rollo Dillworth)	Comprehension: Students follow agreed-upon rules for discussions; make comments that contribute to the discussion and link to other comments Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
Pentatonic Scale	Echo-sing, using proper vocal technique, pentatonic scale patterns using solfege and hand signs (Sol,-La,-Do-Re-Mi-Sol-La-Do') Play pentatonic patterns on the pitched Orff instruments	Pitch Matching - Listen to students individually sing phrases using 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 district-provided rubric . Observe and assess student performance of pentatonic patterns on pitched percussion using a teacher-created or district-provided rubric .	"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>	Phonics: Have students use knowledge of letter-sound correspondences to phonetically read texts of songs in unfamiliar languages, such as "Bu-Vah," "Ame Fure," or "Allundé Alluia." Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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Bordun Accompaniments	Perform chord, broken chord and crossover bordun accompaniments with a pentatonic song using correct mallet technique	Observe student performance of chord, broken chord, and crossover bordun accompaniments, maintaining given tempo and using teacher-created or district-provided rubric .	<p>"Buckeye Jim" <i>SOM Gr. 4</i></p> <p>"Bedbugs and Beetles" (See Appendix)</p> <p>"Ida Red" <i>SBMMGr. 3</i></p>	<p>Comprehension: Recall story details of songs such as "The Ballad of the Bedbugs and the Beetles" and dramatize.</p> <p>Literacy.CCRA.L.3</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
Ostinato	Perform rhythmic ostinato using speech, body percussion, and instruments	Observe as students perform a rhythmic ostinato accompaniment for a poem, song or speech piece and assess using teacher-created or district-provided rubric .	<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>"Beetles and Bedbugs" (See Appendix)</p> <p>"How Much Wood Could a Woodchuck Chuck?" <i>SBMM Gr. 3</i></p>	<p>Comprehension: Recall story details of songs such as "The Ballad of the Bedbugs and the Beetles" and dramatize.</p> <p>Literacy.CCRA.L.3</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

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Canon	<p>Perform 2-part rhythmic canon with body percussion</p> <p>Perform 2-part rhythmic speech canon</p> <p>Sing a simple 2-part vocal canon</p>	<p>Observe and assess student performance of rhythmic, speech or vocal canon using teacher-created or district-provided rubric.</p> <p>Creative Unit Project (Part 3 of 6) <i>SOM Gr. 4, page 17</i></p>	<p>“Peace Round” <i>SOM Gr. 4</i></p> <p>“Canon in D” <i>SOM Gr. 4</i></p> <p>“Allundé, Alluia” <i>SOM Gr. 4</i></p> <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>Phonics: Have students use knowledge of letter-sound correspondences to phonetically read texts of songs in unfamiliar languages, such as “Bu-Vah,” “Ame Fure,” or “Allundé Alluia.”</p> <p>Literacy.CCRA.SL.6</p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
Instrument Technique	<p>Play unpitched instruments with poetry/song using correct technique</p>	<p>Observe student technique while playing instruments and assess using teacher-created or district-provided rubric.</p>	<p>“A Journey” <i>SOM Gr. 4</i></p> <p>“Ame fure” <i>SOM Gr. 4</i></p> <p>“I Let Her Go-Go” <i>STM Gr. 4</i> (See Appendix)</p>	<p>Phonics: Have students use knowledge of letter-sound correspondences to phonetically read texts of songs in unfamiliar languages, such as “Bu-Vah,” “Ame Fure,” or “Allundé Alluia.”</p> <p>Literacy.CCRA.L.3</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

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Beat/Rhythm	Distinguish between beat and rhythm of words of a song or poem	Students speak a familiar poem/sing a song with eyes closed and silently tap the beat; repeat the poem/song and have them silently tap the rhythm of the words. Assess using teacher-created or district-provided rubric .	"Bedbugs and Beetles" (See Appendix) "Ida Red" <i>SBMM Gr. 3</i>	Comprehension: Recall story details of songs such as "The Ballad of the Bedbugs and the Beetles" and dramatize. Literacy.CCRA.SL.4 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.
Tempo and Dynamics	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, ritardando) within a given music selection. Identify tempo markings (e.g., allegro, andante, largo, presto, accelerando, ritardando) within a given music selection.	Perform a speech piece, demonstrating the use of the chosen dynamic markings. Assess using teacher-created or district-provided rubric . Label dynamics on a listening map or piece of music heard during a listening example. Assess using teacher-created or district-provided rubric . Informal assessment game: List tempo terms on the board. As you point to each term, observe students adjustment of their tempo as they pat the beat and speak/sing a poem/song. Assess using teacher-created or district-provided rubric .	"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> "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> (link to video of ballet: famous excerpt starts at 1:20) "Walking in the Air" <i>SOM Gr. 4</i>	Vocabulary: Demonstrate understandings of word meanings and relationships by accurately labeling dynamic and tempo markings in listening examples Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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Performance Etiquette	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.	Observe student performance etiquette assess using teacher-created or district-provided rubric .	Concert Etiquette Video 1 (General) Concert Etiquette Video 2 (Choral) Performance Practices by Grade Level	Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CREATE: Standard 3.0 Improvising: Students will improvise melodies, variations, and accompaniments. Standard 4.0 Composing: Students will compose and arrange music within specific guidelines.				
Pentatonic Scale	Improvise an eight-beat melody using a pentatonic scale	Observe as students improvise melodies on pitched percussion instruments and assess using a teacher-created or district-provided rubric .	"Bedbugs and Beetles" (See Appendix) "I'll Rise When the Rooster Crows" SOM Gr. 4	Comprehension: Recall story details of songs such as "The Ballad of the Bedbugs and the Beetles" and dramatize. Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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<p>RESPOND: Standard 6.0 Listening and Analyzing: Students will listen to, analyze, and describe music. Standard 7.0 Evaluating: Students will evaluate music and music performances.</p>				
<p>Form</p>	<p>Perform a piece in AB/ABA form and label the sections</p>	<p>Discuss the difference between AB and ABA form</p> <p>Observe student identification of sections of a song by using cue cards, listening maps or creative movement and assess using a teacher-created or district-provided rubric.</p>	<p>“Allundé, Alluia” <i>SOM Gr. 4</i> “Cedar Swamp” <i>SOM Gr.4</i> “I Let Her Go, Go” STM Gr. 4 (See Appendix for B section) “Sarasponda” <i>SOM Gr. 4</i> Previously learned dances</p>	<p>Phonics: Have students use knowledge of letter-sound correspondences to phonetically read texts of songs in unfamiliar languages, such as “Bu-Vah,” “Ame Fure,” or “Allundé Alluia.”</p> <p>Literacy.CCRA.L.6</p> <p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>

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Phrases	Identify number of phrases in a section and number of beats in phrases	Observe student identification of phrases in a song and assess using a teacher-created or district-provided rubric .	“Morning Has Broken” <i>SOM Gr. 4</i> “Vinqo” <i>SOM Gr. 4</i> “Frère Jacques” <i>SOM Gr. 4</i> “Marken er Mejet” <i>SOM Gr. 4</i>	Fluency: Discuss similarities between phrase structure and sentence structure Comprehension: Students compare and contrast phrase structure of a song to sequence of events in a story Literacy.CCRA.SL.4 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. Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style , and to comprehend more fully when reading or listening.
Proper Audience Etiquette	Demonstrate proper audience etiquette and evaluate audience behavior during performances	Observe student behavior during performances and assess using a teacher-created or district-provided rubric .	Audience Etiquette Self-Evaluation Audience Etiquette Video List of live, local, free or low-cost events, field trip grants and how to apply for them.	Comprehension: Students follow agreed-upon rules for discussions; make comments that contribute to the discussion and link to other comments Literacy.CCRA.SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
CONNECT: Standard 8.0 Interdisciplinary Connections: Students will illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.				

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Standard 9.0 Historical and Cultural Relationships: Students will compare and contrast various historical backgrounds and related music genres				
Pitch and Size	Identify highest and lowest pitches on the pitched Orff instruments (Science connection)	Students describe relationship of size to the sound source/instrument and its pitch (Science connection). Assess understanding using a teacher-created or district-provided rubric .	<i>SOM Gr. 4 pgs. 116-117</i>	Comprehension: Using the lesson on pp. 116-117 of <i>Spotlight on Music</i> , compare and contrast look and sound of various instruments. Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
Music and Dance from Other Cultures	Perform songs and dances from various cultures and historical periods (such as the United States if using the suggested resource)	Students compare and contrast the dances of two or more cultures using a Venn Diagram and discuss what makes the dances characteristic to their cultures . Assess student understanding using a teacher-created or district-provided rubric . Observe student performance of folk dances and assess using teacher-created or district-provided rubric .	“Lil ‘Liza Jane” <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 (level II)</i>	Comprehension: Students compare and contrast the dances of each culture and discuss what makes them characteristic to their cultures Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style , and to comprehend more fully when reading or listening.

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<p>Regional Songs</p>	<p>Describe stylistic characteristics of selected regional songs</p>	<p>Students describe the characteristics of the songs in relation to the region. Identify (classify) and discuss music from different genres and cultures using a graphic organizer. Assess student understanding using a teacher-created or district-provided rubric.</p>	<p>“Rocky Top” <i>SOM Gr. 5/SBMMGr. 5</i> “Frog Went A-Courtin” <i>SOM Gr. 4</i> “Cotton-Eye Joe” <i>SOM Gr. 4</i></p> <p>Writing About the Music of TN graphic organizer</p>	<p>Comprehension: Students use key details from the texts of regional songs to classify those songs as from a particular region</p> <p>Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
PERFORM: Standard 1.0 Singing: Students will sing alone and with others, a varied repertoire of music. Standard 2.0 Playing Instruments: Students will perform on instruments, alone and with others, a varied repertoire of music. Standard 5.0 Reading and Notating: Students will read and notate music.				
Traditional Notation	Perform 8-beat notated patterns using half, quarter, and eighth notes, and quarter and half rests using body percussion and instruments Sing songs that include whole note and whole rest Play recorder patterns that include Whole note and Whole rest	Observe and assess student performance of rhythms and/or rhythm reading using teacher-created or district-provided rubric . Observe and assess student performance of recorder performance and melodic/rhythmic reading skills using using teacher-created or district-provided rubric .	“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> “Happy Talk” <i>SOM Gr. 4</i> “Dok Djampa” <i>SOM Gr. 4</i> “All Through the Night” <i>RR</i> “Shalom Chaveyrim” <i>SOM Gr. 3/4 Recorder Bk</i>	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” Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

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Pentatonic Scale	Perform songs using proper vocal technique in major and minor pentatonic scales	<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 district-provided rubric.</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 district-provided rubric.</p>	<p>“Leatherwing Bat” <i>SBMM Gr. 2</i> (E minor pentatonic)</p> <p>“Black and Gold” (See Appendix for melody. Use two verses of poem, found in STM KK revised edition.)</p>	<p>Fluency: Have students read text of “Black and Gold” with proper expression to reinforce vocal technique</p> <p>Fluency: Discuss similarities between phrase structure and sentence structure</p> <p>Comprehension: Students compare and contrast phrase structure of a song to sequence of events in a story Literacy.CCRA.SL.6</p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
Soprano Recorder	Perform simple patterns using B-A-G fingerings	Observe student performances of BAG patterns on recorder and assess using teacher-created or district-provided rubric .	<p>“Farfallina” <i>SOM Gr. 4</i></p> <p>“Hot Cross Buns” <i>SOM Gr. 3/4 Recorder Bk</i></p> <p>“Au clair de la lune” <i>SOM Gr. 3/4 Recorder Bk</i></p> <p>“It’s in the BAG” (See Appendix)</p> <p>“Traffic Jam” (See Appendix)</p> <p>“Thanksgiving Day Parade” C. King (See Appendix)</p>	<p>Vocabulary and Fluency: Use “Treble Clef Speller” activities, such as the ones found at http://www.makingmusicfun.net/ to reinforce treble clef staff notation</p> <p>Literacy.CCRA.R.10</p> <p>Read and comprehend complex literary and informational texts independently and proficiently.</p>

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<p>Skips, Steps, and Repeated Notes</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 district-provided rubric for voice or recorder.</p> <p>Observe as students improvise and perform melodic patterns that contain skips, steps and repeated tones. Assess understanding using teacher-created or district-provided rubric.</p>	<p>"Cotton-Eyed Joe" <i>SOM Gr. 4</i> "Thanksgiving Day Parade" C. King (See Appendix)</p> <p>"Old Abram Brown" <i>SOM Gr. 4/STM Gr. 5</i></p> <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> Skips, Steps and Repeated Tones Resource</p>	<p>Vocabulary: Identify real-life connections between the terms <i>step, skip, and repeated</i> and their use in music. Literacy.CCRA.R.4</p> <p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>
<p>Bordun Accompaniment</p>	<p>Perform level bordun accompaniment with a pentatonic song</p> <p>Perform crossover bordun accompaniment with a pentatonic song</p>	<p>Observe and assess student performance of bordun accompaniments using teacher-created or district-provided rubric.</p>	<p>"Black and Gold" (See Appendix for orchestration)</p> <p>"Oliver Cromwell" <i>SOM Gr. 4</i></p> <p>"I'll Rise When the Rooster Crows" <i>SOM Gr. 4</i></p> <p>"There Was a Pig Went Out to Dig" (See Appendix)</p> <p>"Make New Friends" <i>SBMM Gr. 3</i></p>	<p>Fluency: Have students read text of "Black and Gold" with proper expression to reinforce vocal technique Literacy.CCRA.L.3</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

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Partner Songs	Perform partner songs	Observe student’s ability to maintain their own part while 2 parts are sung. Assess using teacher-created or district-provided rubric .	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>	Comprehension: Identify key ideas and sequence of events in the texts of partner songs Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
Performance Etiquette	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.	Observe student performance etiquette assess using teacher-created or district-provided rubric .	Concert Etiquette Video 1 (General) Concert Etiquette Video 2 (Choral) Ten Performance Etiquette Tips for Musicians Performance Practices by Grade Level	Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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<p>CREATE: Standard 3.0 Improvising: Students will improvise melodies, variations, and accompaniments. Standard 4.0 Composing: Students will compose and arrange music within specific guidelines.</p>				
<p>Ostinato</p>	<p>Create 8-beat rhythmic ostinato and perform it as an accompaniment to speech or song, using body percussion/instruments</p>	<p>Observe small group performances of students' created eight-beat ostinato as accompaniment for a section of a listening example and assess using teacher-created or district-provided rubric.</p>	<p>"No R's in That" <i>Tyme for a Rhyme</i> "Punch and Judy" <i>Tyme for a Rhyme</i> "Hickory Dickory Dare" <i>Second Rhyme Around</i></p>	<p>Fluency: Students perform prose and poetry orally with accuracy, appropriate rate, and expression Literacy.CCRA.SL.4 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>Steps, skips, and repeated notes</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 improvisation or composition.</p>	<p>"Cotton-Eyed Joe" <i>SOM Gr. 4</i> "Thanksgiving Day Parade" C. King (See Appendix) "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. Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>Introduction, Coda, Interlude</p>	<p>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 provided rubric for melodic composition of introduction, interlude and coda,</p> <p style="text-align: center;">or</p> <p>Sound color/unpitched percussion/speech composition of introduction, interlude and coda.</p>	<p>“Thanksgiving Day Parade” C. King (See Appendix) “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. Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>

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QUARTER 2

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>RESPOND: Standard 6.0 Listening and Analyzing: Students will listen to, analyze, and describe music. Standard 7.0 Evaluating: Students will evaluate music and music performances.</p>				
<p>Form</p>	<p>Demonstrate phrase awareness by drawing lines in air to show length and number of phrases in the song</p> <p>Label phrases in a song as same or different</p>	<p>Observe student identification of phrases in a song and assess using a teacher-created or district-provided rubric.</p> <p>Observe as students describe how phrases are alike/ different (length, rhythm, pitch pattern). Assess using a teacher-created of district-provided rubric.</p>	<p>“A La Puerta del Cielo” <i>SOM Gr. 4</i> “Leatherwing Bat” <i>SBMM Gr. (4</i> different phrases) “Liza Jane” <i>SOM Gr. 4/STM Gr. 5</i> “Morning Has Broken” <i>SOM Gr. 4</i> “Black and Gold” (see appendix) “Alley Cat” <i>RM3</i></p>	<p>Fluency: Have students read text of “Black and Gold” with proper expression to reinforce vocal technique</p> <p>Fluency: Discuss similarities between phrase structure and sentence structure</p> <p>Comprehension: Students compare and contrast phrase structure of a song to sequence of events in a story Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>

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QUARTER 2

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
Proper Audience Etiquette	Demonstrate proper audience etiquette and evaluate audience behavior during performances	Observe student behavior during performances and assess using a teacher-created or district-provided rubric .	Audience Etiquette Self-Evaluation Audience Etiquette Video List of live, local, free or low-cost events, field trip grants and how to apply for them.	Comprehension: Students follow agreed-upon rules for discussions; make comments that contribute to the discussion and link to other comments Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<p>CONNECT: Standard 8.0 Interdisciplinary Connections: Students will illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.</p> <p>Standard 9.0 Historical and Cultural Relationships: Students will compare and contrast various historical backgrounds and related music genres</p>				
Holiday Songs	Listen to, sing, and classify various holiday songs.	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 district-provided rubric .	"Celebrations" Section <i>SOM Gr. 4</i> , pp. 372-284 Writing About World Music Graphic Organizer	Comprehension: Have students identify and describe characteristics of holiday songs and classify or compare and contrast Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>PERFORM: Standard 1.0 Singing: Students will sing alone and with others, a varied repertoire of music.</p> <p>Standard 2.0 Playing Instruments: Students will perform on instruments, alone and with others, a varied repertoire of music.</p> <p>Standard 5.0 Reading and Notating: Students will read and notate music.</p>				
<p>Traditional Notation</p>	<p>Vocally/instrumentally read and perform eight-beat patterns that include sixteenth notes</p>	<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.</p> <p>Observe student performances of rhythm using the Review section from <i>SOM Unit 2 Review Gr. 4</i></p> <p>Observe student performances of rhythm using the “Read and Listen” section from <i>SOM Unit 2 Review Gr. 4</i></p> <p>Assess student mastery of rhythm reading using a teacher-created or district-provided rubric.</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>“Swapping Song” <i>SOM Gr.4</i></p> <p>“Molinillo de Cafe” <i>SOM Gr. 4</i></p> <p>“Chicken on the Fencepost” <i>SBMM Gr. 3</i></p> <p>“Ding Dong Diggidiggidong” <i>SBMM Gr. 3</i></p> <p>“Sourwood Mountain” <i>SBMM Gr. 4</i></p> <p>“Fossils” from <i>Carnival of the Animals</i> (listening) <i>SBMM Gr. 4</i></p> <p>“Chatter with the Angels” <i>Strike it Rich</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>Literacy.CCRA.R.4</p> <p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Literacy.CCRA.R.10</p> <p>Read and comprehend complex literary and informational texts independently and proficiently.</p>

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QUARTER 3

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>Diatonic Scale</p>	<p>Echo patterns and perform songs that include Fa and Ti</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 district-provided rubric.</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 district-provided rubric.</p>	<p>“Early in the Morning at Eight O’clock” <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</p>	<p>Comprehension: Identify and recount sequence of events and key details from texts of diatonic songs</p> <p>Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p>Soprano Recorder</p>	<p>Add the fingering for low E on recorder and play simple patterns using B-A-G-E</p>	<p>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 district-provided rubric.</p>	<p>“Old House” <i>SOM</i> Gr.4 “Out in the Garden” (See Appendix) “Standing in the Need of Prayer” (melody) <i>Highlighting the Holidays</i> “I’ll Rise When the Rooster Crows” (See Appendix) “Black Mosquito” (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> Transitioning from Iconic to Traditional Notation Resource</p>	<p>Vocabulary and Fluency: Use “Treble Clef Speller” activities, such as the ones found at http://www.makingmusicfun.net/ to reinforce treble clef staff notation</p> <p>Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p>

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QUARTER 3

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
Ostinato	<p>Sing/play a melodic ostinato with a song</p> <p>Continue performing rhythmic ostinato accompaniments</p>	<p>Observe student performance of rhythmic or melodic ostinato and assess using a teacher-created or district-provided rubric.</p>	<p>“Hold My Mule” <i>SOM Gr. 4</i></p> <p>“Dream Ostinato” for “The Dream of Martin Luther King” F. Addicott (See Appendix)</p> <p>“I Don’t Care if the Rain Comes Down”</p> <p><i>SBMM Gr. 3 (See Appendix for ostinato)</i></p>	<p>Fluency: Students perform prose and poetry orally with accuracy, appropriate rate, and expression Literacy.CCRA.SL.4</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>
Question and Answer	<p>Perform 8-beat movement question and answer with a partner</p> <p>Perform 8-beat rhythmic question and answer with body percussion/unpitched instruments</p>	<p>Observe students performing 8-beat questions and answers and assess using teacher-created or district-provided rubrics for movement question and answer or rhythmic question and answer.</p>	<p>“Standing in the Need of Prayer” <i>Highlighting the Holidays</i></p>	<p>Comprehension: Have students describe the relationship between musical questions and answers and compare to linguistic questions and answers Literacy.CCRA.SL.4</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>

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QUARTER 3

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
Dynamics	Identify and label the markings for gradually getting louder and softer (crescendo/decrescendo)	Music Skills, page 109, SOM Gr.4 Observe student ability to identify and label dynamic markings in music and assess using a teacher-created or district-provided rubric . (See row for "Identify and Label" or choose a row that better suits your chosen assessment.)	"El Manisero" SOM Gr.4 "Guadalcanal March" SOM Gr.4 "Rain" (Haiku) SOM Gr.4	Vocabulary: Demonstrate understandings of word meanings and relationships by accurately labeling dynamic markings in listening examples Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Performance Etiquette	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.	Observe student performance etiquette assess using teacher-created or district-provided rubric .	Concert Etiquette Video 1 (General) Concert Etiquette Video 2 (Choral) Ten Performance Etiquette Tips for Musicians Performance Practices by Grade Level	Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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QUARTER 3

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>CREATE: Standard 3.0 Improvising: Students will improvise melodies, variations, and accompaniments. Standard 4.0 Composing: Students will compose and arrange music within specific guidelines.</p>				
<p>Question and Answer</p>	<p>Create a rondo with speech/song for A and rhythmic questions and answers for contrasting sections</p>	<p>Observe students performances of 8-beat rhythmic questions and answers and assess using a teacher-created or district-provided rubric.</p>	<p>“Chicka Hanka” SOM Gr.4</p>	<p>Comprehension: Have students describe the relationship between musical questions and answers and compare to linguistic questions and answers Literacy.CCRA.SL.4 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>Melody</p>	<p>Compose (and perform) a simple four-measure melody</p>	<p>Observe as students perform their melodies for others and/or describe the elements they used in their composition. Assess using a teacher-created or district-provided rubric.</p>	<p>“Day-O” SOM Gr.4 “I Heard a Mockingbird” SOM Gr.4</p>	<p>Literacy.CCRA.SL.4 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. Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task.</p>

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QUARTER 3

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>RESPOND: Standard 6.0 Listening and Analyzing: Students will listen to, analyze, and describe music. Standard 7.0 Evaluating: Students will evaluate music and music performances.</p>				
<p>Dynamic Changes</p>	<p>Listen to/follow a listening map for an example of sudden and gradual changes in dynamics</p>	<p>Music Skills, page 109, <i>SOM</i> Gr.4</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 district-provided rubric. (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 Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>

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QUARTER 3

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>Orchestral Instruments</p>	<p>Classify, visually or aurally, given instruments into their orchestral families.</p>	<p>Assess student mastery of instrument identification (aural and visual) using a teacher-created or district-provided rubric.</p>	<p>“The Sorcerer’s Apprentice” (Excerpt) (Listening) SOM Gr. 4</p>	<p>Comprehension: Using the <i>Sorcerer’s Apprentice</i> lesson on pp. 116-117 of <i>Spotlight on Music</i>, have students classify instruments into families using details from the text.</p> <p>Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>
<p>Proper Audience Etiquette</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 district-provided rubric.</p>	<p>List of live, local, free or low-cost events, field trip grants and how to apply for them.</p>	<p>Comprehension: Students follow agreed-upon rules for discussions; make comments that contribute to the discussion and link to other comments</p> <p>Literacy.CCRA.SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>

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QUARTER 3

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>CONNECT: Standard 8.0 Interdisciplinary Connections: Students will illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.</p> <p>Standard 9.0 Historical and Cultural Relationships: Students will compare and contrast various historical backgrounds and related music genres</p>				
<p>Expressive Speech</p>	<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>	<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 district-provided rubric.</p>	<p>Haiku examples (See Appendix)</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>Literacy.CCRA.L.5</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
<p>Songs and Dances from Various Cultures</p>	<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 district-provided rubric.</p> <p>Observe as students perform folk dances of varied cultures or historical periods and assess their mastery using a teacher-created or district-provided rubric.</p> <p>Observe/listen as students compare and contrast the dances of each culture and discuss what makes them characteristic to their cultures. Assess their understanding using a teacher-created or district-provided rubric.</p>	<p>“Erev Shel Shoshanim” <i>SOM</i> Gr.4</p> <p>“Nokken Danser, <i>SOM</i> Gr.4</p> <p>“Shabat Shalom” <i>SOM</i> Gr.4</p> <p>“Ban Dal” <i>SOM</i> Gr.4</p> <p>“Bannelou Lambaol” <i>RM8</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>Literacy.CCRA.SL.2</p> <p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Literacy.CCRA.L.3</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when</p>

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
				reading or listening.
Work Songs	Sing and classify a song as a work song using teacher given vocabulary.	<p>Observe as students identify and describe musical characteristic/elements of a work song and assess using a teacher-created or district-provided rubric.</p> <p>Observe as students sing work songs and assess their mastery of the style using a teacher-created or district-provided rubric.</p>	<p>“Pat Works on the Railway” <i>SOM Gr.4/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>Comprehension: Have students determine the theme of the text of a song as a work song, using details from the text.</p> <p>Literacy.CCRA.L.6</p> <p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>

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QUARTER 4

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>PERFORM: Standard 1.0 Singing: Students will sing alone and with others, a varied repertoire of music.</p> <p>Standard 2.0 Playing Instruments: Students will perform on instruments, alone and with others, a varied repertoire of music.</p> <p>Standard 5.0 Reading and Notating: Students will read and notate music.</p>				
<p>Traditional Notation</p>	<p>Read and perform 8-beat patterns including traditional notation of syncopation (eighth, quarter, eighth)</p> <p>Read and perform songs in triple meter that include dotted half notes</p>	<p>Informal Assessment and Optional Reteaching, page 141 <i>SOM Gr. 4</i></p> <p>Assess student mastery of rhythm performance/echo/reading using a teacher-created or district-provided rubric.</p> <p>Assess student mastery of rhythm reading in varied meters using a teacher-created or district-provided rubric.</p>	<p>“Chicka Hanka” <i>SOM Gr.4</i></p> <p>“Big Bunch, A Little Bunch” <i>SOM Gr.4</i></p> <p>“How Long The Train Been Gone” <i>SOM Gr.4</i></p> <p>“I Heard a Mockingbird” <i>SOM Gr.4</i></p> <p>“Old Ark’s A-Moverin” <i>SOM Gr.4</i></p> <p>“Festival Dance” <i>SOM Gr.4</i></p> <p>“Shabot Shalom” <i>SOM Gr.4</i></p> <p>“Peasant’s Dancing Day” <i>SOM Gr.4</i></p> <p>“Li’l Liza Jane” <i>STM Gr. 5,</i> or <i>SBMM Gr. 3</i></p> <p>“Funwa (Funga) Alafia” <i>SBMMGr. 5</i> or <i>STM Gr. 5</i></p> <p>“Come Play the Music” (See Appendix)</p>	<p>Fluency: Students perform prose and poetry orally with accuracy, appropriate rate, and expression</p> <p>Literacy.CCRA.R.4</p> <p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Literacy.CCRA.R.10</p> <p>Read and comprehend complex literary and informational texts independently and proficiently.</p>
<p>Duple and Triple Meter</p>	<p>Echo rhythmic patterns in duple and triple meter using body percussion, instruments</p> <p>Perform songs in 3/4 meter that include sounds that last three beats</p>	<p>Assess student mastery of rhythmic echo using a teacher-created or district-provided rubric.</p> <p>Assess student mastery of rhythm performance/reading in varied meters using a teacher-created or district-provided rubric.</p>	<p>“Achshav” <i>SOM Gr.4</i></p> <p>“Nokken Danser” <i>SOM Gr.4</i></p> <p>“El Coqui” <i>SOM Gr.4</i></p> <p>“Roll On, Columbia” <i>SOM Gr.4</i></p> <p>“Las Mañanitas” <i>SOM Gr.4</i></p> <p>“My Home’s in Montana” <i>SOM Gr.4</i></p> <p>“Old Paint” <i>SOM Gr.4</i></p> <p>“D’Hammerschmiedsg’selln” <i>Teaching Movement and Dance</i></p>	<p>Fluency: Students perform prose and poetry orally with accuracy, appropriate rate, and expression</p> <p>Literacy.CCRA.L.5</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

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QUARTER 4

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
Melody	Continue singing diatonic and pentatonic melodies using proper vocal technique (major and minor)	<p>Observe students singing melodies using proper vocal technique and assess using teacher-created or district-provided rubric.</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 district-provided rubric.</p>	<p>“Chumbara” <i>SOM</i> Gr.4, <i>STM</i> Gr. 5</p> <p>“What Can One Little Person Do” <i>SOM</i> Gr.4</p>	<p>Comprehension: Identify key ideas and sequence of events in the texts of diatonic and pentatonic songs</p> <p>Literacy.CCRA.SL.4</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>Literacy.CCRA.W.4</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
Soprano Recorder	<p>Add the fingering for low D and play simple B-A-G-E-D patterns</p> <p>Read and perform notated patterns that include B-A-G-E and D below the staff using a combination of iconic and traditional notation.</p>	<p>Observe students as they play the recorder and assess mastery using a teacher-created or district-provided rubric.</p>	<p>“Daybreak” <i>RR</i></p> <p>“Evening Song” <i>RR</i></p> <p>“Something for Me, Something for You” <i>SOM</i> Gr.4</p> <p>“Most Done Ling’rin’ Here” <i>SOM</i> Gr.4</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> <p>Transitioning from Iconic to Traditional Notation Resource</p>	<p>Vocabulary and Fluency: Use “Treble Clef Speller” activities, such as the ones found at http://www.makingmusicfun.net/ to reinforce treble clef staff notation</p> <p>Literacy.CCRA.R.10</p> <p>Read and comprehend complex literary and informational texts independently and proficiently.</p>

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
Bordun Accompaniments	Continue performing bordun accompaniments	Observe students as they accompany appropriate songs using a bordun accompaniment and asses using a teacher-created or district-provided rubric .	"Walk in the Parlor" <i>SOM</i> Gr.4 "Li'l Liza Jane" <i>STM</i> Gr. 5 or <i>SBMM</i> Gr. 3 "Come Play the Music" (See Appendix)	Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style , and to comprehend more fully when reading or listening.
Performance Etiquette	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.	Observe student performance etiquette assess using teacher-created or district-provided rubric .	Concert Etiquette Video 1 (General) Concert Etiquette Video 2 (Choral) Ten Performance Etiquette Tips for Musicians Performance Practices by Grade Level	Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CREATE: Standard 3.0 Improvising: Students will improvise melodies, variations, and accompaniments. Standard 4.0 Composing: Students will compose and arrange music within specific guidelines.				
Question and Answer	Create a rondo with speech/song for A and melodic questions and answers for contrasting sections	Observe students performances of 8-beat melodic questions and answers and assess using a teacher-created or district-provided rubric .	"Chicka Hanka" <i>SOM</i> Gr.4	Comprehension: Have students describe the relationship between musical questions and answers and compare to linguistic questions and answers Literacy.CCRA.SL.4 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.

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Grade 4

QUARTER 4

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>Syncopation</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 rhythmic composition or rhythmic improvisation.</p>	<p>“Chicka Hanka” <i>SOM</i> Gr.4</p> <p>“Li'l Liza Jane” <i>STM</i> Gr. 5, or <i>SBMM</i> Gr. 3</p> <p>“Funwa (Funga) Alafia” <i>SBMM</i> Gr. 5 or <i>STM</i> Gr. 5</p> <p>“Come Play the Music” (See Appendix)</p>	<p>Fluency: Students read texts of songs with accuracy, appropriate rate, and expression to reinforce syncopation and vocal technique</p> <p>Literacy.CCRA.SL.6</p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>RESPOND: Standard 6.0 Listening and Analyzing: Students will listen to, analyze, and describe music. Standard 7.0 Evaluating: Students will evaluate music and music performances.</p>				
<p>Dynamics</p>	<p>Choose dynamic markings (p, mf, f, crescendo, decrescendo, accent) for metered or un-metered poetry and perform with speech, movement and/or instruments</p>	<p>Video record students as they select and apply dynamics for metered or un-metered poetry and perform with speech, movement and/or instruments and ask them to self-assess as they watch the recordings using a teacher-created or district-provided rubric.</p>	<p>“Mighty River” SOM Gr.4 “Dream Dust” SOM Gr.4 “Trains at Night” SOM Gr.4 Haiku examples (See Appendix)</p>	<p>Comprehension: Have students refer to and identify the structural elements of types of poetry, such as Haiku Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>CONNECT: Standard 8.0 Interdisciplinary Connections: Students will illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.</p> <p>Standard 9.0 Historical and Cultural Relationships: Students will compare and contrast various historical backgrounds and related music genres</p>				
<p>Dynamics</p>	<p>Choose dynamic markings (p, mf, f, crescendo, decrescendo, accent) for metered or unmetered poetry and perform with speech, movement and/or instruments to enhance the overall dramatic performance.</p>	<p>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 teacher-created or district-provided rubric. (Use the “select and apply” row.)</p>	<p>“Mighty River” SOM Gr.4 “Dream Dust” SOM Gr.4 “Trains at Night” SOM Gr.4 Haiku examples (See Appendix)</p>	<p>Comprehension: Have students refer to and identify the structural elements of types of poetry, such as Haiku Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>

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QUARTER 4

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>Songs and Dances from Various Cultures</p>	<p>Perform songs and dances from various cultures and historical periods</p> <p>Review dances learned previously</p> <p>Sing and classify a song as ethnic/folk using teacher given vocabulary</p>	<p>Assess student performances of songs and dances from varied cultures and historical periods using teacher-created or district-provided rubrics:</p> <p>Folk Dance Rubric</p> <p>Singing Rubric (Perform)</p> <p>Singing Rubric (World Music)</p> <p>Unpitched Percussion Rubric (Perform)</p> <p>Unpitched Percussion Rubric (World Music)</p> <p>Identify (classify) and discuss music from different genres and cultures using a graphic organizer. Assess student understanding using a teacher-created or district-provided rubric.</p>	<p>“Debka Kurdit” <i>SOM Gr.4</i></p> <p>“St. Patrick was a Gentleman” <i>SBMM Gr. 3</i></p> <p>“Spinning Wheel” <i>SOM Gr.4</i></p> <p>“Twee emmertijes” <i>SOM Gr.4</i></p> <p>“Pat Works on the Railway” <i>SOM Gr.4</i></p> <p>“Erev Shel Shoshanim” <i>SOM Gr.4, RM 3</i></p> <p>“Katyusha” <i>SOM Gr.4</i></p> <p>“New Africa” <i>SOM Gr.4</i></p> <p>Beryoza (The Birch Tree) <i>SOM Gr.4</i></p>	<p>Comprehension: Students compare and contrast the dances of each culture and discuss what makes them characteristic to their cultures</p> <p>Literacy.CCRA.SL.2</p> <p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Literacy.CCRA.L.3</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>