

Fourth Grade - March
 Unit/Module Scope & Sequence
 (Learning to occur with a specific topic/piece of text)

Unit Title:

Reading and Notating in the Treble Staff / Music Around The World with Duffy The Bear

Topic: *(Brief Description of Title, what we want the kids to learn)*

The students will be continuing their work with the treble staff and its notation. Students will continue to work together to play as an Orffestra...combining our work with staff reading and our previous knowledge from the Recorder Karate Level 2 curriculum that we began last school year. Mrs. Kamp is arranging each of the Recorder Karate Level 2 pieces for Orffestra so that the class can play an new "Orffestra Belt" each month.

Students will begin a multiple quarter journey around the world through music. Students will travel to different countries and cultures, exploring their past and present through their music by learning all about the different folk instruments, folk songs and folk dances of each place we visit. Students will learn to sing songs from other countries / cultures and play instruments from them (or play folk song adaptations on the classroom instruments and the recorder). Students will also learn to dance traditional dances form some of the places we visit. Students will watch video clips of traditional music from each location as well as learn about the people, culture, and geography of the place being visited. Students will keep a passport journal documenting their visit to each place.

Month:

March

Unit Focus Standards: *(Common Core Learning Standards that are focus in the unit.)*

| New York State Learning Standards for the Arts Conceptual Framework | | |
|--|--|--|
| Shared by All Arts Disciplines | | Discipline-Specific Performance Indicators |
| Artistic Processes | Anchor Standards | |
| Cr Creating | 1. Generate and conceptualize artistic ideas and work. | All Arts Disciplines Performance Indicators are written for each grade |
| | 2. Organize and develop artistic ideas and work. | |

| | | | | |
|--|--|-----|--|--|
| Conceiving and developing new artistic ideas and work. | | 3. | Refine and complete artistic work | level, within each arts discipline: <ul style="list-style-type: none"> • Pre-K – 8 • High School <ul style="list-style-type: none"> ○ HSI – Proficient ○ HSII – Accomplished ○ HSIII – Advanced <p>.....</p> <p>Music Only General Music</p> <ul style="list-style-type: none"> • Pre-K – 8 <p>In additional strands:</p> <ul style="list-style-type: none"> • Harmonizing Instruments, Traditional and Emerging Ensembles <ul style="list-style-type: none"> ○ Novice – Gr 5 ○ Intermediate – Gr 8 • Composition & Theory, Technology <ul style="list-style-type: none"> ○ HSI – Proficient ○ HSII – Accomplished ○ HSIII – Advanced |
| Pr | Performing Music Dance Theater | 4. | Select, analyze, and interpret artistic work for presentation. | |
| | | 5. | Develop and refine artistic techniques and work for presentation. | |
| | | 6. | Convey meaning through the presentation of artistic work. | |
| Re Responding Understanding and evaluating how the arts convey meaning. | | 7. | Perceive and analyze artistic work. | |
| | | 8. | Interpret meaning in artistic work. | |
| | | 9. | Apply criteria to evaluate artistic work. | |
| Cn Connecting Relating artistic ideas and work with personal meaning and external context. | | 10. | Relate and synthesize knowledge and personal experiences to inspire and inform artistic work. | |
| | | 11. | Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future. | |

• **COMMON CORE ALIGNMENT – MATH**

| Domain | Core Curriculum Standard | Music |
|---------------------------------|---|---|
| Counting & Cardinality | Know number names & counting sequence | Know rhythmic value of notes and rests Count basic rhythms |
| Operations & Algebraic Thinking | Represent addition/subtract with objects Generate and analyze patterns | Performance of rhythmic/tonal patterns |
| Number & Operations-Fractions | Understand fractions as numbers Understand fraction equivalents | Rhythmic values of notes & rests Measures |
| Measurement & Data | Classify objects & count number of objects Work with time Measure lengths Describe & compare measurable attributes Represent and interpret data | Organize sound over time (rhythmic aspect) Tempo |
| Geometry | Identify and describe shapes | Form |

| | | |
|------------------------------------|--|--|
| | Graph points to solve real-world problems Making inferences and justifying conclusions from observation | |
| Ratio & Proportional Relationships | Ratio concepts and use reasoning to solve problems | |

• **COMMON CORE ALIGNMENT – ELA:**

| Strand | Core Curriculum standard | Music |
|-----------------------------|---|---|
| Reading for Literature | Recount stories, fables, etc. Words/phrases describe rhythm & meaning Overall structure of story Different points of view of characters Identify who is telling story Compare/contrast 2 or more versions of story Determine theme and analyze it's development Compare/contrast written work to media version Make connections between written text and other perspectives | Folk songs Rhythms, patterns, repetition, form Form Cultural connections to music |
| Reading for Information | Questions re: details of text Know/use text features Meaning of domain specific words Describe overall structure of events, ideas, concepts or info Distinguish own point of view Engage in group reading w/purpose & understanding | Critical listening Expressive markings in music Music specific vocabulary Form React to music, improvisation Sing and play with others |
| Reading Foundational Skills | Print concepts Phonological awareness Phonics & word recognition Fluency | Read music notation, follow own part Lyrics, rhythm, note reading Music reading, practice for fluency |
| Writing | Write opinion supporting point of view Draw evidence from text for analysis Write information/explanatory texts Production and distribution of writing Short research projects Write to support analysis of topics or text Create text in response to literary work | Critical responses |
| Speaking & Listening | Ask/answer questions to clarify comprehension Create multimedia presentation of stories or poems Engage in collaborative discussions Initiate and participate effectively in collaborative work Evaluate speaker's point of view Include multimedia components to clarify information Make strategic use of digital media | Teacher questioning Collaborative discussions Multimedia |
| Language | Identify connections between words & their use Correct use for frequently confused words Use knowledge of language to write, speak, read, listen Use nuances in word meanings Distinguish shades of meanings Acquire & use domain-specific words and phrases Demonstrate command of conventions of standard English | Musical vocabulary Clarify misused vocabulary (hi/low, soft/loud) Use music vocabulary to describe music |

Overview/Objectives/I Can Statement associated with the Unit/Topic: (Description of Learning to Occur)

I can read and notate music properly using the **treble staff**.

I can play my part (melody bell, desk bell, or boomwhackers) at the appropriate time in the song.

I can read the symbols for quarter note (), quarter rest () and half note () and correctly perform these rhythmic durations with my recorder, voice, and other instruments.

I can sing a variety of songs and explore their speaking and singing voices.

I can use a variety of classroom instruments in games and to accompany my singing.

I can read the notation for a roll and correctly perform one on my instrument.

I can identify a pick up note, explain what that means, and correctly perform on in this month's orffestration.

I can describe a folk instrument from each country I visit (this month **IRELAND, GERMANY / AUSTRIA, ITALY**)

I can sing a folk song from each country I visit (this month **IRELAND, GERMANY / AUSTRIA, ITALY**)

I can perform a folk dance from each country I visit (this month **IRELAND, GERMANY / AUSTRIA, ITALY**)

I can write about my learning in my passport journal.

Lessons for the Unit: Summary of lessons that correlate to the unit

Unit Topic Focus ----- Recorder Work

The Fourth Grade will be working with the **Recorder Karate Level 2 Curriculum** this year.

March Orffestra Belt Song (Purple):

America

This month the Fourth Grade will continue our Music Around the World Unit. We will define and describe basic necessary vocabulary (country, culture, region, etc.) and then begin our visits. We will be visiting the following places:

- Ireland
 - Learning about Irish Dance
 - Seeing traditional Irish instruments (Bodrahn, Irish Pipes, Tin Whistle)
 - Irish folk song *When Irish Eyes are Smiling*
- Germany / Austria / Alpine
 - Seeing traditional German / Alpine Instruments (Tuba, Accordion, Baritone, Flugel Horn, Alpine Horn)
 - Polka
 - Copying German Folk Dance from youtube video
 - Discussion of famous composers from this region: Mozart, Beethoven, Bach
 - Discussion of the VonTrapp Family and their musical legacy
 - Listening to the Vienna Boys Choir

- Music and History – the Berlin Wall
- Italy
 - Seeing traditional Italian Instruments (accordion)
 - Italian Folk Dance and traditional story of the dance
tarantella

Differentiated Learning Activities: *i.e. Judy Dodge, SIOP etc.*

Content Vocabulary: *(Vocabulary consistent with content/topics learned)*

Beat, rhythm, recorder, treble clef, treble staff, grand staff, line note, space note, EGBDF, FACE, quarter note, half note, quarter rest (sometimes eighth note and eighth rest, sixteenth note, whole note), various classroom instrument names, pitched percussion, non-pitched percussion, pitch, melody bell, desk bell, boomwhackers, roll, pick-up note, folk song, folk dance, tradition, country, culture, region, geography, ethnomusicologist, passport, Tuba, Accordion, Baritone, Flugel Horn, Alpine Horn, Polka, Tarentella

Assessments: *(i.e.-Writing, Graphic Organizers, Rubrics, Extended Response etc.)Assessments for this unit*

Through teacher observation:

- **Student ability to maintain a steady beat**
- **Student ability to sing / speak and differentiate between the two**
- **Student ability to correctly identify classroom instruments**
- **Student ability to use instruments properly**
- **Student ability to roll on their instrument**
- **Student ability to define, identify, and demonstrate proper playing of pick-up notes**

Through participation with *Music Passports*

- **Student ability to identify instruments from different countries visited**
- **Student ability to recall facts about the country visited and its music through exit tickets**

Suggested Resources:

Recordings of all of the songs available on Miss Galvins's i-tunes
Copies of *America Orffestration* based on the original piece from **Recorder Karate II Curriculum Book**
Music Passport (1 per child)

Music Around the World Flipchart (created by Mrs. Kamp)

Traditional instruments and other accessories from each country / culture visited (provided by Mrs. Kamp)

Possible copies of songs for students to take home