

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

**Unit Title:**

A Culmination of our Year

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

This month will largely be spent reviewing the different songs, games, and concepts that we have learned throughout the year. Children will have time to share compositions, favorite activities, least favorite activities, and review many of the important concepts we have learned.

**Month:**

June

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

**2017 CORE ARTS STANDARDS:**

New York State Learning Standards for the Arts Conceptual Framework			
Shared by All Arts Disciplines			Discipline-Specific Performance Indicators
Artistic Processes	Anchor Standards		
<b>Cr</b> <b>Creating</b> Conceiving and developing new artistic ideas and work.	1. <b>Generate and conceptualize artistic ideas and work.</b>		<b>All Arts Disciplines</b> Performance Indicators are written for each grade level, within each arts discipline: <ul style="list-style-type: none"> <li>• Pre-K – 8</li> <li>• High School</li> <li>○ HSI – Proficient</li> <li>○ HSII – Accomplished</li> <li>○ HSIII – Advanced</li> </ul> ..... <b>Music Only</b> General Music
	2. <b>Organize and develop artistic ideas and work.</b>		
	3. <b>Refine and complete artistic work</b>		
<b>Pr</b> <b>Performing</b> Music Dance Theater Realizing artistic ideas and work through interpretation and presentation.	4. <b>Select, analyze, and interpret artistic work for presentation.</b>		
	5. Develop and refine artistic techniques and work for presentation.		
	6. Convey meaning through the presentation of artistic work.		

<p style="text-align: center;"><b>Re</b> <b>Responding</b> Understanding and evaluating how the arts convey meaning.</p>	7.	Perceive and analyze artistic work.	<ul style="list-style-type: none"> <li>• Pre-K – 8</li> </ul> <p>In additional strands:</p> <ul style="list-style-type: none"> <li>• Harmonizing Instruments, Traditional and Emerging Ensembles               <ul style="list-style-type: none"> <li>○ Novice – Gr 5</li> <li>○ Intermediate – Gr 8</li> </ul> </li> <li>• Composition &amp; Theory, Technology               <ul style="list-style-type: none"> <li>○ HSI – Proficient                   <ul style="list-style-type: none"> <li>○ HSII – Accomplished</li> </ul> </li> <li>○ HSIII – Advanced</li> </ul> </li> </ul>
	8.	Interpret meaning in artistic work.	
	9.	Apply criteria to evaluate artistic work.	
<p style="text-align: center;"><b>Cn</b> <b>Connecting</b> Relating artistic ideas and work with personal meaning and external context.</p>	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 ALLIGNEMNT – 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 Graph points to solve real-world problems Making inferences and justifying conclusions from observation	Form
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	Folk songs Rhythms, patterns, repetition, form Form

	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	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 remember things we have learned in the past and demonstrate concepts, songs, and activities for the teacher.  
 I can think critically about what we learned this year and discuss my favorites and least favorites.

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

This month will largely be spent reviewing the different songs, games, and concepts that we have learned throughout the year. Children will have time to share compositions, favorite activities, least favorite activities, and review many of the important concepts we have learned.

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

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

Summation and review of the full years vocabulary

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

- Musical me activity sharing likes and dislikes, favorites and least favorites

**Suggested Resources:**

Recordings of all of the songs available on Miss Galvins's i-tunes  
Piano