PITTSGROVE TOWNSHIP SCHOOL DISTRICT

Course Name: Music	**Grade Level(s): 4th**
Department: Humanities	**Credits: N/A**
BOE Adoption Date: 9/17/2020	**Revision Date(s): 6/18/2020**

Course Description

The organization of the visual and performing arts standards reflects the critical importance of locating the separate arts disciplines (dance, music, theatre, and visual art) as one common body of knowledge and skills, while still pointing to the unique requirements of individual disciplines. There are four visual and performing arts standards, as follows. Standards 1.1 and 1.2, respectively, articulate required knowledge and skills concerning the elements and principles of the arts, as well as arts history and culture. Together, the two standards forge a corollary to the NAEP Arts process of creating. Standard 1.1 includes four strands, one for each of the arts disciplines: A. Dance, B. Music, C. Theatre, and D. Visual Art; standard 1.2 includes a single strand: A. History of the Arts and Culture. Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. Standard 1.3 is rooted in arts performance and thus stands as a corollary to the NAEP Arts process of performing/interpreting. Like Standard 1.1, standard 1.3 is made up of four arts- specific strands: A. Dance, B. Music, C. Theatre, and D. Visual Art. Standard 1.3 Performing: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. Standard 1.4 addresses two ways students may respond to the arts, including (1) the study of aesthetics and (2) the application of methodologies for critique. Standard 1.4 provides a corollary to the NAEP Arts process of responding. This standard pertains to all four 4 arts disciplines, and is comprised of two strands related to the mode of response: A. Aesthetic Responses and B. Critique Methodologies.

Mission Statement

The Pittsgrove Township School District believes in growing all learners to thrive. *The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to*

highlight critical thinking, problem-solving, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.

Curriculum & Instruction Goals

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum PreK-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both a *pacing guide* and *curriculum units*. The pacing guide serves to communicate an estimated timeframe as to *when* critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, objectives, instructional strategies, resources, and assessments.

NJ Administrative Code and Statutes Key
^=Amistad Law O=Diversity & Inclusion Law <>=Holocaust +=LGBT and Disabilities Law *=AAPI (Asian American and Pacific Islanders) $=Financial Literacy Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.

Pacing Guide

Course Title: Music 4
Prerequisite(s): N/A

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
Unit 1:Triplets	1 1/2	*VPA.1.3.5.B.CS1 VPA.1.3.5.B.1 VPA.1.3.5.B.CS4 VPA.1.1.5.B.CS2*	**Review the purpose of a steady beat-Explain the purpose of a meter sign-Define triplets**	**Recognize and perform rhythm patterns that include triplets**
Unit 2:Sixteenth Notes	1 1/2	*VPA.1.3.5.B.CS4 VPA.1.1.5.B.CS2 VPA.1.3.5.B.3 VPA.1.4.5.A.CS1 VPA.1.4.5.B.CS1*	**Define sixteenth notes**	**Perform rhythmic patterns in a song based on sixteenth notes-Improvise a rhythm pattern independently on a classroom instrument while others play a steady beat**

Unit				
Unit 3:Ascending and Descending Scales-Major and Minor Melodies-Melodic Ostinato	2	VPA.1.1.5.B.CS2 VPA.1.1.5.B.2 VPA.1.2.5.A.2 VPA.1.2.5.A.CS3 VPA.1.4.5.B.4	Define Scale-.Describe a minor melody as sad, serious, or reflective and a major melody as happy, upbeat, or triumphant-Define melodic ostinato	Aurally identify melodies based on ascending and descending scales-Perform a simple song containing an ascending and descending melody-Aurally identify a melody in a major or minor key-Perform a song containing both major and minor melodies-Play a melodic ostinato on a classroom instrument while others sing/play an alternate melody or accompaniment
Unit 4:Singing Triads-Part Singing	1	VPA.1.1.5.B.CS1 VPA.1.1.5.B.CS2 VPA.1.3.5.B.CS2 VPA.1.3.5.B.2 VPA.1.4.5.A.CS3	Recognize the home tone in a minor song-Recognize minor tonic patterns-Recognize the dominant V7 chord within a song	Wing the home tone in a minor song-Sing minor tonic patterns-Sing the dominant V7 chord within a song
Unit 5:Articulation	1	VPA.1.1.5.B.1 VPA.1.1.5.B.CS2 VPA.1.2.5.A.CS1 VPA.1.3.5.B.CS4 VPA.1.4.5.A.1	Define fermata-Define articulation-Introduce legato and staccato	Perform the fermata-Perform contrasting articulations-Perform legato and staccato

Unit 6:Tricky Tempos	1	VPA.1.1.5.B.1 VPA.1.1.5.B.CS2 VPA.1.2.5.A.CS1 VPA.1.3.5.B.CS4 VPA.1.4.5.A.1	Define molto, allegro, and andante	Perform molto, allegro, and andante
Unit 7:Chords and Harmony	1	VPA.1.1.5.B.CS2 VPA.1.1.5.B.2 VPA.1.2.5.A.2 VPA.1.2.5.A.CS3 VPA.1.4.5.B.4	Recall how chords are taken from scales	Add harmony to a song by playing one of two recorder parts-Add an ostinato and single note harmony line to a song by playing a barred instrument part