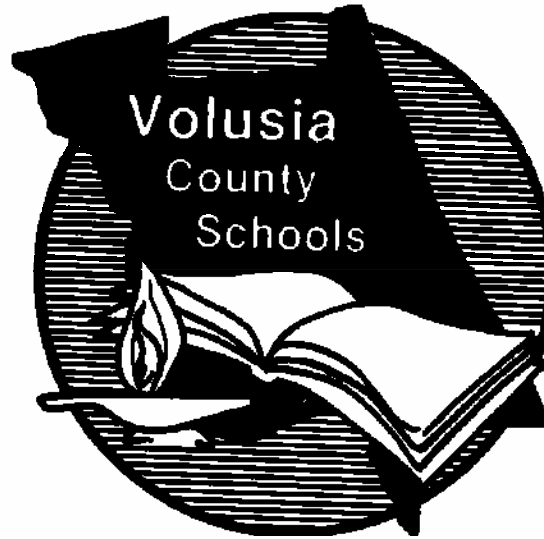


Elementary Music

CURRICULUM MAPS



4th Grade

Vision Statement of Volusia County Schools

Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.

The School District of Volusia County

The School Board of Volusia County

Ms. Candace Lankford, Chairman

Ms. Diane Smith, Vice Chairman

Mr. Stan Schmidt

Dr. Al Williams

Ms. Judy Conte

Superintendent of Schools

Dr. Margaret Smith

Deputy Superintendent for Curriculum and School Improvement Services

Dr. Chris Colwell

Director of Program Accountability and Student Achievement

Ms. Allene Dupont

Coordinator of Elementary Services

Ms. Leticia Roman

Performing Arts Specialist

Dr. Monty R. Musgrave

Interpreting the Curriculum Maps

Unit/Organizing Principle: The overarching organizational structure used to group content/concepts within the curriculum map

Pacing: The recommended time period within the year for instruction related to the essential questions to occur

Essential Questions: The overarching question(s) that will serve to guide instruction and to push students to higher levels of thinking. Essential questions should guide students to the heart of the big idea or content and should meet the following characteristics:

- A. Endurance: important for the long term
- B. Leverage: applicable to or connected with many academic disciplines or concepts
- C. Readiness for the next level of learning: prepares students for success in the next grade/course
- D. Clarity: provides clear and common understanding
- E. Measurable: able to be assessed

Concepts/Content: A list of the big ideas, broad topics, or major underlying concepts covered in the development of the essential questions

Learning Targets/Skills: The content knowledge, processes, and enabling skills that will ensure successful mastery of the essential questions

Benchmarks: The Sunshine State Standards aligned with the learning targets and skills (see next page)

Key Terminology: The content vocabulary and other key terms and phrases with which students should be familiar and that support mastery of the learning targets, skills and essential questions

Activities and Resources: A suggested listing of high quality, appropriate materials, strategies, lessons, textbooks, videos and other media sources that are aligned with the learning targets, skills and essential questions

Assessment: A list of district-required and optional classroom assessments that are aligned with the learning targets, skills and essential questions. Assessments should include formative assessments to monitor progress and inform instruction as well as summative assessments for grading and reporting purposes.

The curriculum maps for elementary music are divided into four sections: A) Rhythm, B) Melody, Harmony, and Form, C) Tone Color, D) Expressive Qualities. It is common practice that **many or most** of the sections, and the concepts associated with them, are taught simultaneously in every lesson. The purpose of delineation into separate sections is for assessment purposes. Teachers are free to use the maps in any order they wish. Further, the lessons provided in each map (which align with the Organizing Principles) are suggestions; teachers may use additional or substitute lessons/materials as long as the learning targets, vocabulary, standards, and essential questions are addressed. It is hoped that by using this format, teachers will focus assessments guided by the learning targets of the maps while continuing to provide a comprehensive course of music study.

SUNSHINE STATE STANDARDS USERS' GUIDE

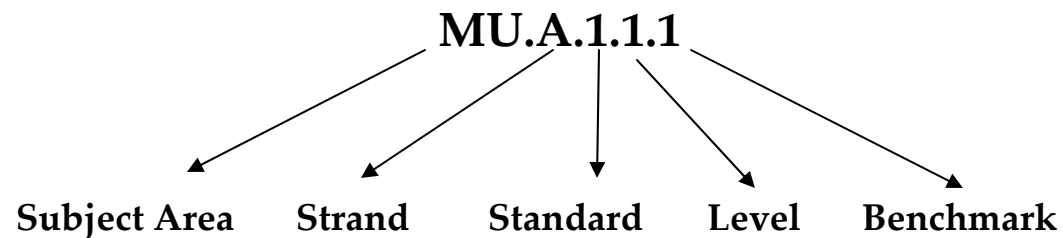
FOR ALL USERS:

A coding system is used in all curriculum guides to identify Sunshine State Standard Benchmarks and course Content Statements.

Benchmarks:

For easy reference, each strand, standard, and benchmark has been assigned a unique identification code.

For example:



The first two letters of the code identify the subject area (e.g., MU for music). The third letter identifies the strand. The number in the fourth position identifies the general standard under the strand. The number in the fifth position identifies the developmental level (1=PreK-2, 2=grades 3-5, 3=grades 6-8, 4=grades 9-12). The last number identifies the benchmark under the grade cluster within the standard.

ELEMENTARY MUSIC CURRICULUM MAP

4th Grade

UNIT/ORGANIZING PRINCIPLE:	Exploring Rhythm	Nine Weeks (Map A)
Activities and Resources		
<p><u>Suggested Lessons</u> Silver Burdett “Making Music” <u>Unit 1</u> Page 10-11 – <i>On the Road to Rhythm</i> (rhythm review) Page 12-13 – <i>Working with Rhythm</i> (strong and weak beats / meter in 2) <u>Unit 2</u> Page 54-55 – <i>Time for the Blues</i> (meter in 4) <u>Unit 3</u> Page 94-95 – <i>Rhythm in the Wind</i> (sixteenth notes) <u>Unit 4</u> Page 132-133 – <i>Discover a New Rhythm</i> (eighth and sixteenth patterns) <u>Unit 5</u> Page 168-171 – <i>Doin’ Fine in Triple Time</i> (meter in 3) <u>Unit 6</u> Page 214-215 – <i>Skipping with Rhythms</i> (meter in 4) <u>Unit 7</u> Page 252-253 – <i>The Celtic Connection</i> (rhythm patterns) Page 254-257 – <i>Get That Pioneer Spirit</i> (rhythm patterns) Page 262-263 – <i>Meter Matters</i> (3/4 time) Page 266-269 – <i>Take a Road Trip</i> (swing eighth notes) Page 272-275 – <i>The Beat Goes On</i> (beat and meter) <u>Unit 8</u> Page 290-291 – <i>Song of South Africa</i> (melodic rhythm vs. steady beat) Page 304-305 – <i>Israeli Song and Dance</i> (steady beat) <u>Unit 9</u> Page 312-313 – <i>Sing for Freedom</i> (rhythm patterns) Page 314-317 – <i>Hope Keeps Dreams Alive</i> (meter/time signatures) Page 326-327 – <i>Lost and Found</i> (tied notes) <u>Unit 10</u> Page 342-345 – <i>Our Planet</i> (rhythm patterns) Page 362-363 – <i>The Moving Moon</i> (duple meter) <u>Unit 11</u> Page 374-375 – <i>Singing Phrases</i> (upbeats)</p>	<p><u>Unit 12</u> Page 402-405 – Sing in Peace (repeated rhythm patterns) Page 414-415 – <i>Christmas Rhythms</i> (meter changes) Page 424-425 – <i>Heartbeat of a Nation</i> (meter in 3)</p> <p><u>Links to Educational websites</u> www.flmusiced.org www.musick8.com www.kid-sounds.com www.childrensmusic.org/ http://artsedge.kennedy-center.org/teach/standards.cfm http://centralfloridaorff.org/ http://www.northfloridaorff.org/</p> <p><u>Suggested Resources</u> Silver Burdett “Florida Target Lessons for Grade Level Expectations with FCAT Support” Silver Burdett “Master Index and Correlations” <u>Hand Drums on the Move</u> by Chris Judah Lauder <u>D.R.U.M.</u> by Jim Solomon, <u>GamePlan 4</u> by DeLelles/Kriske <u>Hands On, A Rockin’ Rhythmic Romp</u> by Jim Solomon, <u>CongaTown</u> by Jim Solomon.</p> <p><u>Suggested Assessments</u> Performance / Peer Critique Observation</p>	

ELEMENTARY MUSIC CURRICULUM MAP

4th Grade

UNIT/ORGANIZING PRINCIPLE:	Exploring Melody, Harmony, and Form	PACING:	Nine Weeks (Map B)
ESSENTIAL QUESTIONS: Does the student...	<ul style="list-style-type: none"> • Recognize the difference between high and low sounds visually, aurally and/or through movement? • Recognize same/different pitch patterns visually, aurally and/or through movement? • Demonstrate knowledge of the musical staff (lines and spaces) in treble clef? • Recognize differences / similarities in musical forms aurally and/or through movement? • Demonstrate ability to sing on pitch with appropriate tone quality? 		
CONCEPTS /CONTENT	LEARNING TARGETS/SKILLS	BENCHMARKS	KEY TERMINOLOGY
<p>Pitch and Direction</p> <p>Tonality</p> <p>Pattern</p> <p>Harmony</p> <p>Form</p>	<p>Singing</p> <ul style="list-style-type: none"> • Sing songs of various forms • Sing songs with a countermelody • Sing songs and match pitch with appropriate tone quality <p>Playing</p> <ul style="list-style-type: none"> • Play ostinatos that create harmony • Play melodic ostinatos • Play songs that contain I-V Chord Progression <p>Moving</p> <ul style="list-style-type: none"> • Perform contrasting movements to show various forms <p>Listening</p> <ul style="list-style-type: none"> • Perform hand movements to show melodic contour • Identify Theme and Variation form <p>Reading</p> <ul style="list-style-type: none"> • Read music from staff notation • Read extended pentatonic patterns <p>Writing</p> <ul style="list-style-type: none"> • Compose melodies in do pentatonic • Compose melodic ostinatos <p>Creating</p> <ul style="list-style-type: none"> • Create melodies and describe the melodic contour <p>Analyzing</p> <ul style="list-style-type: none"> • Compare and contrast harmonies created through various means—accompaniments, partner singing, rounds, counter melodies and chordal harmonies supporting melodies 	<p>MU.A.1.2.1</p> <p>MU.A.2.2.1</p> <p>MU.A.2.2.4</p> <p>MU.A.3.2.1</p> <p>MU.A.3.2.3</p> <p>MU.B.1.2.1</p> <p>MU.B.1.2.2</p> <p>MU.D.1.2.1</p> <p>MU.E.1.2.1</p>	<p>Melodic Imitation</p> <p>Melodic Contour</p> <p>Unison</p> <p>Octave</p> <p>Harmony</p> <p>Counter melody</p> <p>Pitch letter names</p> <p>Leger lines and spaces</p> <p>The Staff</p> <p>Pentatonic</p> <p>Key Signature</p> <p>Major / minor</p> <p>Two- part singing</p> <p>1st and 2nd endings</p> <p>Repetition / contrast</p> <p>Ostinato</p> <p>AB, ABA</p> <p>Introduction, Coda</p> <p>Theme and Variations</p>

ELEMENTARY MUSIC CURRICULUM MAP

4th Grade

UNIT/ORGANIZING PRINCIPLE:	Exploring Melody, Harmony, and Form	Nine Weeks (Map B)	
Activities and Resources			
<u>Suggested Lessons</u>			
<p>Silver Burdett “Making Music”</p> <p><u>Unit 1</u> Page 18-19 – <i>I Sing, You Sing</i> (<i>Form: Call and Response</i>) Page 22-23 – <i>Pentatonic Patterns</i> (<i>Melody: Pentatonic Scale</i>) Page 32-33 – <i>Layered Sounds...Cha Cha Cha</i> (<i>Harmony: Multi-layered Ostinatos</i>)</p> <p><u>Unit 2</u> Page 56-57 - <i>One Song, Two Sections</i> (<i>Form: Verse and Refrain</i>) Page 62-63 – <i>Scale the Mountain</i> (<i>Melody: Extended pentatonic patterns</i>) Page 76-77 – <i>Ostinatos Everywhere</i> (<i>Harmony: Melodic ostinatos</i>)</p> <p><u>Unit 3</u> Page 98-99 – <i>Back to the Beginning</i> (<i>Form: ABA sectional form</i>) Page 104-105 – <i>Follow that Melody</i> (<i>Melody: Prepare Fa</i>)</p> <p><u>Unit 4</u> Page 136-137 – <i>Follow the Rainbow</i> (<i>Form: AABA sectional form</i>) Page 146-147 – <i>United by Melody</i> (<i>Melody: Melodic contour</i>) Page 154-155 – <i>Melody and Countermelody</i> (<i>Harmony: Countermelody</i>)</p> <p><u>Unit 5</u> Page 178-179 – <i>Know the Rondo</i> (<i>Form: Rondo form</i>) Page 184-185 – <i>Where’s the New Note?</i> (<i>Melody: Present Ti; Major Scale</i>) Page 196-197 – <i>Calling all Chords</i> (<i>Harmony: Two-chord accompaniment, I V</i>)</p> <p><u>Unit 6</u> Page 218-219 – <i>Theme and Variations</i> (<i>Form: Theme and variations</i>) Page 222-223 – <i>Find the Sequence</i> (<i>Melody: Melodic sequence</i>) Page 230-231 – <i>Round and Round</i> (<i>Harmony: Rounds</i>)</p> <p><u>Unit 7</u> Page 276-277 – <i>California, Here we Come!</i> (<i>Melody: Melodic sequence</i>)</p> <p><u>Unit 8</u> Page 306-307 – <i>A Flight to the Caribbean</i> (<i>Melody: Melodic sequences</i>)</p> <p><u>Unit 9</u> Page 318-319 – <i>A Hopeful Refrain</i> (<i>Form: Verse and refrain</i>)</p> <p><u>Unit 10</u> Page 354-355 – <i>Why is there Day and Night?</i> (<i>Melody: Melodic contour</i>) Page 360-361 - <i>Seeing Stars</i> (<i>Form: ABABA sectional form</i>)</p>			<p><u>Links to Educational websites</u> www.flmusiced.org www.musick8.com www.kid-sounds.com www.childrensmusic.org/ http://artsedge.kennedy-center.org/teach/standards.cfm http://centralfloridaorff.org/ http://www.northfloridaorff.org/</p> <p><u>Suggested Resources</u> Silver Burdett “Florida Target Lessons for Grade Level Expectations with FCAT Support” Silver Burdett “Master Index and Correlations” <u>Recorder Routes</u> by Carol King <u>Recorder Express</u> by Artie Almeida <u>Recorder Resource</u> by Denise Gagne <u>Listen to the Mockingbird</u> by Peter and Mary Amidon <u>Down in the Valley</u>, by Peter and Mary Amidon <u>Sachet the Doughnut</u> by Peter and Mary Amidon <u>Mallet Madness</u> by Artie Almeida <u>Melody Mice</u> by Artie Almeida</p> <p><u>Suggested Assessments</u> Performance / Peer Critique Observation</p>

ELEMENTARY MUSIC CURRICULUM MAP

4th Grade

UNIT/ORGANIZING PRINCIPLE:	Exploring Tone Color	Nine Weeks (Map C)
Activities and Resources	Assessments	
<p><u>Suggested Lessons</u></p> <p>Silver Burdett “Making Music”</p> <p><u>Unit 1</u> Page 28-31 – <i>Many Voices</i> (Vocal timbres) Page 34-35 – <i>How’s the Texture</i> (texture)</p> <p><u>Unit 2</u> Page 70-73 – <i>Listening to Wind Instruments</i> (timbre) Page 76-77 – <i>Ostinatos Everywhere</i> (texture)</p> <p><u>Unit 3</u> Page 106-109 – <i>Strings and Things</i> (String instrument timbres) Page 116-119 – <i>Music, Music...Everywhere</i> (texture)</p> <p><u>Unit 4</u> Page 150-153 – <i>Percussion on Parade</i> (Percussion timbre) Page 156-157– <i>One Song, Different Textures</i> (texture)</p> <p><u>Unit 5</u> Page 188-191 – <i>Performing Together</i> (Ensemble timbres) Page 196-197 – <i>Calling All Chords</i> (texture)</p> <p><u>Unit 6</u> Page 226-229 – <i>Keyboard Classics</i> (Keyboard instrument timbre) Page 230-231 – <i>Round and Round</i> (texture)</p> <p><u>Unit 7</u> Page 258-261 – <i>What’s in a Song?</i> (Tone color of adult and child singing voices)</p> <p><u>Unit 8</u> Page 298-299 – <i>Travel to India</i> (Instruments of India) Page 300-301 – <i>Travel to China</i> (Instruments of China)</p> <p><u>Unit 9</u> Page 322-325 – <i>Pathway to the Stars</i> (Chinese instrument timbres) Page 328-331 – <i>The Original Forty-Niners</i> (Adding accompaniments)</p> <p><u>Unit 10</u> Page 348-349 – <i>Water, Water Everywhere</i> (Percussion Sounds) Page 350-353 – <i>When it Rains, it Pours</i> (Layers of sound)</p>		
<p><u>Unit 11</u> Page 370-371 – <i>Get it Together</i> (Monophonic, homophonic, and polyphonic) Page 378-379 – <i>Singing in Layers</i> (Melodic ostinato)</p> <p><u>Links to Educational websites</u> www.flmusiced.org www.music8.com www.kid-sounds.com www.childrensmusic.org/ http://artsedge.kennedy-center.org/teach/standards.cfm http://centralfloridaorff.org/ http://www.northfloridaorff.org/</p> <p><u>Suggested Resources</u> Silver Burdett “Florida Target Lessons for Grade Level Expectations with FCAT Support” Silver Burdett “Master Index and Correlations” <u>Listening Resource 4</u> by Denise Gagne <u>The Ultimate Game and Activity Pack for Orchestra</u> by Artie Almeida <u>Style Dials</u> by Artie Almeida</p> <p><u>Suggested Assessments</u> Performance / Peer Critique Observation</p>		

ASSESSMENT RUBRIC

4 Points	<p>A score of four is a response in which the student demonstrates a thorough understanding of the music concepts and/or procedures embodied in the task. The student has responded correctly to the task, used musically sound procedures, and provided clear and complete explanations and interpretations.</p>
3 Points	<p>A score of three is a response in which the student demonstrates an understanding of the music concepts and/or procedures embodied in the task. The students' response to the task is essentially correct with the musical procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding.</p> <p>The response may contain minor flaws that reflect inattentive execution of musical procedures or indications of some misunderstanding of the underlying music concepts and/or procedures.</p>
2 Points	<p>A score of two indicates that the student has demonstrated only a partial understanding of the music concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the students' work lacks an essential understanding of the underlying music concepts.</p>
1 Point	<p>A score of one indicates that the student has demonstrated a very limited understanding of the music concepts and/or procedures embodied in the task. The students' response is incomplete and exhibits many flaws. Although the students' response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete.</p>
0 Points	<p>A score of zero indicates that the student has provided a completely incorrect or non-interpretable response or no response at all.</p>