

HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS  
HILLSBOROUGH, NJ 08844

NEW  REVISED CURRICULUM

DATE: JULY 2012

CONTENT AREA: FINE & PERFORMING ARTS – ELEMENTARY – GENERAL MUSIC,  
GRADE 4

SUPERVISOR:	CURRICULUM REVISION TEAM:
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**WHY WAS THIS CURRICULUM REVISION COMPLETED?**

Revise and update to 2009 NJ Core Curriculum Content Standards

**HOW IS THIS RELATED TO THE DISTRICT PLAN FOR CURRICULUM DEVELOPMENT?**

As scheduled on the five-year curriculum revision cycle

Other

**WERE THE FINANCIAL RESOURCES BUDGETED FOR THIS REVISION?**

Yes

No (please explain) \_\_\_\_\_

**OTHER COMMENTS:** \_\_\_\_\_

**APPROVAL DATES:**

*LMA 11-25-14* Approved by Assistant Superintendent

*JA 11/13/14* Approved by Education Committee

\_\_\_\_\_  
Board of Educ. Approved  
11/24/14

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

HILLSBOROUGH TOWNSHIP ELEMENTARY SCHOOLS  
FINE & PERFORMING ARTS

**GENERAL MUSIC  
GRADE 4**

JULY 2012

## Course Overview

General Music – Grade 4 is a year-long course for all Fourth Grade students. The class meets for 40 minutes once every six days for a total of about 30 classes per year.

This course is an extension of the skills learned throughout the Kindergarten to Third Grade General Music Curricula, and includes a strong focus in the areas of Singing/Vocal Performance, Listening/Responding, Instrumental Performance, Movement, and Reading and Writing Music Notation. Instructional materials and literature are selected to specifically build upon and develop musical skills and solidify understandings. All Fourth Grade students are given the opportunity to participate in an evening concert performance during the year.

The curriculum is aligned to the New Jersey Core Curriculum Content Standards for Visual and Performing Arts which are:

- **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 Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures.
- **Standard 1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
- **Standard 1.4 Aesthetic Responses and Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

The interdisciplinary and experiential nature of the Arts (where rigorous academic concepts are coupled with real-world hands-on lessons) allows connections to many NJ standard areas. As such, where applicable, integrations to the other New Jersey Core Curriculum Content Standards and Cumulative Progress Indicators have been noted (including the NJCCCS areas of Comprehensive Health and Physical Education, Science, Social Studies, World Languages, Technology, and 21<sup>st</sup> Century Life and Careers), along with integrations to the Common Core State Standards for English Language Arts and Mathematics.

**Fine & Performing Arts Department  
General Music Curriculum  
Fourth Grade**

<b>Enduring Understandings</b>	<ol style="list-style-type: none"> <li>1. Music is one of the oldest forms of communication and expression.</li> <li>2. Music is organized sound.</li> <li>3. A person must learn how to listen critically in order to analyze and truly understand music.</li> <li>4. Singing and playing instruments provides people with the means of learning musical skill and knowledge.</li> <li>5. Reading and notating music are essential to music literacy.</li> <li>6. Music is a reflection of history and culture.</li> <li>7. Formal and informal performances provide opportunities for growth.</li> <li>8. Performing music can make people feel good about themselves by promoting confidence, self-esteem and self-discipline.</li> </ol>
<b>Days</b>	<b>Unit/Skill: Singing/Vocal Performance</b> 8
<b>NJCCCS</b>	<p><b>1.1 The Creative Process:</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theater and visual art.</p> <p><b>1.2 History of the Arts and Culture:</b> All students will understand the role, development and influence of the arts throughout history and across cultures.</p> <p><b>1.3 Performance:</b> All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art in dance, music, theater and visual art.</p> <p><b>1.4 Aesthetic Responses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theater, and visual art.</p>
<b>NJCCCS CPI</b>	<p>1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems.</p> <p>1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords and melodic and harmonic progressions and differentiate basic structures.</p> <p>1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</p> <p>1.3.5.B.1 Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter and compound meter.</p> <p>1.4.5.A.3 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.</p>
<b>Essential Questions</b>	<p>How does singing in harmony feel or sound different than unison?</p> <p>How can singing be a form of expression?</p> <p>Should all musicians be good singers?</p> <p>What does it take to sing well?</p>
<b>Skills</b> <b>The Student Will...</b>	<p>Compare and contrast examples of singing from different historical periods and cultures.</p> <p>Practice using proper breathing and vocal technique by participating in warm ups.</p> <p>Recognize and practice vocal skills (head voice, chest voice, dynamic changes, tempo changes).</p> <p>Recognize and produce unison and harmony singing rounds, partner songs and call and response songs.</p> <p>Apply knowledge of proper singing posture and enunciation in performing songs in unison and harmony.</p> <p>Apply knowledge of respectful and appropriate critique in responding to performances of others.</p>

**Fine & Performing Arts Department  
General Music Curriculum  
Fourth Grade**

<b>Assessment</b>	Teacher observation of student participation in vocal warm ups as observed by the teacher. Sing unison and two part songs with proper posture and enunciation as observed by the teacher. Appraise singing technique of self and others in class discussion.
<b>Literacy Integration</b>	6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.
<b>Health &amp; Phys. Ed Integration</b>	2.2.6.A.1 Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others. 2.2.6.B.3 Determine how conflicting interests may influence one's decisions.
<b>Science Integration</b>	5.1.4.D.1 Actively participate in discussions about student data, questions, and understandings.
<b>Social Studies Integration</b>	6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
<b>World Language Integration</b>	7.1.1.L.A.8 Compare and contrast unique linguistic elements in English and the target language.
<b>Technology Integration</b>	8.1.4.A.5 Determine the benefits of a wide range of digital tools by using them to solve problems.
<b>21<sup>st</sup> Century Life &amp; Careers</b>	9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

	<b>Unit/Skill: Listening and Responding</b>
<b>Days</b>	5
<b>NJCCCS</b>	<p><b>1.1. The Creative Process:</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theater and visual art.</p> <p><b>1.2 History of the Arts and Culture:</b> All students will understand the role, development and influence of the arts throughout history and across cultures.</p> <p><b>1.3 Performance:</b> All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art in dance, music, theater and visual art.</p> <p><b>1.4 Aesthetic Responses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p> <p>1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.</p> <p>1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</p> <p>1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.</p> <p>1.3.5.B.4 Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.</p> <p>1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.</p> <p>1.4.5.B.4 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.</p>
<b>NJCCCS CPI</b>	
<b>Essential Questions</b>	<p>How does music reflect history and culture?</p> <p>How does a composer or performer use the elements of music to make an expressive impact on the listener?</p> <p>What is the relationship between music and other disciplines?</p> <p>How does the feeling of music change when there is a change of dynamics, tempo, meter, timbre or texture?</p>

**Fine & Performing Arts Department  
General Music Curriculum  
Fourth Grade**

	How and why do individual instruments sound different from each other?
<b>Skills</b> <b>The Student Will...</b>	Describe and analyze compositions and songs from different historical periods and cultures. Compare and contrast compositions and songs on the basis of expressive qualities. Identify pictures of the main instruments of the orchestra and concert band (violin, viola, cello, bass, trumpet, trombone, French horn, tuba, flute, clarinet, oboe, bassoon, snare drum, bass drum, timpani, triangle, tambourine, woodblock, and gong). Distinguish the main orchestral and concert band instruments from one another by their characteristic sound. Listen to and analyze a piece of music in theme and variation form.
<b>Assessment</b>	Compare use of expressive qualities by a variety of composers and in songs in group discussion as observed by the teacher. Identify and name instruments from visual and aural examples using matching games as observed by the teacher. Identify theme and variation form in class discussion as observed by the teacher.
<b>Literacy Integration</b>	SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.
<b>Health &amp; Phys. Ed Integration</b>	2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space. 2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
<b>Science Integration</b>	5.1.4.A.2 Use outcomes of investigations to build and refine questions, models, and explanations.
<b>Social Studies Integration</b>	6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.
<b>World Language Integration</b>	7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.
<b>Technology Integration</b>	8.1.4.A.5 Determine the benefits of a wide range of digital tools by using them to solve problems.
<b>21<sup>st</sup> Century Life &amp; Careers</b>	9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
	<b>Unit/Skill: Instrumental Performance</b>
<b>Days</b>	8
<b>NJCCCS</b>	<b>1.1. The Creative Process:</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theater and visual art. <b>1.2 History of the Arts and Culture:</b> All students will understand the role, development and influence of the arts throughout history and across cultures. <b>1.3 Performance:</b> All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art in dance, music, theater and visual art. <b>1.4 Aesthetic Responses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
<b>NJCCCS CPI</b>	1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems. 1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords and melodic and harmonic progressions and differentiate basic

Fine & Performing Arts Department  
 General Music Curriculum  
 Fourth Grade

	<p>structures.</p> <p>1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.</p> <p>1.3.5.B.1 Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter and compound meter.</p> <p>1.4.5.B.4 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre and visual art.</p>
<b>Essential Questions</b>	<p>How and why do people play an instrument?</p> <p>How can I make the best sound possible on an instrument?</p> <p>How do I apply what I know about music to playing an instrument?</p> <p>What do I need to do to learn to play an instrument?</p> <p>Why does reading music on a staff help me learn to play music on an instrument?</p>
<b>Skills</b>	<p>Recognize quarter notes and rests, paired eighth notes, eighth note rests, half notes and rests, whole notes and rests, dotted half notes, dotted quarter/eighth notes and practice playing them on recorder or flutophone.</p> <p>Produce through performance simple melodies on recorder or flutophone reading music on the treble clef staff.</p> <p>Experiment making different sounds on an instrument.</p> <p>Identify and apply proper playing technique on recorder or flutophone.</p>
<b>Assessment</b>	<p>Performance on recorder or flutophone evaluated by teacher using "Instrument Playing Rubric".</p> <p>Playing technique and sound production appraised in class discussion.</p>
<b>Literacy Integration</b>	<p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>
<b>Mathematics Integration</b>	<p>4.NF.1. Explain why a fraction <math>a/b</math> is equivalent to a fraction <math>(n \times a)/(n \times b)</math> by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p>
<b>Health &amp; Phys. Ed Integration</b>	<p>2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p>
<b>Science Integration</b>	<p>5.1.4.D.1 Actively participate in discussions about student data, questions, and understandings.</p>
<b>Social Studies Integration</b>	<p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p>
<b>Technology Integration</b>	<p>8.1.4.A.5 Determine the benefits of a wide range of digital tools by using them to solve problems.</p>
<b>21<sup>st</sup> Century Life &amp; Careers</b>	<p>9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.</p>

Fine & Performing Arts Department  
 General Music Curriculum  
 Fourth Grade

Unit/Skill: Reading and Writing - Rhythmic and Melodic Notation and Expression Marks	
Days	7
NJCCCS	<p><b>1.1. The Creative Process:</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theater and visual art.</p> <p><b>1.2 History of the Arts and Culture:</b> All students will understand the role, development and influence of the arts throughout history and across cultures.</p> <p><b>1.3 Performance:</b> All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art in dance, music, theater and visual art.</p> <p><b>1.4 Aesthetic Responses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>
NJCCCS CPI	<p>1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords and melodic and harmonic progressions and differentiate basic structures.</p> <p>1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.</p> <p>1.3.5.B.1 Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter and compound meter.</p> <p>1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.</p> <p>1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.</p>
Essential Questions	<p>Why should I learn to read music notation?</p> <p>How will being able to read music notation help me be a better musician?</p> <p>What makes being able to read and write music important?</p>
Skills The Student Will...	<p>Recognize and practice performing rhythmic patterns in songs containing quarter notes &amp; rests, half notes &amp; rests, whole notes &amp; rests, eighth notes &amp; rests, eighth notes &amp; rests, sixteenth notes, dotted half notes, dotted quarter/eighth note reading flashcards and songs from books or projected on board.</p> <p>Create songs using quarter notes &amp; rests, half notes &amp; rests, whole notes &amp; rests, eighth notes &amp; rests, sixteenth notes, dotted half notes, dotted quarter/eighth note on the treble clef staff with guidelines from the teacher.</p>
Assessment	<p>Participate in music notation activities evaluated by teacher.</p> <p>Read and perform rhythmic patterns in songs containing quarter notes &amp; rests, half notes &amp; rests, whole notes &amp; rests, eighth notes &amp; rests, sixteenth notes, dotted half notes, and dotted quarter/eighth note on the treble clef staff evaluated by teacher.</p> <p>Use music composition website or teacher generated template to write compositions to be evaluated by self, teacher and peers.</p>
Literacy Integration	<p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>
Mathematics Integration	<p>4.NF.1. Explain why a fraction <math>a/b</math> is equivalent to a fraction <math>(n \times a)/(n \times b)</math> by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p>
Health & Phys. Ed Integration	<p>2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</p>



Fine & Performing Arts Department  
 General Music Curriculum  
 Fourth Grade

<b>Science Integration</b>	5.1.4.D.1 Actively participate in discussions about student data, questions, and understandings.
<b>Social Studies Integration</b>	6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.
	6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
<b>World Language Integration</b>	7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.
<b>Technology Integration</b>	8.1.4.A.1 Demonstrate effective input of text and data using an input device.
<b>21<sup>st</sup> Century Life &amp; Careers</b>	9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.

## Webliography

<http://www.classicsforkids.com>

<http://www.creatingmusic.com/>

<http://www.dsokids.com> (Dallas Symphony Orchestra Kids)

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