

Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: 4th

Subject: Music

Adoption Date: 06/01/12

Revision Date: 11/03/2021

	MP1	MP2	MP3	MP4
Scope and Sequence	<ul style="list-style-type: none"> How do I evaluate and choose an instrument to play in the school band (2 weeks)? How do I read and play music in the treble clef? (10 weeks) 	<ul style="list-style-type: none"> How do I apply music reading skills on Orff instruments? (10 weeks) How do I demonstrate music elements through playing and listening? (10 weeks) 	<ul style="list-style-type: none"> How do I demonstrate music elements through playing and listening? (10 weeks) How do I prepare for a public music performance? (10 weeks) 	<ul style="list-style-type: none"> How do I create and notate music with Orff instruments? (10 weeks) How is music used to celebrate Cinco de Mayo (4 weeks)?
Instructional Materials	<ul style="list-style-type: none"> Accompaniment instruments Classroom percussion Listening samples Class songs Activity materials for songs, games, and crafts: (scarves, crayons, bean bags, visual aids, etc.) 	<ul style="list-style-type: none"> Accompaniment instruments Classroom percussion Listening samples Class songs Activity materials for songs, games, and crafts: (scarves, crayons, bean bags, visual aids, etc.) 	<ul style="list-style-type: none"> Accompaniment instruments Classroom percussion Listening samples Class songs Activity materials for songs, games, and crafts: (scarves, crayons, bean bags, visual aids, etc.) 	<ul style="list-style-type: none"> Accompaniment instruments Classroom percussion Listening samples Class songs Activity materials for songs, games, and crafts: (scarves, crayons, bean bags, visual aids, etc.)
Activities	<ul style="list-style-type: none"> Singing, alone and with others, a varied repertoire of music Performing on instruments, alone 	<ul style="list-style-type: none"> Singing, alone and with others, a varied repertoire of music Performing on instruments, alone 	<ul style="list-style-type: none"> Singing, alone and with others, a varied repertoire of music Performing on instruments, alone 	<ul style="list-style-type: none"> Singing, alone and with others, a varied repertoire of music Performing on instruments, alone

	<p>and with others, a varied repertoire of music</p> <ul style="list-style-type: none"> • Improvising melodies, variations, and accompaniments • Reading and notating music • Listening to, analyzing, and describing music 	<p>and with others, a varied repertoire of music</p> <ul style="list-style-type: none"> • Improvising melodies, variations, and accompaniments • Reading and notating music • Listening to, analyzing, and describing music 	<p>and with others, a varied repertoire of music</p> <ul style="list-style-type: none"> • Improvising melodies, variations, and accompaniments • Reading and notating music • Listening to, analyzing, and describing music 	<p>and with others, a varied repertoire of music</p> <ul style="list-style-type: none"> • Improvising melodies, variations, and accompaniments • Reading and notating music • Listening to, analyzing, and describing music
Standards	<p>1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).</p> <p>1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.</p> <p>1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.</p> <p>1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.</p> <p>1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.</p> <p>1.3A.5.Pr4d: Explain how</p>	<p>1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).</p> <p>1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.</p> <p>1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.</p> <p>1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.</p> <p>1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.</p> <p>1.3A.5.Pr4d: Explain how</p>	<p>1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).</p> <p>1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.</p> <p>1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.</p> <p>1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.</p> <p>1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.</p> <p>1.3A.5.Pr4d: Explain how</p>	<p>1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).</p> <p>1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.</p> <p>1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.</p> <p>1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.</p> <p>1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.</p> <p>1.3A.5.Pr4d: Explain how</p>

	<p>context (e.g., personal, social, cultural, historical) informs performances.</p> <p>1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).</p> <p>1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.</p> <p>1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.</p> <p>1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.</p> <p>1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p> <p>1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.</p> <p>1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in</p>	<p>context (e.g., personal, social, cultural, historical) informs performances.</p> <p>1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).</p> <p>1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.</p> <p>1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.</p> <p>1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.</p> <p>1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p> <p>1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.</p> <p>1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in</p>	<p>context (e.g., personal, social, cultural, historical) informs performances.</p> <p>1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).</p> <p>1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.</p> <p>1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.</p> <p>1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.</p> <p>1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p> <p>1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.</p> <p>1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in</p>	<p>context (e.g., personal, social, cultural, historical) informs performances.</p> <p>1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).</p> <p>1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.</p> <p>1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.</p> <p>1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.</p> <p>1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p> <p>1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.</p> <p>1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in</p>
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	<p>performers' and personal interpretations to reflect expressive intent.</p> <p>1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music</p> <p>1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>performers' and personal interpretations to reflect expressive intent.</p> <p>1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music</p> <p>1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>performers' and personal interpretations to reflect expressive intent.</p> <p>1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music</p> <p>1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>performers' and personal interpretations to reflect expressive intent.</p> <p>1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music</p> <p>1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>
Accommodations and Modifications	<p>English language learners:</p> <ul style="list-style-type: none"> • Use images, diagrams and other visual aids wherever possible • Provide hands-on activities and explanations • Accept participation at any level, even one word <p>At Risk of School Failure:</p> <ul style="list-style-type: none"> • Adjust time for completion • Use behavioral management techniques consistently within a classroom and across classes <p>Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Ask student higher level questions 	<p>English language learners:</p> <ul style="list-style-type: none"> • Use images, diagrams and other visual aids wherever possible • Provide hands-on activities and explanations • Accept participation at any level, even one word <p>At Risk of School Failure:</p> <ul style="list-style-type: none"> • Adjust time for completion • Use behavioral management techniques consistently within a classroom and across classes <p>Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Ask student higher level questions 	<p>English language learners:</p> <ul style="list-style-type: none"> • Use images, diagrams and other visual aids wherever possible • Provide hands-on activities and explanations • Accept participation at any level, even one word <p>At Risk of School Failure:</p> <ul style="list-style-type: none"> • Adjust time for completion • Use behavioral management techniques consistently within a classroom and across classes <p>Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Ask student higher level questions 	<p>English language learners:</p> <ul style="list-style-type: none"> • Use images, diagrams and other visual aids wherever possible • Provide hands-on activities and explanations • Accept participation at any level, even one word <p>At Risk of School Failure:</p> <ul style="list-style-type: none"> • Adjust time for completion • Use behavioral management techniques consistently within a classroom and across classes <p>Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Ask student higher level questions

	<ul style="list-style-type: none"> • Provide opportunities to develop depth and breadth of knowledge with tangential topics. • Give students opportunities to mentor other students. • Give students opportunities to teach other students <p>Students with 504 plans:</p> <ul style="list-style-type: none"> • Visually impaired students should be seated in close proximity to the teacher. • Hearing impaired students should be seated in close proximity to the teacher 	<ul style="list-style-type: none"> • Provide opportunities to develop depth and breadth of knowledge with tangential topics. • Give students opportunities to mentor other students. • Give students opportunities to teach other students <p>Students with 504 plans:</p> <ul style="list-style-type: none"> • Visually impaired students should be seated in close proximity to the teacher. • Hearing impaired students should be seated in close proximity to the teacher 	<ul style="list-style-type: none"> • Provide opportunities to develop depth and breadth of knowledge with tangential topics. • Give students opportunities to mentor other students. • Give students opportunities to teach other students <p>Students with 504 plans:</p> <ul style="list-style-type: none"> • Visually impaired students should be seated in close proximity to the teacher. • Hearing impaired students should be seated in close proximity to the teacher 	<ul style="list-style-type: none"> • Provide opportunities to develop depth and breadth of knowledge with tangential topics. • Give students opportunities to mentor other students. • Give students opportunities to teach other students <p>Students with 504 plans:</p> <ul style="list-style-type: none"> • Visually impaired students should be seated in close proximity to the teacher. • Hearing impaired students should be seated in close proximity to the teacher
Interdisciplinary Connections	<p>Students will:</p> <ul style="list-style-type: none"> • describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. • describe distinguishing characteristics of representative music genres and styles from a variety of cultures 	<p>Students will:</p> <ul style="list-style-type: none"> • describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. • describe distinguishing characteristics of representative music genres and styles from a variety of cultures 	<p>Students will:</p> <ul style="list-style-type: none"> • describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. • describe distinguishing characteristics of representative music genres and styles from a variety of cultures 	<p>Students will:</p> <ul style="list-style-type: none"> • describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. • describe distinguishing characteristics of representative music genres and styles from a variety of cultures
Assessments	Benchmark assessments:	Benchmark assessments:	Benchmark assessments:	Benchmark assessments:

	<ul style="list-style-type: none"> • Individual demonstration of music elements via singing, playing, and moving to music <p>Ongoing progress monitoring assessments:</p> <ul style="list-style-type: none"> • Class participation <p>Summative assessments:</p> <ul style="list-style-type: none"> • Performance of learned songs and instruments • Music projects 	<ul style="list-style-type: none"> • Individual demonstration of music elements via singing, playing, and moving to music <p>Ongoing progress monitoring assessments:</p> <ul style="list-style-type: none"> • Class participation <p>Summative assessments:</p> <ul style="list-style-type: none"> • Performance of learned songs and instruments • Music projects 	<ul style="list-style-type: none"> • Individual demonstration of music elements via singing, playing, and moving to music <p>Ongoing progress monitoring assessments:</p> <ul style="list-style-type: none"> • Class participation <p>Summative assessments:</p> <ul style="list-style-type: none"> • Performance of learned songs and instruments • Music projects 	<ul style="list-style-type: none"> • Individual demonstration of music elements via singing, playing, and moving to music <p>Ongoing progress monitoring assessments:</p> <ul style="list-style-type: none"> • Class participation <p>Summative assessments:</p> <ul style="list-style-type: none"> • Performance of learned songs and instruments • Music projects
21st Century Themes and Skills	<p>CAREER READY PRACTICE</p> <p>1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>CAREER READY PRACTICE</p> <p>1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>CAREER READY PRACTICE</p> <p>1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>CAREER READY PRACTICE</p> <p>1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>