

Grade 4 Music	Unit 1: Responding to and Creating with the Elements of Music		Suggested Length: 36- 40-minute lessons
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. How do we use the elements of music to create new music?</p> <p>2. How do we use the elements of music to enhance performance?</p> <p>3. How do we use the elements of music to respond to music?</p> <p>4. In what ways are people able to participate and enjoy a musical experience?</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>AH-4-M-1 Students will use elements of music (rhythm, melody, form, timbre, harmony, tempo, dynamics) while performing, singing, instrument playing, moving, listening, reading, writing, and creating.</i> <input type="checkbox"/> <i>AH-4-M-2 Students will recognize and develop music elements.</i> <input type="checkbox"/> <i>AH-4-M-3 Students will use appropriate terminology to describe the purpose of music elements.</i> <input type="checkbox"/> <i>AH-4-M-4 Students will use developmentally appropriate performance techniques, practices, and music elements to communicate ideas and emotions.</i> <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-04-1.1.1 Students will identify or describe elements of music in a variety of music. DOK 2 <input type="checkbox"/> <u>Elements of Music:</u> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Rhythm</u> – time signature (2/4, ¾, 4/4), bar lines, rhythmic durations (whole, half, quarter, and 8th notes and rests), measure <input type="checkbox"/> <u>Tempo</u> – steady beat, slower or faster <input type="checkbox"/> <u>Melody</u> – shape, direction (pitches move up, down, by step, by skip, stay the same), treble clef sign, pitch notation (notes from middle C to F at top of treble clef staff), high vs. low notes (pitches) 	<p><u>RHYTHM</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Long/short <input type="checkbox"/> Note Values <input type="checkbox"/> Whole Note <input type="checkbox"/> Half Note <input type="checkbox"/> Quarter Note <input type="checkbox"/> Eighth Note <input type="checkbox"/> Bar Lines <input type="checkbox"/> Time Signature <input type="checkbox"/> 2/4 <input type="checkbox"/> ¾ <input type="checkbox"/> 4/4 <input type="checkbox"/> Rests <p><u>TEMPO</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Slow/fast <input type="checkbox"/> Steady Beat <p><u>MELODY</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> High/low <input type="checkbox"/> Up/Down/Same Direction <input type="checkbox"/> Movement by Step, Skip, Leap <input type="checkbox"/> Treble Clef <input type="checkbox"/> Pitch C – F on top line of staff <input type="checkbox"/> Shape/contour <input type="checkbox"/> Solfege syllables (do, re, mi, fa, so, la, ti) <p><u>HARMONY</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Unison <input type="checkbox"/> Parts 	<p><u>RHYTHM</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate an understanding of the division of beat as it is related to fractions in mathematics using a number line and pie chart. Notes used will be quarter, eighth, half, whole and sixteenth and quarter rest DOK 1 <input type="checkbox"/> Demonstrate an understanding of rhythms by reading patterns and responding with clapping, singing (syllables to represent rhythm), and/or playing rhythm instruments. DOK 1 <input type="checkbox"/> <u>Demonstrate an understanding of the division of beat through listening, creating with manipulatives, writing what they hear, creating their own rhythms and playing these same rhythms on percussion instruments using quarter and eighth, half, whole and sixteenth notes DOK 2</u> <input type="checkbox"/> Dance to songs that demonstrate duple and triple meter. <u>They will be able to distinguish the difference when the two different meters are compared. OR DOK 2</u> <input type="checkbox"/> <u>Write musical examples of 4 or more measure of rhythms using a 4/4 time signature and explaining in writing what the time signature means to someone reading and performing music DOK 2</u> <input type="checkbox"/> <u>“Conductor of the Day” – each day selected students will conduct the listening example. Basic conducting patterns will be 2/4, 3/4 and 4/4 patterns. DOK 2</u> <input type="checkbox"/> Improvise rhythmic patterns on a variety of rhythmic instruments using various note values DOK 2 <p><u>TEMPO</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Experience and demonstrate an understanding of the difference between music that is slow and fast through movement. DOK 1 <input type="checkbox"/> <u>CATS like assessment over tempo with Multiple Choice questions DOK 2</u>

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	<ul style="list-style-type: none"> <input type="checkbox"/> Harmony –parts (notes performed together to create harmony) major/minor (aurally); unison (non harmony) <input type="checkbox"/> Form – call and response, two-part (AB), three-part (ABA), round, verse/chorus, repeat signs <input type="checkbox"/> Timbre (tone color) – recognize different qualities of musical sounds, orchestral instruments by family – brass, woodwind, string, percussion, how instruments sounds are produced, human voices (high voices, low voices) <input type="checkbox"/> Dynamics – soft (piano – <i>p</i>), medium soft (mezzo piano – <i>mp</i>), medium loud (mezzo forte – <i>mf</i>), loud (forte – <i>f</i>) <input type="checkbox"/> AH-04-1.1.2 Students will identify and describe various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass). <input type="checkbox"/> AH-04-4.1.1 Students will create and notate short, simple melodies that demonstrate melodic shape/contour and meter. <input type="checkbox"/> AH-04-4.1.2 Students will create and perform simple melodies or rhythmic accompaniments to given melodies. <input type="checkbox"/> AH-04-4.1.3 Students will improvise answers in similar style to given rhythmic and/or melodic phrases. <input type="checkbox"/> AH-04-4.1.4 Students will sing and play alone simple rhythmic or tonal patterns by reading music notation; be able to sustain own part in an ensemble. 	<ul style="list-style-type: none"> <input type="checkbox"/> Major / Minor (Aurally) <u>FORM</u> <ul style="list-style-type: none"> <input type="checkbox"/> Echo <input type="checkbox"/> Round <input type="checkbox"/> 2-part (AB) <input type="checkbox"/> 3-part (ABA) <input type="checkbox"/> Verse/Chorus <input type="checkbox"/> Repeat Signs <input type="checkbox"/> Call & Response <u>TIMBRE (TONE COLOR)</u> <ul style="list-style-type: none"> <input type="checkbox"/> Orchestra <input type="checkbox"/> Folk <input type="checkbox"/> Percussion <input type="checkbox"/> String <input type="checkbox"/> Woodwind <input type="checkbox"/> Brass <input type="checkbox"/> Voice (high/low) <input type="checkbox"/> Voice (light/heavy) <u>DYNAMICS</u> <ul style="list-style-type: none"> <input type="checkbox"/> Loud/soft <input type="checkbox"/> <i>p</i>-Piano – soft <input type="checkbox"/> <i>f</i>-Forte – loud <input type="checkbox"/> <i>mf</i>-Mezzo Forte – medium loud <input type="checkbox"/> <i>mp</i>-Mezzo Piano – medium soft 	<p><u>MELODY</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Sing on pitch songs with various directions of melody. DOK 1 <input type="checkbox"/> Identify the direction of music they listen to being performed. They will be able to hear melodies that move upward, downward and those that repeat pitches. DOK 1 <input type="checkbox"/> Identify music that is moving my step, skip and staying the same. DKO 1 <input type="checkbox"/> Read, sing, and play on instruments melodies that use a variety of directions of melody. DOK 1 <input type="checkbox"/> <u>Correctly play the recorder reading the following pitches on the Treble Clef (B,A,G,D,C) DOK 2</u> <input type="checkbox"/> <u>Identify by written assessment when music moves by step and by skip when reading and listening to music. DOK 2</u> <input type="checkbox"/> <u>Group and individual singing using solfege to demonstrate the intervals of music in the melody. DOK 2</u> <input type="checkbox"/> <u>CATS like assessment including Released Item Open Response Question identifying the direction of melody and writing a melody and teacher made OR questions. DOK 2</u> <p><u>HARMONY</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the types of harmony when listening to musical samples and when singing. DOK 1 <input type="checkbox"/> <u>Correctly play accompaniments to various songs using chord structure on a variety of instruments (piano, xylophone, autoharp, etc) DOK 2</u> <p><u>FORM</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify patterns using various symbols (shapes, numbers, words, pictures, etc.) Transfer knowledge of patterns to musical patterns that can be heard (example – musical phrases of nursery rhymes to include “Twinkle, Twinkle Little Star” DOK 1 <input type="checkbox"/> Use manipulatives to demonstrate an understanding of

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	<input type="checkbox"/> AH-04-4.1.5 Students will sing alone and with others a varied repertoire of music.		<p>patterns of listening examples DOK 1</p> <input type="checkbox"/> Identify various forms of music when singing and listening to various musical examples DOK 1

- Use movement to identify a variety of musical forms (e.g., folk dances with various movements) DOK 1
 - CATS like assessment using Multiple Choice questions to identify various musical forms. DOK 2
- TIMBRE (Tone Color)**
- Recognize and Identify Families of instruments in the orchestra by sight and sound DOK 1
 - Play a variety of games to identify instruments by sight DOK 1
 - Recognize and Identify Folk instruments by sight and sound DOK 1
 - Recognize and Identify Keyboard instruments by sight and sound DOK 1
 - CATS like assessment including Released Item Open Response question Contrasting Instrument Families as well as teacher made OR questions. DOK 3
- DYNAMICS**
- Play match game that puts together the terminology of dynamics (Italian term, English translation, musical symbol) DOK 1
 - Identify a variety of dynamic levels in music while singing and listening to a variety of music samples. DOK 2
 - CATS like assessment using Multiple Choice questions that identify various dynamic levels through written description and aural musical examples. DOK 2
- RESPONDING TO MUSIC**
- Listen to musical examples that illustrate and reinforce the seven musical elements throughout the year. DOK 1
 - DAILY LOG - Use STILL (Silent Time for Individual Listening Logs) as a daily activity. Students will practice silent listening and are expected to think about and make notes on musical selections. 4th graders must

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			<p>write about the music they are listening to. DOK 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Musical performances will be given at every grade level. 4th grade – November. Performance may integrate all four art disciplines (music, dance, art, drama) Collaboration between classroom and enrichment teachers will occur. DOK 2 <input type="checkbox"/> <u>Recorder Karate</u> – 9 levels of songs (individual rate of performance) performed on recorder that demonstrate an understanding of various music elements (Performance Rubric) DOK 2 <input type="checkbox"/> Identify and discuss the characteristics of a variety of styles of music as they are sung and listened to through the year. (Bluegrass, spiritual, lullaby, etc.) DOK 2 <input type="checkbox"/> Many lessons can be modified and more specific to match the new Curriculum "Spotlight on Music" adopted 2005-06 for 4th grade

Grade 4 Music	Unit 2: Music in Cultures and Time		Suggested Length: Embedded into previous 36 40-minute lessons
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. How do people of various world cultures use music to identify and express themselves?</p> <p>2. Why is there such a variety of musical styles throughout time and history?</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>AH-4-M-5</i> Students will use appropriate terminology to describe music of diverse cultures, periods, and styles. <input type="checkbox"/> <i>AH-4-M-6</i> Students will examine effects of time, place, and personality on music and performance. <input type="checkbox"/> <i>AH-4-M-7</i> Students will perform music from diverse cultures, periods, and styles. <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-04-2.1.1 Students will identify how music has been a part of cultures and periods throughout history. DOK 2 	<p><u>NATIVEAMERICAN</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Drum <input type="checkbox"/> Rattles <input type="checkbox"/> Flutes <input type="checkbox"/> Simple rhythms <p><u>AMERICAN FOLK</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Guitar <input type="checkbox"/> Banjo <input type="checkbox"/> Mandolin <input type="checkbox"/> Sting bass <input type="checkbox"/> Dulcimer <input type="checkbox"/> Fiddle (violin) <p><u>WEST AFRICAN</u></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Sing folk songs from many different cultures of which the following is included: Native American, American Folk and West African. DOK 1 <input type="checkbox"/> Perform dances from various cultures and time periods. DOK 1 <input type="checkbox"/> Listen to compositions of various composers throughout time. DOK 1 <input type="checkbox"/> Composer of the Month Interactive Bulletin Board – Examples of each composer will be imbedded into the monthly lesson plans. DOK 1 <input type="checkbox"/> Identify instruments of various cultures (use CD-ROM technology to locate pictures and sound clips of each instrument) DOK 1 <input type="checkbox"/> Sing, listen, move to and identify music of a variety of

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	<ul style="list-style-type: none"> <input type="checkbox"/> Cultures: <ul style="list-style-type: none"> <input type="checkbox"/> Native American, <input type="checkbox"/> Traditional Appalachian <input type="checkbox"/> West African <input type="checkbox"/> Similarities and differences in the use of music (e.g., purposes ceremonial) and the use of elements of music among cultures (musical instruments, e.g., Native American – rattle, drums, flutes, Appalachian – dulcimer, fiddle, banjo, guitar, West African – drums, rattles, thumb piano); polyrhythm in West African music not in Native American <input type="checkbox"/> Periods: <ul style="list-style-type: none"> <input type="checkbox"/> Colonial American (e.g., work songs, game songs, patriotic, lullaby, folk music) <input type="checkbox"/> Native American includes period in North America before European settlement <input type="checkbox"/> European influences in American music, similarities between music in the American colonies and the great cities of Europe (The influence of Europe was very strong in the colonies due to the movement of settlers from Europe to America.) <input type="checkbox"/> AH-04-3.1.1 Students will identify how music fulfills variety of purposes. DOK 2 <input type="checkbox"/> Purposes of music (different roles of music) <ul style="list-style-type: none"> <input type="checkbox"/> <u>Ceremonial</u> – music created or 	<ul style="list-style-type: none"> <input type="checkbox"/> Drums <input type="checkbox"/> Bells <input type="checkbox"/> Shakers <input type="checkbox"/> Polyrhythm <u>MUSICAL STYLES</u> <input type="checkbox"/> Blues <input type="checkbox"/> Spirituals <input type="checkbox"/> Game songs <input type="checkbox"/> Folk songs <input type="checkbox"/> Work songs <input type="checkbox"/> Lullabies <input type="checkbox"/> Marches <input type="checkbox"/> Patriotic <input type="checkbox"/> Bluegrass 	<ul style="list-style-type: none"> styles DOK 2 <input type="checkbox"/> Identify and explain various styles of music as they are sung or listened to throughout the year. DOK 2 <input type="checkbox"/> Identify and explain purposes of music as songs are sung and listened to throughout the year. DOK 2 <input type="checkbox"/> Many lessons can be modified and more specific to match the new Curriculum "Spotlight on Music" adopted 2005-06 for 4th grade

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	<p>performed for rituals or celebrations, (e.g., patriotic music, music for worship)</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Recreational</u> – music for entertainment (e.g., music for play such as game songs, music for dances and social events, music for physical activities, music as a hobby) <input type="checkbox"/> <u>Artistic Expression</u> – music created with the intent to express or communicate one's emotions, feelings, ideas, experience (e.g., music created and performed in a concert setting for an audience) 		

Grade 4 Dance	Unit 3: Creating and Performing Dance using Dance Elements		Suggested Length: Embedded into Music and PE classes
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. How do I use dance to express my ideas and feelings?</p> <p>2. How do people move?</p> <p>3. How are movements organized to create patterns of dance?</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>AH-4-DA-1 Demonstrate the ability to perform a dance alone, with a partner, and in a small group using the three elements of movement (space, time, force)</i> <input type="checkbox"/> <i>AH-4-DA-2 Demonstrate the ability to recognize the relationship between the elements of dance and the expressive qualities of movements (e.g., ideas, emotions).</i> <input type="checkbox"/> <i>AH-4-DA-3 Describe elements of dance and explain how dance differs from other physical movements.</i> <input type="checkbox"/> <i>AH-4-DA-4 Create a movement sequence using the elements of dance.</i> <input type="checkbox"/> <i>AH-4-DA-5 Explore simple dances with a beginning, middle, and end using a combination of locomotor (walk, run, hop,</i> 	<p><u>SPACE</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> General/Personal <input type="checkbox"/> Level (high/middle/low) <input type="checkbox"/> Pathways (Straight/ Curved/ Zigzag) <input type="checkbox"/> Direction (Forward, Backward, Sideways, Diagonal, Up, Down) <input type="checkbox"/> Shape (Wide, narrow, twisted, open, closed) <p><u>TIME</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Tempo <p><u>FORCE</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Weight (heavy/light) 	<p><u>Core Lessons taught in PE</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion, demonstration and modeling of the elements of dance DOK 1 <input type="checkbox"/> Individual & group dance using AB & ABA patterns incorporating locomotor and nonlocomotor movements and using the three elements of dance. DOK 2 <input type="checkbox"/> Tell a story using dance to demonstrate understanding of beginning, middle, & end (collaborate with Language Arts) DOK 2 <input type="checkbox"/> Collaboration of music and PE – perform folk, square and social dance DOK 1 <p><u>Reinforced Lessons taught in MUSIC</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Move in a variety of ways to steady beat in music DOK 1 <input type="checkbox"/> Connect locomotor movements to matching rhythm patterns (e.g., skip to uneven rhythm, jog or walk to

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Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p><i>jump, leap, skip, slide, gallop</i> and <i>nonlocomotor</i> (e.g., <i>bend, stretch, twist, swing</i>) movements.</p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-4-DA-6 Create movement sequences that include repetition and variety using different locomotor and nonlocomotor movements <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-04-1.2.1 Students will identify or describe elements of dance in a variety of dances. DOK 2 <input type="checkbox"/> Elements of Dance: <ul style="list-style-type: none"> <input type="checkbox"/> Space – direction of dance movements (forward, backward, right, left, up, down), pathway (straight, curved, zigzag) levels (high, middle, low) shape (individual and group shapes) <input type="checkbox"/> Time (tempo) – dance movements that follow a steady beat or move faster or slower <input type="checkbox"/> Force – dance movements that use more or less energy (e.g., energy - sharp/smooth, weight - heavy/light, flow - free/bound) <input type="checkbox"/> Dance Form – call and response, AB, ABA, choreography <input type="checkbox"/> AH-04-1.2.2 Students will describe how dance uses space, time, force, and various locomotor and nonlocomotor movements to communicate ideas, thoughts, and feelings. DOK 2 <input type="checkbox"/> AH-04-4.2.1 Students will create patterns of movement incorporating the elements of dance (space, time and force). 	<p>energy (sharp/smooth) flow (bound/flowing)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Locomotor (walk, run, gallop, leap, hop, jump, skip, slide) <input type="checkbox"/> Nonlocomotor (bend, stretch, twist, swing) <input type="checkbox"/> AB form <input type="checkbox"/> ABA form 	<p>steady beat) DOK 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Move throughout the classroom observing and recognizing the use of personal and group space DOK 1 <input type="checkbox"/> Moving in a variety of ways to various tempos (slow, medium, fast) DOK 1 <input type="checkbox"/> While listening to music, move throughout the classroom observing specific verbal directions about levels, direction, shape and pathway DOK 1 <input type="checkbox"/> Many lessons can be modified and more specific to match the new Curriculum "Spotlight on Music" adopted 2005-06 for 4th grade

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Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul style="list-style-type: none"> <input type="checkbox"/> AH-04-4.2.2 Students will create a movement sequence with a beginning, middle and end. <input type="checkbox"/> AH-04-4.2.3 Students will perform traditional folk dances, square dances, and ethnic dances (Native American, West African/African-American, Early American and folk). 		

Grade 4 Dance	Unit 4: Historical and Cultural Context		Suggested Length:
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. How does dance reflect cultures, periods, and styles?</p> <p>2. What are the purposes of dance?</p> <p>3. Why do people dance?</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-4-DA-7 Participate in dance activities by performing traditional folk dances, square dances, and ethnic dances (e.g., Native American, African-American) <input type="checkbox"/> AH-4-DA-8 Discuss elements of dance performances seen in various media (e.g., theatre, film, television). <input type="checkbox"/> AH-4-DA-9 Observe performances of classmates and professional dancers <input type="checkbox"/> AH-4-DA-10 Recognize the value of work performed by others. <input type="checkbox"/> AH-4-DA-11 Recognize that dance is a way of expressing the culture and history of a particular group of people. <input type="checkbox"/> AH-4-DA-12 Recognize the three purposes of dance (ceremonial, recreational, artistic) in society. <input type="checkbox"/> AH-4-DA-13 Identify specific cultures, purposes, and styles of dances. <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-04-2.2.1 Students will identify how 	<ul style="list-style-type: none"> <input type="checkbox"/> Ceremonial/Ritual <input type="checkbox"/> Recreational/Social <input type="checkbox"/> Artistic <input type="checkbox"/> Native American <input type="checkbox"/> African <input type="checkbox"/> Appalachian <input type="checkbox"/> Folk dance <input type="checkbox"/> Play party games <input type="checkbox"/> Square dance 	<p><u>Core Lesson will be taught in Music</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the elements of dance as it relates to dances studied throughout the year DOK 1 <input type="checkbox"/> Identify and Perform a variety of dances throughout the year as they relates to music from cultures that include the Native American, African-American, West African, and Colonial American cultures. DOK 1 <input type="checkbox"/> In addition to the dances of cultures within the core content, dances from other parts of the world will also be studied and performed. (e.g., Jewish, Chinese, Latin America) Comparing them to the cultures studied DOK 2 <input type="checkbox"/> Identify the kinds of movements performed in the dances studied. DOK 2 <input type="checkbox"/> As dances are studied throughout the year, their purposes will be explained and discussed. DOK 1 <input type="checkbox"/> Many lessons can be modified and more specific to match the new Curriculum "Spotlight on Music" adopted 2005-06 for 4th grade <p><u>Reinforced Lessons will be taught in PE</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognize the three purposes of dance through participation in various forms including aerobic dance, etc. DOK 1

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	<p>dance has been a part of cultures and periods throughout history. DOK 2</p> <ul style="list-style-type: none"> ❑ Cultures: <ul style="list-style-type: none"> ❑ Native American, ❑ Traditional Appalachian ❑ West African ❑ Similarities and differences in the use of dance (e.g., purposes: harvest and hunting dances in Native American and West African cultures) and the use of elements of dance among cultures ❑ Periods: <ul style="list-style-type: none"> ❑ Colonial American (European influences on American dance, e.g., social dances, square dancing, folk dances) ❑ Native American includes period in North America before European settlement ❑ AH-04-3.2.1 Students will identify how music fulfills variety of purposes. DOK 2 ❑ Purposes of music: (different roles of music) <ul style="list-style-type: none"> ❑ <u>Ceremonial</u> – dances created or performed for rituals or celebrations, (e.g., dances of Native Americans and West Africans to celebrate life events such as harvest, ritual dances associated with worship) ❑ <u>Recreational</u> – dancing for entertainment, to support recreational activities (e.g., ballroom, line dancing, aerobic dance, dance as a hobby) 		<ul style="list-style-type: none"> ❑ Collaboration with music: folk, square and social dance DOK 1

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	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Artistic Expression</u> – dance created with the intent to express or communicate one's emotions, feelings, ideas, experience (e.g., ballet, tap dance, modern dance, dance created and performed in a concert and/or theatrical setting for an audience) <input type="checkbox"/> AH-04-4.2.3 Students will perform traditional folk dances, square dances, and ethnic dances (Native American, West African/African-American, Early American and folk) 		

Grade 4 Drama	Unit 5: Drama		Suggested Length: Embedded into Art classes
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<ol style="list-style-type: none"> 1. What skills do actors need to be convincing of their roles in a theatrical performance? 2. What skills do a variety of people need to assist an actor? 3. What kinds of productions are presented in the cultures around the world? 	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-4-Dr-1 Students will use appropriate terminology to discuss elements of drama such as plot, character, visuals (e.g., scenery, costumes, props, make-up), and acting (e.g., voice, expression, diction, projection). <input type="checkbox"/> AH-4-Dr-2 Students will create simple dramatic works using the elements of drama. <input type="checkbox"/> AH-4-Dr-3 Students will demonstrate through performance various types of drama (e.g., improvisation, mimicry, pantomime, role playing, storytelling). <input type="checkbox"/> AH-4-Dr-4 Students will describe how dramatic works reflect specific cultures, periods, and styles. <input type="checkbox"/> AH-4-Dr-5 Students will compare and contrast dramatic works from diverse cultures, periods, and styles. 	<p><u>Elements of Drama</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Literary Elements <input type="checkbox"/> Storyline <input type="checkbox"/> Plot <input type="checkbox"/> Character <input type="checkbox"/> Story <input type="checkbox"/> Beginning <input type="checkbox"/> Middle <input type="checkbox"/> End <input type="checkbox"/> Dialogue <input type="checkbox"/> Monologue <input type="checkbox"/> Conflict <input type="checkbox"/> Technical elements <input type="checkbox"/> Scenery (set) <input type="checkbox"/> Costumes <input type="checkbox"/> Props <input type="checkbox"/> Sound/music <input type="checkbox"/> Make-up <input type="checkbox"/> Performance Elements 	<p><u>Core Lessons taught in ART</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion of elements of drama DOK 1 <input type="checkbox"/> Students will play drama games identifying and playing at improvisation, role playing, mimicry & other forms of creative dramatics DOK 3 <input type="checkbox"/> Students will create various props and artwork to accompany a variety of dramatic classroom productions DOK 3 <input type="checkbox"/> Students will read and stage simple classroom productions DOK 3 <input type="checkbox"/> Students will demonstrate vocal expression, diction and projection in their classroom productions DOK 3 <p><u>Reinforced Lessons taught in GRADE LEVEL CLASSES</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Literary elements discussed in Language Arts class DOK 1 <input type="checkbox"/> Dramatic productions will be attended by every grade 1 level. Following every performance, all students will complete a follow-up assessment about the dramatic

Grade 4 Drama	Unit 5: Drama		Suggested Length: Embedded into Art classes
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-04-1.3.1 Students will identify or describe elements of drama in dramatic works. DOK 2 <input type="checkbox"/> Elements of drama: <ul style="list-style-type: none"> <input type="checkbox"/> <u>Literary elements</u> – Script, Story line (plot), Character, Story organization (beginning, middle, end), Setting, Dialogue, Monologue, Conflict <input type="checkbox"/> <u>Technical elements</u> – scenery (set), Costumes, Props, Sound and Music, Make-up <input type="checkbox"/> Performance elements: <ul style="list-style-type: none"> <input type="checkbox"/> Acting (how speaking, moving help to create characters) <input type="checkbox"/> Speaking – vocal expression, projection, speaking style, diction <input type="checkbox"/> Nonverbal expression – gestures, facial expression, movement <input type="checkbox"/> AH-04-1.3.2 Students will identify, describe or explain relationships among characters and settings as related to a script, a scenario, or classroom dramatization <input type="checkbox"/> AH-04-1.3.3 Students will identify and describe a variety of creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling). <input type="checkbox"/> AH-04-2.3.1 Students will identify how drama has been a part of cultures and periods throughout history. DOK 2 <input type="checkbox"/> Cultures: <ul style="list-style-type: none"> <input type="checkbox"/> Native American, 	<ul style="list-style-type: none"> <input type="checkbox"/> Acting <input type="checkbox"/> Speaking <input type="checkbox"/> Non-verbal <input type="checkbox"/> Native American <input type="checkbox"/> West African <input type="checkbox"/> Appalachian <input type="checkbox"/> Storytelling <input type="checkbox"/> Myths <input type="checkbox"/> Legends <input type="checkbox"/> Folktales <input type="checkbox"/> Creative dramatics <input type="checkbox"/> Improvisation <input type="checkbox"/> Mimicry <input type="checkbox"/> Pantomime <input type="checkbox"/> Role playing <input type="checkbox"/> Storytelling <input type="checkbox"/> Sharing human experience <input type="checkbox"/> Passing on tradition <input type="checkbox"/> Culture <input type="checkbox"/> Recreational <input type="checkbox"/> Artistic expression 	<p>production they attended DOK 3</p> <p><u>Reinforced Lessons taught in MUSIC</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Dramatic productions will be practiced and presented at every grade level. (introduced in music and in collaboration with the classroom and enrichment area teachers) Dramatic productions will integrate all four areas of the arts (music, drama, dance and art) DOK 3

Grade 4 Drama	Unit 5: Drama		Suggested Length: Embedded into Art classes
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul style="list-style-type: none"> <input type="checkbox"/> Traditional Appalachian <input type="checkbox"/> West African <input type="checkbox"/> (The use of storytelling, myths, legends, folktales in these cultures) <input type="checkbox"/> Periods: <ul style="list-style-type: none"> <input type="checkbox"/> Colonial American - European influences on American drama/ theatre, plays from England (The influence of Europe was very strong in the colonies due to the movement of settlers from Europe to America.) <input type="checkbox"/> Native American includes period in North America before European settlement <input type="checkbox"/> AH-04-3.3.1 Students will identify how drama/theatre fulfills a variety of purposes. DOK 2 <input type="checkbox"/> <u>Purposes of Drama/Theatre:</u> (different roles of drama) <ul style="list-style-type: none"> <input type="checkbox"/> <u>Sharing the human experience</u> – to express or communicate emotion, feelings, ideas, information through dramatic works (e.g., storytelling, role playing, narrative works) <input type="checkbox"/> <u>Passing on tradition and culture</u> – to express or communicate feelings, ideas, information (e.g., narrative, storytelling, folktales, myths, and legends) <input type="checkbox"/> <u>Recreational</u> drama for entertainment, (e.g., drama/theatre as a hobby) <input type="checkbox"/> <u>Artistic Expression</u> – drama created with the intent to express or communicate emotion, feelings, ideas, information (e.g., dramatic works 		

Grade 4 Drama	Unit 5: Drama		Suggested Length: Embedded into Art classes
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>created and performed by actors in a theatrical setting for an audience)</p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-04-4.3.1 Students will create and perform using elements of drama (Literary, Technical, Performance) <input type="checkbox"/> AH-04-4.3.2 Students will improvise to tell stories that show action and have a clear beginning, middle, and end. (Literary elements) 		

Grade 4 Visual Arts	Unit 6: Elements of Art, Principles of Design, Artists, Styles, Techniques and Subject Matter.		Suggested Length: 36 40-minute lessons
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<ol style="list-style-type: none"> 1. What are the elements of art? 2. What are the principles of design? 3. What are types of 2-D media? 4. What are types of 3-D media? 5. What are different styles of art? 6. What types of subject matter 	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-4-VA-1 Use appropriate terminology to describe the functions of the elements of art (line, shape, color, form, texture, space, value) and principles of design (e.g., balance, emphasis, pattern) <input type="checkbox"/> AH-4-VA-2 Create works of art using the elements of art and principles of design <input type="checkbox"/> AH-4-VA-3 Compare and contrast visual works of art. <input type="checkbox"/> AH-4-VA-4 Use a variety of media (crayon, pencil, paint, fabric, yarn, clay, paper, papier-mâché) and art processes (e.g., drawing, painting, collage, weaving, pottery, sculpture) to produce two- and three-dimensional works of art. <input type="checkbox"/> AH-4-VA-5 Describe how media and processes are used for creating a variety of art works. <input type="checkbox"/> AH-4-VA-6 Use appropriate terminology to 	<p><u>Elements of Art</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Line, Shape- Geometric & Free Form, Form, Texture <input type="checkbox"/> Color <input type="checkbox"/> Primary Hues <input type="checkbox"/> Secondary Hues <input type="checkbox"/> Color Schemes <input type="checkbox"/> Warm, Cool, Neutral <p><u>Principals of Design</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Emphasis/ Focal Point, Pattern, Balance/Symmetry Contrast <p><u>Media and Processes</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Medium/Media <input type="checkbox"/> 2-D/Two-Dimensional <input type="checkbox"/> Crayon, Pencil, Paint, 	<p><u>Rotation 1</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Line Drawings-Yarn DOK 3 <input type="checkbox"/> Contrasting Geometric & Freeform drawings DOK3 <input type="checkbox"/> Texture- Animal Drawings DOK 3 <p><u>Rotation 2</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Form- Clay Coil Pots (Pueblo Pottery) Functional DOK 3 <input type="checkbox"/> Patterns- Native American and West African DOK 3 <p><u>Rotation 3</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Form (With Drama Unit)- Mask Making with Papier-mâché DOK 3 <p><u>Rotation 4</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Form & Pattern-Kente Cloth Weaving with Loom & Yarn: Ceremonial DOK 3 <p><u>Rotation 5</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Color- Paint color wheel, abstract warm and cool

Grade 4 Visual Arts	Unit 6: Elements of Art, Principles of Design, Artists, Styles, Techniques and Subject Matter.		Suggested Length: 36 40-minute lessons
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
do artists use?	<p><i>describe art works from different cultures, periods, and styles.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-4-VA-7 Recognize that artists express themselves in different styles. <input type="checkbox"/> AH-4-VA-8 Identify various purposes for creating works of art. <input type="checkbox"/> AH-4-VA-9 Describe the role of visual arts in different cultures. <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> AH-04-1.4.1 Students will identify or describe elements of art and principles of design in works of art. DOK 2 <input type="checkbox"/> <u>Elements of art:</u> <ul style="list-style-type: none"> <input type="checkbox"/> Line, Shape, Form, Texture, and Color (primary and secondary hues) and color schemes (warm, cool, neutral-black, white, gray, sometimes brown/beige as earth tones) <input type="checkbox"/> <u>Principles of design:</u> <ul style="list-style-type: none"> <input type="checkbox"/> Organization of visual compositions: Emphasis (focal point), Pattern, Balance (symmetry), Contrast (e.g., black/white, rough/smooth) <input type="checkbox"/> AH-04-1.4.2 Students will identify and/or describe how an artist uses various media and processes. DOK 2 <input type="checkbox"/> <u>Media (plural) / medium (singular):</u> (used to produce artworks) <input type="checkbox"/> <u>Two-dimensional</u> – crayon, pencil, paint, fabric, yarn, paper <input type="checkbox"/> <u>Three-dimensional</u> – clay, papier-mâché 	<ul style="list-style-type: none"> Tempera, Watercolor, <input type="checkbox"/> Oil Pastels, Chalk Pastels, Fabric, Yarn, Paper <input type="checkbox"/> 3-D/Three-Dimensional <input type="checkbox"/> Pottery, Papier-mâché, Sculpture, Fiber Art, Weaving <input type="checkbox"/> Loom, Weft, Warp <input type="checkbox"/> Quilting <p><u>Subject Matter</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Landscape <input type="checkbox"/> Portrait <input type="checkbox"/> Still Life <p><u>Cultures</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Native American- Pueblo and Mayan <input type="checkbox"/> Appalachian <input type="checkbox"/> West African <input type="checkbox"/> Functional Art <input type="checkbox"/> Ceremonial Art <input type="checkbox"/> Folk Art <input type="checkbox"/> Colonial American <p><u>Purposes for Art</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Ceremonial <input type="checkbox"/> Artistic Expression <input type="checkbox"/> Narrative <input type="checkbox"/> Functional 	<p>paintings, neutral landscapes, final all color non-objective painting- mix all secondary colors DOK 3</p> <p><u>Rotation 6 and 7</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Emphasis & Focal Point with Landscapes and color use- Chalk Pastels DOK 3 <input type="checkbox"/> Balance-Symmetrical Self Portraits (Oil Pastels)-See Colonial Miniature Portraits- Taft Museum Site DOK 3 <input type="checkbox"/> Contrast-Still Life providing contrasting colors, textures, shapes, light/shadow- etc. (Pencil/colored Pencil) DOK 3 <input type="checkbox"/> Assessments based on effort, projects and critiques DOK 2-4

Grade 4 Visual Arts	Unit 6: Elements of Art, Principles of Design, Artists, Styles, Techniques and Subject Matter.		Suggested Length: 36 40-minute lessons
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul style="list-style-type: none"> <input type="checkbox"/> Art processes: <input type="checkbox"/> <u>Two-dimensional</u> – drawing, painting, fiber art (e.g., fabric printing, stamping), collage <input type="checkbox"/> <u>Three-dimensional</u> – pottery, sculpture, fiber art (e.g., constructing with fiber, weaving, quilting) <input type="checkbox"/> <u>Subject matter:</u> (e.g., landscape, portrait, still life) <input type="checkbox"/> AH-04-2.4.1 Students will identify how visual art has been a part of cultures and time periods throughout history. DOK 2 <input type="checkbox"/> <u>Cultures:</u> <ul style="list-style-type: none"> <input type="checkbox"/> Native American <input type="checkbox"/> Traditional Appalachian <input type="checkbox"/> West African <input type="checkbox"/> Similarities and difference in the use of art (e.g., purposes for creating art, folk art) and elements of art and principles of design among cultures (e.g., how line, color, pattern, etc., are used in artworks),_media in relation to these cultures (e.g., wood, fiber) <input type="checkbox"/> <u>Periods:</u> <ul style="list-style-type: none"> <input type="checkbox"/> Colonial American <input type="checkbox"/> European influences in American visual art, similarities between the visual art in the American colonies and the cities of Europe (The influence of Europe was very strong in the colonies due to the movement of settlers from Europe to America.) <input type="checkbox"/> Native American includes period in North America before European settlement 		

Grade 4 Visual Arts	Unit 6: Elements of Art, Principles of Design, Artists, Styles, Techniques and Subject Matter.		Suggested Length: 36 40-minute lessons
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul style="list-style-type: none"> ❑ AH-04-3.4.1 Students will identify how art fulfills a variety of purposes. DOK 2 ❑ <u>Purposes of Art:</u> (different roles of art) <ul style="list-style-type: none"> ❑ <u>Ceremonial</u> – ritual, celebration, artworks created to support worship ceremonies (e.g., ceremonial masks) ❑ <u>Artistic Expression</u> – artwork to express or communicate emotions, ideas, feelings (e.g., for self-expression, to decorate or beautify objects) ❑ <u>Narrative</u> – artworks that tell stories, describe and illustrate experiences, or communicate ideas or information, art to document important or historical events (e.g., Native American totem poles, cave and wall paintings) ❑ <u>Functional</u> – artistic objects used in everyday life, (e.g., pottery, quilts, baskets) ❑ AH-04-4.4.1 Students will create artwork using the elements of art and principles of design. ❑ AH-04-4.4.2 Students will use a variety of media and art processes to produce two-dimensional (2-D) and three-dimensional (3-D) artwork. 		