



THE SCHOOL DISTRICT OF LEE COUNTY

Semester Content Guide 2015-2016
Music - Intermediate 2 (Grade 4) : 5013100
Course Length: Year

Quarter 1

Big Ideas:

C: Critical Thinking and Reflections

S: Skills and Techniques

O: Organizational Structure

H: Historical and Global Connections

F: Innovation, Technology and the Future

Introduction to Fine Arts

Next Generation Sunshine State Standards(Fine Arts)

Florida Standards

MU.4.F.3.1 - Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom.

MU.4.C.1.1 (1-4) Develop effective listening strategies and describe how they can support appreciation of musical works.

MU.4.O.1.1 (1-4) Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.

MU.4.C.1.3 (1-4) Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard.

MU.4.C.2.1 (1-2) Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.

MU.4.S.2.1 (1-2) Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.

<p>MU.4.O.3.1 (1-2) Identify how expressive elements and lyrics affect the mood or emotion of a song.</p> <p>MU.4.S.3.1 (1-4) Sing rounds, canons, and/or partner songs in an appropriate range, using proper vocal technique and maintaining pitch.</p> <p>MU.4.S.3.2 (1-4) Play rounds, canons, or layered ostinati on classroom instruments.</p> <p>MU.4.S.3.4 Play simple ostinati, by ear, using classroom instruments.</p> <p>MU.4.H.1.1 (1-4) Examine and describe a cultural tradition, other than one's own, learned through its musical style and/or use of authentic instruments.</p> <p>MU.4.H.1.3 (1-4) Identify pieces of music that originated from cultures other than one's own.</p> <p>MU.4.H.3.1 (1-4) Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.</p>	
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Essential Outcome Questions

- “How can we demonstrate proper musician behavior?” - F.3.1
- “How can we use intonation, balance, blend, timbre, breath support, and posture to critique performances?” - C.2.1
- “How are the terms in music similar to other subject areas?” - H.3.1
- “How do the elements of music combine to shape a song?” - O.1.1, C.1.1
- “How do the expressive elements affect understanding and performance of music?” - O.3.1
- “How does knowledge of the form of a song help with internalization and memorization?” - S.2.1
- “What is proper instrument and vocal techniques?” - S.3.1, S.3.2, S.3.4
- “What are examples of Native American traditions that are related to music?” - H.1.1, H.1.3
- “What are the four families of musical instruments?” - C.1.3

Aligned Learning Goals (Content Statements)	Resources/Activities	CPALMS	Strategies for Differentiation
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<p>MU.4.F.3.1 - Demonstrate proper classroom musician behavior such as punctual, preparedness, self control, goal oriented, drive, and work ethic</p> <p>MU.4.C.1.1 - Use and create listening maps to identify the structure, instrumentation, melodic line, and expressive elements of a musical work.</p> <p>MU.4.O.1.1 - Compare musical elements of the classical style identifying rhythm, melody, timbre, form, tonality, harmony, meter.</p> <p>MU.4.C.1.3 - Place instruments of the orchestra and band in their proper family.</p> <p>MU.4.C.2.1 - Define the terms intonation, balance, blend, timbre, posture, and breath support.</p> <p>MU.4.S.2.1 - Use knowledge of form to memorize and internalize music for rehearsals and performances.</p> <p>MU.4.O.3.1 - Identify how tempo, dynamics, phrasing, lyrics, and articulation affect the mood or emotion of a song.</p> <p>MU.4.S.3.1 - Sing rounds, canons, or partner songs using proper vocal technique.</p> <p>MU.4.S.3.2 - Play rounds, canons, or layered ostinati on classroom instruments</p> <p>MU.4.S.3.4 - Play simple ostinati by ear.</p> <p>MU.4.H.1.1 - Examine a Native American tradition and its relation to music.</p> <p>MU.4.H.1.3 - Identify music from the Native American culture.</p> <p>MU.4.H.3.1 - Identify the terms used in music and other subjects in school.</p>			
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Vocabulary:

F.3.1 – Punctual, prepared, dependable

C.1.1, O.1.1 – Form, Instrumentation, Tempo, Dynamics, Melodic Line, Rhythm, Patterns, Listening Maps, Timbre, Harmony, Meter, Tonality, Classical Music Style

C.2.1 – Blend, Balance, Intonation

O.3.1 – Phrasing

H.3.1 – Movement, Repetition, Fractions, Sound Waves

Teacher Created Assessments - Guidelines	
DOK Level 1	Recall or Reproduction
DOK Level 2	Skills and Basic Reasoning
DOK Level 3	Strategic Thinking and Complex Reasoning
DOK Level 4	Extended Thinking and Reasoning

[Music DOK
Wheel](#)



THE SCHOOL DISTRICT OF LEE COUNTY

Quarter 2

Semester Content Guide 2015-2016
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Big Ideas:

C: Critical Thinking and Reflections

S: Skills and Techniques

O: Organizational Structure

H: Historical and Global Connections

F: Innovation, Technology and the Future

Introduction to Fine Arts

Next Generation Sunshine State Standards

MU.4.C.1.1 (1-4) Develop effective listening strategies and describe how they can support appreciation of musical works.

MU.4.O.1.1 (1-4) Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.

MU.4.C.1.3 (1-4) Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard.

MU.4.C.2.1 (1-2) Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.

MU.4.S.2.1 (1-2) Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.

MU.4.O.3.1 (1-2) Identify how expressive elements and lyrics affect the mood or emotion of a song.

MU.4.S.3.1 (1-4) Sing rounds, canons, and/or partner songs in an appropriate range, using proper vocal technique and maintaining pitch.

MU.4.S.3.2 (1-4) Play rounds, canons, or layered ostinati on classroom instruments.

MU.4.S.3.5 (2-3) Notate simple rhythmic phrases and extended pentatonic melodies using traditional notation.

MU.4.H.1.1 (1-4) Examine and describe a cultural tradition, other than one's own, learned through its musical style and/or use of authentic instruments.

MU.4.H.1.3 (1-4) Identify pieces of music that originated from cultures other than one's own.

MU.4.H.3.1 (1-4) Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how

Florida Fine Arts Standards

learning in one academic area can help with knowledge or skill acquisition in a different academic area.

Essential Outcome Questions

- “How can we use intonation, balance, blend, timbre, breath support, and posture to critique performances?” - C.2.1
- “How are the terms in music similar to other subject areas?” - H.3.1
- “How do the elements of music combine to shape a song?” - O.1.1, C.1.1
- “How do the expressive elements affect understanding and performance of music?” - O.3.1
- “How does knowledge of the form of a song help with internalization and memorization?” - S.2.1
- “What is proper instrument and vocal techniques?” “How can we notate music using traditional notation?” - S.3.1, S.3.2, S.3.5
- “What are examples of Native American traditions that are related to music?” - H.1.1, H.1.3
- “What are the four families of musical instruments?” - C.1.3

Aligned Learning Goals (Content Statements)	Resources/Activities	CPALMS	<i>Strategies for Differentiation</i>										
<p>MU.4.C.1.1 - Use and create listening maps to identify the structure, instrumentation, melodic line, and expressive elements of a musical work.</p> <p>MU.4.O.1.1 - Compare musical elements of the classical style identifying rhythm, melody, timbre, form, tonality, harmony, meter.</p> <p>MU.4.C.1.3 - Place instruments of the orchestra and band in their proper family.</p> <p>MU.4.C.2.1 - Define the terms intonation, balance, blend, timbre, posture, and breath support.</p> <p>MU.4.S.2.1 - Use knowledge of form to memorize and internalize music for rehearsals and performances.</p>		<table border="1" data-bbox="907 954 1623 1140"> <thead> <tr> <th colspan="2">Teacher Created Assessments - Guidelines</th> </tr> </thead> <tbody> <tr> <td>DOK Level 1</td> <td>Recall or Reproduction</td> </tr> <tr> <td>DOK Level 2</td> <td>Skills and Basic Reasoning</td> </tr> <tr> <td>DOK Level 3</td> <td>Strategic Thinking and Complex Reasoning</td> </tr> <tr> <td>DOK Level 4</td> <td>Extended Thinking and Reasoning</td> </tr> </tbody> </table> <p data-bbox="1402 1219 1545 1287" style="text-align: center;">Music DOK Wheel</p>	Teacher Created Assessments - Guidelines		DOK Level 1	Recall or Reproduction	DOK Level 2	Skills and Basic Reasoning	DOK Level 3	Strategic Thinking and Complex Reasoning	DOK Level 4	Extended Thinking and Reasoning	
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<p>MU.4.O.3.1 - Identify how tempo, dynamics, phrasing, lyrics, and articulation affect the mood or emotion of a song.</p> <p>MU.4.S.3.1 - Sing rounds, canons, or partner songs using proper vocal technique.</p> <p>MU.4.S.3.2 - Play rounds, canons, or layered ostinati on classroom instruments</p> <p>MU.4.S.3.5 - Notate simple rhythms and pentatonic melodies.</p> <p>MU.4.H.1.1 - Examine a native American tradition and its relation to music.</p> <p>MU.4.H.1.3 - Identify music from the native American culture.</p> <p>MU.4.H.3.1 - Identify the terms used in music and other subjects in school.</p>	
<p>Vocab</p> <p>C.1.1, O.1.1 – Form, Instrumentation, Tempo, Dynamics, Melodic Line, Rhythm, Patterns, Listening Maps, Timbre, Harmony, Meter, Tonality, Classical Music Style</p> <p>C.2.1 – Blend, Balance, Intonation</p> <p>O.3.1 – Phrasing</p> <p>H.3.1 – Movement, Repetition, Fractions, Sound Waves</p>	



Quarter 3

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Music - Intermediate 2 (Grade 4) : 5013100
Course Length: Year

<p>Big Ideas:</p> <ul style="list-style-type: none"> C: Critical Thinking and Reflections S: Skills and Techniques O: Organizational Structure H: Historical and Global Connections F: Innovation, Technology and the Future
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Introduction to Fine Arts

Next Generation Sunshine State Standards(Fine Arts)	Florida Standards
<p>MU.4.C.1.1(1-4) - Develop effective listening strategies and describe how they can support appreciation of musical works.</p> <p>MU.4.O.1.1(1-4) - Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.</p> <p>MU.4.C.1.3(1-4) - Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard.</p> <p>MU.4.C.1.4(3-4) - Identify and describe the four primary voice parts, i.e., soprano, alto, tenor, bass</p> <p>MU.4.S.1.3 - Arrange a familiar song for voices or instruments by manipulating form.</p> <p>MU.4.S.3.1(1-4) - Sing rounds, canons, and/or partner songs in an appropriate range, using proper vocal technique and maintaining pitch.</p> <p>MU.4.S.3.2(1-4) - Play rounds, canons, or layered ostinati on classroom instruments.</p> <p>MU.4.S.3.5 (2-3)- Notate simple rhythmic phrases and extended pentatonic melodies using traditional notation</p> <p>MU.4.H.1.1(1-4) - Examine and describe a cultural tradition, other than one's own, learned through its musical style and/or use of authentic instruments.</p>	

MU.4.H.1.3(1-4) - Identify pieces of music that originated from cultures other than one's own.

MU.4.H.3.1(1-4) - Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.

MU.4.O.3.2(3-4) - Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices

MU.4.C.1.2 - Describe, using correct music vocabulary, what is heard in a specific musical work.

MU.4.C.3.1 - Describe characteristics that make various musical works appealing.

MU.4.C.2.2(3-4)- Critique specific techniques in one's own and others performances using teacher-established criteria

Essential Outcome Questions

- “How do the elements of music combine to shape a song?” - O.1.1, C.1.1
- “What are the four families of musical instruments and four primary voice parts?” - C.1.3, C.1.4
- “How can we manipulate the form of a familiar song to arrange a new one?” - S.1.3
- “What is proper instrument and vocal techniques?” “How can we notate music using traditional notation?” - S.3.1, S.3.2, S.3.5
- “What are examples of African American traditions that are related to music?” - H.1.1, H.1.3
- “How are the terms in music similar to other subject areas?” - H.3.1
- “How can we use expressive elements in the performance of music?” - O.3.2
- “How can we identify elements of music in songs we hear?” - C.1.2, C.3.1
- “How can we use music vocabulary to critique musical performances?” - C.2.2

Aligned Learning Goals (Content Statements)	Resources/Activities	CPALMS	<i>Strategies for Differentiation</i>
<p>MU.4.C.1.1 - Use and create listening checklists to identify the structure, instrumentation, melodic line, and expressive elements of a musical work.</p> <p>MU.4.O.1.1 - Compare musical elements of the classical style identifying rhythm, melody, timbre, form, tonality, harmony, meter.</p> <p>MU.4.C.1.3 - Place instruments of the orchestra and band in their proper family.</p> <p>MU.4.C.1.4 - Describe the four primary voice parts.</p> <p>MU.4.S.1.3 - Arrange a familiar song for voices or instruments by manipulating the form.</p> <p>MU.4.S.3.1 - Sing rounds, canons, or partner songs using proper vocal technique.</p> <p>MU.4.S.3.2 - Play rounds, canons, or layered ostinati on classroom instruments</p> <p>MU.4.S.3.5 - Notate simple rhythms and pentatonic melodies.</p> <p>MU.4.H.1.1 - Examine African American tradition and its relation to music.</p> <p>MU.4.H.1.3 - Identify music from the African American culture.</p> <p>MU.4.H.3.1 - Identify the terms used in music and other subjects in school.</p> <p>MU.4.O.3.2 - Apply tempo, dynamics, phrasing, lyrics, and articulation to a song.</p>	<p>MU.4.S.3.5 - AIM Grant - Music Note Values(Fractions)</p>		

<p>MU.4.C.1.2 - Describe, using correct music vocabulary, what is heard in a specific musical work.</p> <p>MU.4.C.3.1 - Describe the musical elements that make a specific musical work appealing</p> <p>MU.4.C.2.2 - Critique techniques in performances using music vocabulary.</p>													
<p>Vocabulary</p> <p>C.1.1, O.1.1 – Form, Instrumentation, Tempo, Dynamics, Melodic Line, Rhythm, Patterns, Listening Maps, Timbre, Harmony, Meter, Tonality, Classical Music Style</p> <p>S.1.3 – Introduction, Interlude, Bridge, Coda, ABA, Rondo</p> <p>S.3.5 – Quarter, Beamed eighth, Half, Whole, Corresponding rests. Dotted Half, La So Mi Re Do</p> <p>C.1.2 – Melodic Line Movement, Contrasting Patterns</p>	<table border="1" data-bbox="947 621 1663 808"> <thead> <tr> <th colspan="2">Teacher Created Assessments - Guidelines</th> </tr> </thead> <tbody> <tr> <td>DOK Level 1</td> <td>Recall or Reproduction</td> </tr> <tr> <td>DOK Level 2</td> <td>Skills and Basic Reasoning</td> </tr> <tr> <td>DOK Level 3</td> <td>Strategic Thinking and Complex Reasoning</td> </tr> <tr> <td>DOK Level 4</td> <td>Extended Thinking and Reasoning</td> </tr> </tbody> </table> <p style="text-align: center;">Music DOK Wheel</p>			Teacher Created Assessments - Guidelines		DOK Level 1	Recall or Reproduction	DOK Level 2	Skills and Basic Reasoning	DOK Level 3	Strategic Thinking and Complex Reasoning	DOK Level 4	Extended Thinking and Reasoning
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THE SCHOOL DISTRICT OF LEE COUNTY

QUARTER 4

Semester Content Guide 2015-2016
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Big Ideas:

- C: Critical Thinking and Reflections
- S: Skills and Techniques
- O: Organizational Structure
- H: Historical and Global Connections
- F: Innovation, Technology and the Future

Introduction to Fine Arts

Next Generation Sunshine State Standards

Florida Fine Arts Standards

MU.4.C.1.1(1-4) - Develop effective listening strategies and describe how they can support appreciation of musical works.

MU.4.O.1.1(1-4) - Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.

MU.4.H.1.2 - Describe the influence of selected composers on the musical works and practices or traditions of their time.

MU.4.C.1.3(1-4) - Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard.

MU.4.C.1.4(3-4) - Identify and describe the four primary voice parts, i.e., soprano, alto, tenor, bass

MU.4.S.1.2 - Create melodic patterns using a variety of sound sources

MU.4.O.2.1 - Create variations for selected melodies.

MU.4.F.1.1 - Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.

MU.4.S.3.1(1-4) - Sing rounds, canons, and/or partner songs in an appropriate range, using proper vocal technique and maintaining pitch.

MU.4.S.3.2(1-4) - Play rounds, canons, or layered ostinati on classroom instruments.

MU.4.S.3.3 - Perform extended pentatonic melodies at sight.

MU.4.H.1.1(1-4) - Examine and describe a cultural tradition, other than one's own, learned through its musical style and/or use of authentic instruments.

MU.4.H.1.3(1-4) - Identify pieces of music that originated from cultures other than one's own.

MU.4.H.3.1(1-4) - Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.

MU.4.O.3.2(3-4) - Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices

MU.4.C.2.2(3-4)- Critique specific techniques in one's own and others performances using teacher-established criteria.

MU.4.H.2.1 - Perform, listen to, and discuss music related to Florida's history.

MU.4.S.1.1 - Improvise phrases, using familiar songs.

MU.4.F.2.1 - Describe roles and careers of selected musicians.

MU.4.H.2.2 - Identify ways in which individuals of varying ages and cultures experience music

MU.F.3.2 - Discuss the safe, legal way to download songs and other media.

Essential Outcome Questions

- “How do the elements of music combine to shape a song?” - O.1.1, C.1.1
- “What influence does a composer have on music their time?” - H.1.2
- “What are the four families of musical instruments and four primary voice parts?” - C.1.3, C.1.4
- “What are the different ways you can compose a song?” - S.1.2, O.2.1, F.1.1
- “What is proper instrument and vocal techniques?” “How can we sight read music?” - S.3.1, S.3.2, S.3.3
- “What are examples of Jazz traditions that are related to music?” - H.1.1, H.1.3
- “How are the terms in music similar to other subject areas?” - H.3.1
- “How can we use expressive elements in the performance of music?” - O.3.2
- “How can we use music vocabulary to critique musical performances?” - C.2.2
- “How did music help shape Florida’s history?” - H.2.1
- “How can we improvise rhythm and melodic phrases from familiar songs?” - S.1.1
- “What are the careers related to musicians?” - F.2.1
- “How do different individuals experience music?” - H.2.2
- “How do music safely and legally download music?” - F.3.2

Aligned Learning Goals (Content Statements)	Resources/Activities	CPALMS	<i>Strategies for Differentiation</i>
<p>MU.4.C.1.1 - Use and create listening checklists to identify the structure, instrumentation, melodic line, and expressive elements of a musical work.</p> <p>MU.4.O.1.1 - Compare musical elements of the classical style identifying rhythm, melody, timbre, form, tonality, harmony, meter.</p> <p>MU.4.H.1.2 - Describe a specific composer’s influence on other music of their time.</p> <p>MU.4.C.1.3 - Place instruments of the orchestra and band in their proper family.</p> <p>MU.4.C.1.4 - Describe the four primary voice parts.</p>			

<p>MU.4.S.1.2 - Create melodic patterns using variety of sound sources.</p> <p>MU.4.O.2.1 - Create variations of selected melodies</p> <p>MU.4.F.1.1 - Create new interpretations of melodic or rhythmic pieces by adding dynamics, timbre, tempo, lyrics, or movement.</p> <p>MU.4.S.3.1 - Sing rounds, canons, or partner songs using proper vocal technique.</p> <p>MU.4.S.3.2 - Play rounds, canons, or layered ostinati on classroom instruments</p> <p>MU.4.S.3.3 - Perform extended pentatonic melodies at sight.</p> <p>MU.4.H.1.1 - Examine a jazz tradition and its relation to music.</p> <p>MU.4.H.1.3 - Identify music from the jazz culture.</p> <p>MU.4.H.3.1 - Identify the terms used in music and other subjects in school.</p> <p>MU.4.O.3.2 - Apply tempo, dynamics, phrasing, lyrics, and articulation to a song.</p> <p>MU.4.C.2.2 - Critique techniques in performances using music vocabulary.</p> <p>MU.4.H.2.1 - Perform, listen to, and discuss music related to Florida's history.</p> <p>MU.4.S.1.1 - Improvise phrases, using familiar songs</p> <p>MU.4.F.2.1 - Describe careers of selected musicians</p>			
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<p>MU.4.H.2.2 - Identify ways in which different individuals experience music.</p> <p>MU.4.F.3.2 - Discuss safe and legal ways to download music.</p>													
<p>Vocabulary</p> <p>S.1.2 – Voice, Instrument</p> <p>F.1.1 – Mallet Use, Vocal and Instrumental Changes, Digital Sounds, Literature, Poetry</p> <p>H.2.1 – Spanish, African, Native American Music – Folk</p>	<table border="1" data-bbox="907 553 1623 738"> <tr> <th colspan="2">Teacher Created Assessments - Guidelines</th> </tr> <tr> <td>DOK Level 1</td> <td>Recall or Reproduction</td> </tr> <tr> <td>DOK Level 2</td> <td>Skills and Basic Reasoning</td> </tr> <tr> <td>DOK Level 3</td> <td>Strategic Thinking and Complex Reasoning</td> </tr> <tr> <td>DOK Level 4</td> <td>Extended Thinking and Reasoning</td> </tr> </table> <p style="text-align: center;">Music DOK Wheel</p>			Teacher Created Assessments - Guidelines		DOK Level 1	Recall or Reproduction	DOK Level 2	Skills and Basic Reasoning	DOK Level 3	Strategic Thinking and Complex Reasoning	DOK Level 4	Extended Thinking and Reasoning
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