



Recommended 4th Grade Curriculum Framework

Topic: Native American Music, Dance and Drama (Weeks 13-15)						
Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (HOW will you teach it?)	Resources (What MATERIALS will you need?)	Differentiation (How will you reach the DIVERSITY of learners?)	Literacy Connection (How will you use READING and WRITING with this material?)
<p>AH-E-1.2.31 –Identify similarities and differences in musical elements used in the music of Native Americans, West Africans and American Folk music</p> <p>(See below)</p>	<p>POS-AH-4-M-5 Students use appropriate terminology to describe music of diverse cultures, periods and styles</p> <p>POS-AH-4-M-6 Students examine effects of time, place and personality on music and performance</p> <p>POS-AH- 4-M-7 Students perform music from diverse cultures, periods and styles</p> <p>AE-2.22 Students create products and make presentations that convey concepts and feeling in the human experience through their productions, performance or interpretations</p> <p>Demonstrators</p> <ul style="list-style-type: none"> • Explore the elements and principles of music • Create and/or perform original and existing works of music • Discuss musical works and dance using appropriate concepts and terminology 					

Content: MUSIC – Grade 4

Topic: Native American Music, Dance and Drama (Weeks 13-15)

<p>Content (What do your students need to KNOW?)</p>	<p>Demonstrators (What do your students need to be able to DO?)</p>	<p>Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)</p>	<p>Activities (HOW will you teach it?)</p>	<p>Resources (What MATERIALS will you need?)</p>	<p>Differentiation (How will you reach the DIVERSITY of learners?)</p>	<p>Literacy Connection (How will you use READING and WRITING with this material?)</p>
	<ul style="list-style-type: none"> • Produce and/or perform original and existing individual and group musical works • Reflect on, interpret, and revise own work and/or works of others in music <p>AE-2.23 Students analyze their own and others' artistic products and performances</p> <p>Demonstrators</p> <ul style="list-style-type: none"> • Observe, experience and explore a variety of artistic styles and forms in music and dance • Identify and express arts concepts in music • Communicate recognition of the diversity of art forms and structures in music, dance, drama and visual arts • Compare and contrast formal design, style and structure within each discipline, (music, dance, drama and visual art) • Evaluate personal artistic creations and those of others using appropriate vocabulary <p>AE-2.24 Students appreciate creativity and the values of the arts and the humanities</p>					

Content: MUSIC – Grade 4

Topic: Native American Music, Dance and Drama (Weeks 13-15)

<p>Content (What do your students need to KNOW?)</p>	<p>Demonstrators (What do your students need to be able to DO?)</p>	<p>Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)</p>	<p>Activities (HOW will you teach it?)</p>	<p>Resources (What MATERIALS will you need?)</p>	<p>Differentiation (How will you reach the DIVERSITY of learners?)</p>	<p>Literacy Connection (How will you use READING and WRITING with this material?)</p>
	<p>Demonstrators</p> <ul style="list-style-type: none"> • Explore a variety of art forms in music • Describe reaction to musical works and dance performances using basic vocabulary • Respond to the expressive qualities of music and dance • Recognize and demonstrate arts concepts used to describe feelings • Begin to formulate personal values based on the perception and reaction to the expressive qualities of music and dance <p>AE-2.25 Through their productions and performances or interpretation, students show an understanding of the influence of time, personality and society on the arts and humanities</p> <p>Demonstrators</p> <ul style="list-style-type: none"> • Recognize the role of the artist in music and dance • Demonstrate through products or performances, forms of music and dance • Examine the effects of time, place, and personality on musical forms and 					

Content: MUSIC – Grade 4

Topic: Native American Music, Dance and Drama (Weeks 13-15)

Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (HOW will you teach it?)	Resources (What MATERIALS will you need?)	Differentiation (How will you reach the DIVERSITY of learners?)	Literacy Connection (How will you use READING and WRITING with this material?)
<p>AH-E-2.2.31 – Explain how dance has been a part of cultures and time periods throughout history</p> <p>AH-E-2.2.32 – Discuss three purposes of dance: ceremonial (celebration, hunting), recreational (folk, social), and artistic (ballet)</p> <p>AH-E-2.2.33 – Describe, using appropriate terminology, differences and commonalities</p>	<p>performance practices</p> <p>AE-2.26 Students recognize differences and commonalities in the human experience through their productions, performances or interpretations</p> <p>Demonstrators</p> <ul style="list-style-type: none"> Express openness to differences and commonalities among diverse cultures Investigate and communicate the differences and commonalities in the artistic expressions of music and dance from diverse cultures <p>Demonstrate through products or performances music and dance from diverse cultures</p> <p>POS-AH-4-Da-11 Students will recognize that dance is a way of expressing the culture and history of a particular group of people</p> <p>POS-AH-4-Da-12 Students will recognize the three purposes of dance (ceremonial, recreational, artistic) in society</p> <p>POS-AH-4-Da-13 Students will identify specific cultures, purposes and styles of dances</p>					

Content: MUSIC – Grade 4

Topic: Native American Music, Dance and Drama (Weeks 13-15)

Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (HOW will you teach it?)	Resources (What MATERIALS will you need?)	Differentiation (How will you reach the DIVERSITY of learners?)	Literacy Connection (How will you use READING and WRITING with this material?)
<p>in dances of different cultures (African, Native American, Colonial America) purposes and styles</p> <p>AH-E-3.2.31 – Discuss the effects of time and place on dramatic works</p> <p>AH-E-3.2.32 – Discuss specific cultures (Native American) and styles (folk tales, myths and legends) within dramatic works</p>	<p>POS-AH-4-Dr-4 Students will describe how dramatic works reflect specific cultures, periods and styles</p> <p>POS-AH-4-Dr-5 Students will compare and contrast dramatic works from diverse cultures, periods and styles</p>					