

Music: Grade 4

Adopted 2007

Singing independently and with others, a varied repertoire of music.

- 1.1** Imitate melodic patterns

- 1.2** Sing on pitch within the appropriate singing range

- 1.3** Sing on pitch in rhythm while applying a steady beat

- 1.4** Sing demonstrating proper posture and breathing

- 1.5** Sing demonstrating proper vocal technique

- 1.6** Sing expressively utilizing dynamics and phrasing

- 1.7** Sing call and response

- 1.8** Singing ostinati with songs

- 1.9** Sing in groups in response to gestures of a conductor

- 1.10** Sing rounds

- 1.11** Sing partner songs

- 1.12** Sing music in 2 and 3 parts

- 1.13** Sing in groups and blending vocal timbres

- 1.14** Sing a repertoire of songs representing different genres, styles and languages

- 1.15** Sing expressively with phrasing, dynamics and stylistic interpretation

- 1.16** Sing music in 4 parts with and without accompaniment

- 1.17** Sing a repertoire of choral literature with expression and technical accuracy including songs performed from memory

Performing on instruments independently and with others a varied repertoire of music

- 2.1** Imitate rhythmic and melodic patterns on pitched and unpitched instruments

- 2.2** Perform on pitched and unpitched instruments in rhythm while applying a steady beat

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- 2.3 Perform rhythm accompaniments by ear**

 - 2.4 Perform tonal accompaniments by ear**

 - 2.5 Perform melodies by ear using a melodic instrument**

 - 2.6 Perform with proper posture and breathing**

 - 2.7 Perform with proper instrument technique**

 - 2.8 Perform in groups in response to gestures of a conductor**

 - 2.9 Perform an independent part in an ensemble setting**

 - 2.10 Perform music representing diverse genres and styles**

 - 2.11 Perform in groups with blend and balance**

 - 2.12 Perform expressively with phrasing, dynamics and stylistic interpretation**
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Improvising melodies, variations and accompaniments

- 3.1 Improvise rhythmically with voice or on instrument**

 - 3.2 Improvise ostinato accompaniments**

 - 3.3 Improvise unaccompanied melodies**

 - 3.4 Improvise melodic embellishments on given melodies in various tonalities**

 - 3.5 Improvise rhythmic variations on given melodies**

 - 3.6 Improvise melodic variations**

 - 3.7 Improvise melodies over basic chord progressions**

 - 3.8 Improvise melodies over given rhythm and tonal context**

 - 3.10 Improvise melodies over given rhythm and harmonic context consistent to the styles**
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Composing and arranging music within specific guidelines

- 4.1 Compose short songs and instrumental pieces**

- 4.2 Arrange short songs and/or instrumental pieces**

- 4.3 Utilize standard written notation in composition of short songs**

- 4.4 Utilize compositional technology**

- 4.5 Manipulate a variety of traditional, non-traditional and electronically produced sounds while creating or arranging**

4.6 Organize the elements of music into compositions which are unified and varied

Reading and notating music

5.1 Identify and define standard notation symbols

5.2 Read rhythmic notation

5.3 Read melodic notation

5.4 Read a single line of an instrumental or vocal part

5.5 Notate symbols and terms for meter and rhythm

5.6 Notate symbols for pitch

5.7 Notate symbols and terms referring to dynamics, tempo and articulation

5.8 Read an instrumental or vocal score

5.9 Read unfamiliar music with tonal and rhythmic accuracy

5.10 Read simple melodies in 2 or more clefs

Listen to, describing and analyzing music and musical performances

6.1 Express changes and contrasts in music through movement

6.2 Identify and classify instruments according to family

6.3 Identify and classify voices by range and quality

6.4 Identify and describe basic music forms

6.5 Identify and describe common instrumental and vocal ensembles

6.6 Express through verbal and non-verbal means various styles/genres of music

6.7 Identify the elements of music within a musical composition

6.9 Identify and explain compositional devices and techniques used in a musical work

Evaluating music and musical performances

7.1 Express personal preferences for specific musical styles

7.2 Identify ways for evaluating compositions and performances

7.3 Explain personal music preferences using appropriate terminology

7.4 Discuss and evaluate the relationship between music and human emotions

7.5 Develop and apply criteria for evaluating compositions and performances

7.6 Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing

7.7 Critically evaluate one's own musical creations

7.8 Critically evaluate the compositions, arrangements, and improvisations of others by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement

Making connections between music, the other arts and other curricular areas

8.1 Identify, compare and contrast the roles of creators, performers and consumers in the production and presentation of the arts including music

8.2 Make connections with other disciplines as they relate to music

8.3 Illustrate ways in which the principles and subject matter of other curricular areas are interrelated to music

8.4 Compare and contrast terms common between the arts and other curricular areas (e.g., texture, color, form)

8.5 Compare and contrast artistic themes across cultures, history and multiple media

Understanding music in relation to diverse cultures, times and places

9.1 Identify and describe the roles of musicians in various historical periods, cultures, genre and styles

9.2 Listen to music from various periods and diverse cultures by genre or style

9.3 Describe how elements of music are used in various historical periods, cultures, genres and styles

9.4 Identify sources of American music genres; trace the evolution of those genres and wellknown musicians associated with them

9.5 Classify and describe distinguishing characteristics of representative music genres and styles from various cultures and historical periods

9.6 Identify and explain the characteristics that cause a musical work to be considered culturally, historically and/or geographically significant
