Florida Fine Arts

Music: Grade 4

Adopted 2010

Critical Thinking and Reflection

Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

1. Develop effective listening strategies and describe how they can support appreciation of musical works. MU.4.C.1.1
2. Describe, using correct music vocabulary, what is heard in a specific musical work. MU.4.C.1.2
3. Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard. MU.4.C.1.3
4. Identify and describe the four primary voice parts, i.e., soprano, alto, tenor, bass. MU.4.C.1.4

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify and use appropriate sensory skills to recognize specified musical characteristics. MU.4.C.1.IN.A
b. Recognize families of orchestral and band instruments MU.4.C.1.IN.B
c. Identify and use appropriate sensory skills to distinguish voice parts. MU.4.C.1.IN.C

Supported

a. Use a teacher-selected sensory skill to recognize specified musical characteristics. MU.4.C.1.SU.A
b. Recognize a variety of orchestral and band instruments. MU.4.C.1.SU.B
c. Use a teacher-selected sensory skill to recognize differences in voice parts. MU.4.C.1.SU.C

Participatory

a. Recognize a teacher-selected musical characteristic in a song or instrumental piece. MU.4.C.1.PA.A
b. Recognize selected orchestral and band instruments. MU.4.C.1.PA.B
c. Distinguish between two voice types. MU.4.C.1.PA.C

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ssessing our own and others' artistic work, using critical-thinking, problem-lving, and decision-making skills, is central to artistic growth.

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1. Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others. MU.4.C.2.1
2. Critique specific techniques in one's own and others' performances using teacher-established criteria. MU.4.C.2.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify selected basic music performance techniques to provide a foundation for critiquing self and others. MU.4.C.2.IN.A
b. Use defined criteria to critique specified techniques in performances of one's self and others. MU.4.C.2.IN.B

Supported

a. Recognize a selected basic music performance technique to provide a foundation for critiquing self and others. MU.4.C.2.SU.A
b. Use a teacher-selected criterion to critique specified techniques in performances of one's self and others. MU.4.C.2.SU.B

Participatory

a. Select a characteristic that makes music appealing. MU.4.C.2.PA.A

The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

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

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify characteristics that make various musical works appealing. MU.4.C.3.IN.A

Supported

a. Recognize characteristics that make various musical works appealing. MU.4.C.3.SU.A

Participatory

a. Select a characteristic that makes a musical work appealing. MU.4.C.3.PA.A

Skills, Techniques, and Processes

The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

1. Improvise phrases, using familiar songs. MU.4.S.1.1
2. Create melodic patterns using a variety of sound sources. MU.4.S.1.2
3. Arrange a familiar song for voices or instruments by manipulating form. MU.4.S.1.3

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Improvise vocal or instrumental patterns using familiar songs. MU.4.S.1.IN.A

Supported

a. Perform simple vocal or instrumental patterns or songs. MU.4.S.1.SU.A

Participatory

a. Imitate simple vocal or instrumental patterns or songs. MU.4.S.1.PA.A

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

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

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Recognize patterns in music. MU.4.S.2.IN.A

   Supported

   a. Imitate musical patterns. MU.4.S.2.SU.A

   Participatory

   a. Recognize a musical pattern. MU.4.S.2.PA.A

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

1. Sing rounds, canons, and/or partner songs in an appropriate range, using proper vocal technique and maintaining pitch. MU.4.S.3.1
2. Play rounds, canons, or layered ostinati on classroom instruments. MU.4.S.3.2
3. Perform extended pentatonic melodies at sight. MU.4.S.3.3
4. Play simple ostinati, by ear, using classroom instruments. MU.4.S.3.4
5. Notate simple rhythmic phrases and extended pentatonic melodies using traditional notation. MU.4.S.3.5

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Sing songs in an appropriate range using head voice and maintaining pitch. MU.4.S.3.IN.A

b. Perform simple melodies and/or accompaniments on classroom instruments. MU.4.S.3.IN.B

c. Copy simple rhythmic and melodic patterns using traditional notation. MU.4.S.3.IN.C

Supported

a. Sing songs of limited range using the head voice. MU.4.S.3.SU.A

b. Perform simple songs and accompaniments. MU.4.S.3.SU.B

Participatory

a. Sing or play songs or patterns from a model. MU.4.S.3.PA.A

b. Sing or play songs or patterns from a cue. MU.4.S.3.PA.B

Organizational Structure

Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

1. 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.O.1.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Identify elements of music in different types of music as a foundation for understanding the structural conventions of specific styles. MU.4.O.1.IN.A

   Supported

   a. Recognize selected elements of music in different types of music. MU.4.O.1.SU.A

   Participatory

   a. Demonstrate awareness of beat and rhythm. MU.4.O.1.PA.A

The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

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

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Change the feeling of a musical phrase by altering the elements of music. MU.4.O.2.IN.A

Supported

a. Select an element to change in a musical phrase. MU.4.O.2.SU.A

Participatory

a. Respond to a change in a musical phrase. MU.4.O.2.PA.A

Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

1. Identify how expressive elements and lyrics affect the mood or emotion of a song. MU.4.O.3.1
2. Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices. MU.4.O.3.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Recognize how a change in an expressive element affects the mood or emotion of a song. MU.4.O.3.IN.A

b. Change an expressive element to a vocal or instrumental piece and discuss the result MU.4.O.3.IN.B

Supported

a. Match expressive elements and lyrics to mood or emotion. MU.4.O.3.SU.A

Participatory

a. Recognize the mood or emotion expressed in a musical piece. MU.4.O.3.PA.A

Historical and Global Connections

Through study in the arts, we learn about and honor others and the worlds in which they live(d).

1. 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.1.1
2. Describe the influence of selected composers on the musical works and practices or traditions of their time. MU.4.H.1.2
3. Identify pieces of music that originated from cultures other than one's own. MU.4.H.1.3

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify common uses of music within specific cultures. MU.4.H.1.IN.A

b. Recognize pieces of music that originated from cultures other than one's own. MU.4.H.1.IN.B

Supported

a. Recognize common uses of music within specific cultures. MU.4.H.1.SU.A

b. Match pieces of characteristic music to specified cultures. MU.4.H.1.SU.B

Participatory

a. Recognize a use of music common to cultures or times. MU.4.H.1.PA.A

b. Associate a piece of music with a specified culture. MU.4.H.1.PA.B

The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

1. Perform, listen to, and discuss music related to Florida's history. MU.4.H.2.1
2. Identify ways in which individuals of varying ages and cultures experience music. MU.4.H.2.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify and listen to music related to Florida's history. MU.4.H.2.IN.A

b. Identify a variety of venues to experience music. MU.4.H.2.IN.B

Supported

a. Recognize a variety of music that represents Florida culture or history. MU.4.H.2.SU.A

b. Recognize a variety of venues to experience music. MU.4.H.2.SU.B

Participatory

a. Associate musical examples with Florida culture or history. MU.4.H.2.PA.A

b. Recognize a way to interact with music. MU.4.H.2.PA.B

Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

1. 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.H.3.1

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Compare the use of pattern, line, and form found in music with other teacher-selected contexts. MU.4.H.3.IN.A

Supported

a. Connect the use of pattern, line, and form found in music with another teacher-selected context. MU.4.H.3.SU.A

Participatory

a. Respond to the use of patterns in music and another teacher-selected context. MU.4.H.3.PA.A

Innovation, Technology, and the Future

Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

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

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Change the feeling of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement. MU.4.F.1.IN.A

Supported

a. Imitate changes in sounds and movements of melodic or rhythmic pieces. MU.4.F.1.SU.A

Participatory

a. Explore changes in sounds and movements of melodic or rhythmic pieces. MU.4.F.1.PA.A

Careers in and related to the arts significantly and positively impact local and global economies.

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

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify two or more community opportunities in or related to music for employment or leisure. MU.4.F.2.IN.A

Supported

a. Recognize two or more community opportunities to participate in activities related to music. MU.4.F.2.SU.A

Participatory

a. Associate music with leisure or recreation. MU.4.F.2.PA.A

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The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

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.F.3.1
2. Discuss the safe, legal way to download songs and other media. MU.4.F.3.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify a personal quality that supports success in music that can be applied to other fields. MU.4.F.3.IN.A

Supported

a. Recognize a personal quality that supports success in music that can be applied to other fields. MU.4.F.3.SU.A
b. Recognize and respect the property of others. MU.4.F.3.SU.B

Participatory

a. Recognize a personal quality that supports success in life. MU.4.F.3.PA.A
b. Recognize the property of others MU.4.F.3.PA.B