

# Music: General Music: Grade 4

Adopted 2015

## Creating – Conceiving and developing new artistic ideas and work.

- 1. Imagine: Generate musical ideas for various purposes and contexts. CR.1**
  - a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural). CR.1.4.A
  - b. Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters. CR.1.4.B

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- 2. Plan and Make: Select and develop musical ideas for defined purposes and contexts. CR.2**
  - a. Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context. CR.2.4.A
  - b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas. CR.2.4.B

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- 3. Evaluate and Refine: Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. CR.3**
  4. Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time. CR.3.4

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- 4. Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality. CR.4**
  4. Present the final version of personal created music to others, and explain connection to expressive intent. CR.4.4

## Performing – Realizing artistic ideas and work through interpretation and presentation.

- 1. Select: Select varied musical works to present based on interest, knowledge, technical skill, and context. PR.1**
  4. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill. PR.1.4

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- 2. Analyze: Analyze the structure and context of varied musical works and their implications for performance. PR.2**
  - a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance. PR.2.4.A

- b. When analyzing selected music, read and perform using iconic and/or standard notation. [PR.2.4.B](#)
- c. Explain how context (such as social and cultural) informs a performance. [PR.2.4.C](#)

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**3. Interpret: Develop personal interpretations that consider creators' intent.** [PR.3](#)

- 4. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre). [PR.3.4](#)

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**4. Rehearse, Evaluate, and Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.** [PR.4](#)

- a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances. [PR.4.4.A](#)
- b. Rehearse to refine technical accuracy and expressive qualities, and address performance challenges. [PR.4.4.B](#)

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**5. Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.** [PR.5](#)

- a. Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation. [PR.5.4.A](#)
- b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre. [PR.5.4.B](#)

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**Responding –  
Understanding and  
evaluating how the arts  
convey meaning.**

**1. Select: Choose music appropriate for a specific purpose or context.** [RE.1](#)

- 4. Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. [RE.1.4](#)

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**2. Analyze: Analyze how the structure and context of varied musical works inform the response.** [RE.2](#)

- 4. Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural). [RE.2.4](#)

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**3. Interpret: Support interpretations of musical works that reflect creators'/performers' expressive intent.** [RE.3](#)

- 4. Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent. [RE.3.4](#)

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**4. Evaluate: Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.** [RE.4](#)

- 4. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context. [RE.4.4](#)