

Fine Arts: Music (4th Grade)

Creating (CR) CR

1 Generate musical ideas through reading, notating, and/or interpreting music.

M.CR.1

- 1 Explore the elements of music, including: A. Beat/Meter (meter in 2/4, 3/4, 4/4, and syncopation) B. Pitch (high/middle/low) C. Tempo (accelerando and ritardando) D. Dynamics (mezzo forte/mezzo piano) E. Melody (octave leap and melodic contour) F. Harmony (layered ostinati, both rhythmic and melodic, canons/rounds, and partner songs) G. Form (interlude and first/second ending) H. Tone Color (classroom percussion instruments, identify instruments and instrument families of the orchestra, timbre of solo versus ensemble, as well as soprano, alto, tenor and bass) 4.M.CR.1.1
 - A Beat/Meter (meter in 2/4, 3/4, 4/4, and syncopation) 4.M.CR.1.1A
 - B Pitch (high/middle/low) 4.M.CR.1.1B
 - C Tempo (accelerando and ritardando) 4.M.CR.1.1C
 - D Dynamics (mezzo forte/mezzo piano) 4.M.CR.1.1D
 - E Melody (octave leap and melodic contour) 4.M.CR.1.1E
 - F Harmony (layered ostinati, both rhythmic and melodic, canons/rounds, and partner songs) 4.M.CR.1.1F
 - G Form (interlude and first/second ending) 4.M.CR.1.1G
 - H Tone Color (classroom percussion instruments, identify instruments and instrument families of the orchestra, timbre of solo versus ensemble, as well as soprano, alto, tenor and bass) 4.M.CR.1.1H
- 2 Improvise melodic and rhythmic answers with or without a system syllables, numbers or basic notation using voice, classroom instruments, or technology to demonstrate basic notation. 4.M.CR.1.2
- 3 Improvise movement (non-locomotor and locomotor) appropriate for the musical elements heard in various listening examples with and without partners or groups. 4.M.CR.1.3
- 4 Identify a system of syllables, numbers, or letters to demonstrate basic notation on a staff: Rhythmic (syncopation and single eighth note and rest) Melodic (high do, low la, low sol, and treble clef) 4.M.CR.1.4
- 5 Experiment with variations in and demonstrate understanding of tempo, timbre or tone color, dynamics, and phrasing for expressive purposes. 4.M.CR.1.5

Performing (PR) PR

1 Present or demonstrate an existing work, formally or informally, with appropriate expressive and technical skills. M.PR.1

- 1 Participate in music through singing (individually and in groups, as well as accompanied and unaccompanied) and playing traditional and/or non-traditional instruments (i.e., found sounds). [4.M.PR.1.1](#)
 - 2 Match pitches, sing in tune (C, D, F, or G- pentatone), and use appropriate tone and expression. [4.M.PR.1.2](#)
 - 3 Perform simple ostinati using instruments or body percussion to accompany songs and rhythm activities. [4.M.PR.1.3](#)
 - 4 Perform simple patterns or melodies in group ensembles with voice or on pitched or unpitched traditional or non-traditional instruments. [4.M.PR.1.4](#)
 - 5 Sing two-part rounds, partner songs, and ostinatos. [4.M.PR.1.5](#)
 - 6 Sing with an acceptable tone quality throughout his/her singing ranges or play an instrument with an acceptable tone quality throughout an appropriate range. [4.M.PR.1.6](#)
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Responding (RE) [RE](#)

1 Respond to music while demonstrating respect for others' music preferences and music performances. [M.RE.1](#)

- 1 Respond to the beat or rhythm in music by using non-locomotor or locomotor movement, body percussion, and playing classroom instruments. [4.M.RE.1.1](#)
 - 2 Recognize and practice appropriate audience and performer behavior appropriate for the context and style of music performed and demonstrate respect for music performed by others. [4.M.RE.1.2](#)
 - 3 Respond to basic features (dynamics, tempo, form, etc.) of familiar and unfamiliar songs. [4.M.RE.1.3](#)
 - 4 Recognize basic elements of familiar and unfamiliar songs. [4.M.RE.1.4](#)
 - 5 Compare students' likes and dislikes of music of different styles, while using appropriate terms to explain opinions. [4.M.RE.1.5](#)
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Connecting (CN) [CN](#)

1 Recognize the development of music from a social, cultural, and historical context. [M.CN.1](#)

- 1 Sing and perform songs, chants, rhymes, singing games, and dances from a variety of cultures. [4.M.CN.1.1](#)
- 2 Recognize American music, including work songs, holiday songs, and patriotic music. [4.M.CN.1.2](#)
- 3 Identify music and instruments from different cultures. [4.M.CN.1.3](#)
- 4 Introduce the various roles musicians have in various musical settings and cultures. [4.M.CN.1.4](#)
- 5 Introduce uses of music in everyday life (e.g., film, television, background music, commercials, and video games). [4.M.CN.1.5](#)