Oklahoma Fine Arts

Music: Fourth Grade

Creating (CR)

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

1 Identify the elements of music, including: 4.M.CR.1.1

A Beat/Meter (meter in 2/4, 3/4, 4/4, and syncopation) 4.M.CR.1.1.A

B Pitch (high/middle/low) 4.M.CR.1.1.B

C Tempo (vivace, adagio, grave) 4.M.CR.1.1.C

D Dynamics (sforzando) 4.M.CR.1.1.D

E Melody (octave leap and melodic contour) 4.M.CR.1.1.E

F Harmony (layered ostinati, both rhythmic and melodic, canons/rounds, and partner songs) 4.M.CR.1.1.F

G Form (interlude and first/second ending) 4.M.CR.1.1.G

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.H

2 Improvise melodic and rhythmic answers with or without a system of 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 Use an identified system of syllables, numbers, or letters to demonstrate basic notation on a staff: 4.M.CR.1.4

A Rhythmic (syncopation and single eighth note and rest) 4.M.CR.1.4.A

B Melodic (high do, low la, low sol, and treble clef) 4.M.CR.1.4.B

Performing (PR)

1 **Present or demonstrate an existing musical 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

Skip to main content

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 or play an instrument in an appropriate range with acceptable tone quality. 4.M.PR.1.6

Responding (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 with movement to basic features (dynamics, tempo, form, etc.) of familiar and unfamiliar songs. 4.M.RE.1.3

4 Compare students' likes and dislikes of music of different styles while using appropriate terms to explain opinions. 4.M.RE.1.4

Connecting (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 Explore uses of music in everyday life (e.g., film, television, background music, commercials, and video games). 4.M.CN.1.5