

# 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**

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## 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**

- 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
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## 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
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## 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