

# Grade 4

Adopted 2022

## Dance

### Creating

1. Generate and develop artistic ideas and work. [K-12.DA.CR.1](#)
  1. Identify and demonstrate ideas for choreography from a variety of stimuli. [4.DA.CR.1.1](#)
  2. Develop a movement problem with teacher guidance and manipulate the elements of dance using tools to find a solution. [4.DA.CR.1.2](#)
2. Organize and revise artistic ideas and work. [K-12.DA.CR.2](#)
  1. Manipulate or modify choreographic devices to expand movement possibilities. Create and discuss a variety of movement patterns and structures. Discuss movement choices. [4.DA.CR.2.1](#)
  2. Develop a dance study that expresses and communicates a main idea. Discuss the reasons for and effectiveness of the movement choices in regard to the main idea. [4.DA.CR.2.2](#)
3. Refine and complete artistic ideas and work. [K-12.DA.CR.3](#)
  1. Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a short dance study. Explain choices made in the process. [4.DA.CR.3.1](#)
  2. Depict the relationships between two or more dancers in a dance phrase by drawing a picture or using symbols. [4.DA.CR.3.2](#)

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## Performing, Presenting, and Producing

4. Select, analyze, and interpret, artistic ideas and work for presentation. **K-12.DA.PR.4**
  1. Make static and dynamic shapes with positive and negative space. Perform elevated shapes with soft landings and movement sequences alone and with others, establishing relationships with other dancers through focus of eyes. **4.DA.PR.4.1**
  2. Accompany other dancers using a variety of percussive instruments and sounds. Respond in movement to even and uneven rhythms. Recognize and respond to tempo changes as they occur in dance and music. **4.DA.PR.4.2**
  3. Analyze movements and phrases for use of energy and dynamic changes and use adverbs and adjectives to describe them. Based on the analysis, refine the phrases by incorporating a range of movement characteristics. **4.DA.PR.4.3**
5. Develop and refine ideas and work for presentation. **K-12.DA.PR.5**
  1. Demonstrate fundamental dance skills and movement qualities when replicating and recalling patterns and sequences of locomotor and non-locomotor movements. **4.DA.PR.5.1**
  2. Execute techniques that extend movement range, build strength, and develop endurance. Explain the relationship between execution of technique, safe body-use, and healthful nutrition. **4.DA.PR.5.2**
  3. Coordinate phrases and timing with other dancers by cueing off each other and responding to stimuli cues. Reflect on feedback from others to inform personal dance performance goals. **4.DA.PR.5.3**
6. Convey meaning through the presentation of artistic ideas and work. **K-12.DA.PR.6**
  1. Consider how to establish a formal performance space from an informal setting. **4.DA.PR.6.1**
  2. Identify, explore, and experiment with a variety of production elements to heighten the artistic intent and audience experience. **4.DA.PR.6.2**

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## Responding

7. Perceive and analyze artistic ideas and work. **K-12.DA.RE.7**
  1. Find patterns of movement in dance works that create a style or theme. **4.DA.RE.7.1**
  2. Demonstrate and explain how dance styles differ within a genre or within a cultural movement practice. **4.DA.RE.7.2**
8. Interpret intent and meaning in artistic ideas and work. **K-12.DA.RE.8**
  1. Relate movements, ideas, and context to decipher meaning in a dance using basic dance terminology. **4.DA.RE.8.1**
9. Apply criteria to evaluate artistic ideas and work. **K-12.DA.RE.9**
  1. Using basic dance terminology, discuss and demonstrate the characteristics that make a dance artistic. Apply those characteristics to dances observed or performed in a specific genre, style, or cultural movement practice. **4.DA.RE.9.1**

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## Connecting

10. Synthesize related knowledge with personal experiences to make artistic work. **K-12.DA.CN.10**
  1. Relate the main idea or content in a dance to other experiences. Explain how the main idea of a dance is similar to or different from one's own experiences, relationships, ideas or perspectives. **4.DA.CN.10.1**
  2. Develop and research a question relating to a topic of study in school using multiple references. Select key aspects about a relevant topic and choreograph movements that communicate the information. Discuss what was learned from creating the dance and describe how the topic might be communicated using another form of expression. **4.DA.CN.10.2**
11. Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding. **K-12.DA.CN.11**
  1. Describe movements in a specific genre or style and explain how the movements relate to the culture, society, historical period, or community from which the dance originated. **4.DA.CN.11.1**

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## Music

### Creating

1. Generate and develop artistic ideas and work. **K-12.MU.CR.1**
  1. Explore and experience musical ideas through rhythmic, melodic, and harmonic phrases. **3-5.MU.CR.1.1**
  2. Improvise rhythms and melodies with voice, instruments, and a variety of sound sources to add interest to a song. **3-5.MU.CR.1.2**
2. Organize and revise artistic ideas and work. **K-12.MU.CR.2**
  1. Create short pieces using musical notations to document personally developed musical ideas. **3-5.MU.CR.2.1**
  2. Document musical ideas using musical notations through verbal, written, aural, or technological means. **3-5.MU.CR.2.2**
3. Refine and complete artistic ideas and work. **K-12.MU.CR.3**
  1. Evaluate, refine, and document revisions to personally-developed music, through collaboration and teacher feedback, explaining rationale for any changes. **3-5.MU.CR.3.1**
  2. Share a final version of personally-developed to peers that demonstrates appropriate expertise. **3-5.MU.CR.3.2**

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## Performing, Presenting, and Producing

4. Select, analyze, and interpret artistic ideas and work for presentation. [K-12.MU.PR.4](#)
  1. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context. [3-5.MU.PR.4.1](#)
  2. Demonstrate by reading, singing, or playing an instrument the musical elements of a selected work. [3-5.MU.PR.4.2](#)
  3. Investigate musical performance using aural traditions and musical notations. [3-5.MU.PR.4.3](#)
5. Develop and refine artistic ideas and work for presentation. [K-12.MU.PR.5](#)
  1. Rehearse, identify, and apply strategies to address interpretive, performance, and technical accuracy of music in varied ensembles. [3-5.MU.PR.5.1](#)
6. Convey meaning through the presentation of artistic ideas and work. [K-12.MU.PR.6](#)
  1. Demonstrate expressive qualities in performance to convey meaning and intent. [3-5.MU.PR.6.1](#)
  2. Identify the importance of the performer and the audience. [3-5.MU.PR.6.2](#)

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## Responding

7. Perceive and analyze artistic ideas and work. [K-12.MU.RE.7](#)
  1. Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or context. [3-5.MU.RE.7.1](#)
  2. Recognize and define grade-appropriate foundational musical elements. [3-5.MU.RE.7.2](#)
8. Interpret intent and meaning in artistic ideas and work. [K-12.MU.RE.8](#)
  1. Demonstrate and describe through verbal, kinesthetic, written, or artistic means how expressive qualities are used in performances to reflect expressive intent. [3-5.MU.RE.8.1](#)
9. Apply criteria to evaluate artistic ideas and work. [K-12.MU.RE.9](#)
  1. Use music terminology in the analysis and evaluation of musical work. [3-5.MU.RE.9.1](#)

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## Connecting

10. Synthesize related knowledge with personal experiences to make artistic work. [K-12.MU.CN.10](#)
    1. Explain how music relates to self and others. [3-5.MU.CN.10.1](#)
  11. Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding. [K-12.MU.CN.11](#)
    1. Compare the historical and cultural contexts of music with other disciplines. [3-5.MU.CN.11.1](#)
    2. Describe roles of performance participants in various settings. [3-5.MU.CN.11.2](#)
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## Theater Arts

### Creating

1. Generate and develop artistic ideas and work. **K-12.TH.CR.1**
    1. Describe the visual details of characters and imagined worlds that support the story and given circumstances in a dramatic/ theatrical work. **4.TH.CR.1.1**
    2. Imagine ways in which the elements of physical and vocal expression by a character might support the story and given circumstances in a dramatic/ theatrical work. **4.TH.CR.1.2**
    3. Explain possible ideas for technical elements that support the story and given circumstances in a dramatic/ theatrical work. **4.TH.CR.1.3**
  2. Organize and revise artistic ideas and work. **K-12.TH.CR.2**
    1. Collaborate to devise original ideas on presenting a dramatic/theatrical work to peers. **4.TH.CR.2.1**
  3. Refine and complete artistic ideas and work. **K-12.TH.CR.3**
    1. Audition, rehearse and refine dramatic/theatrical work. **4.TH.CR.3.1**
    2. Utilize elements of physical and vocal expression in the preparation of dramatic/theatrical work. **4.TH.CR.3.2**
    3. Collaborate on solutions to challenges with technical elements that arise in rehearsal for a dramatic/theatrical work. **4.TH.CR.3.3**
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### Performing, Presenting, and Producing

4. Select, analyze, and interpret, artistic ideas and work for presentation. **K-12.TH.PR.4**
  1. Explore a character's dialogue and actions to better understand and change the story in a dramatic/ theatrical work. **4.TH.PR.4.1**
  2. Make physical and vocal choices to develop a character in a dramatic/ theatrical work. **4.TH.PR.4.2**
5. Develop and refine artistic ideas and work for presentation. **K-12.TH.PR.5**
  1. Partake in theater games that can be used in a dramatic or theatrical setting. **4.TH.PR.5.1**
  2. Demonstrate the basic use of technical elements to be used in a dramatic/theatrical work. **4.TH.PR.5.2**
6. Convey meaning through the presentation of artistic ideas and work. **K-12.TH.PR.6**
  1. Share a dramatic/theatrical work with peers as the audience and reflect on the performance. **4.TH.PR.6.1**

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## Responding

7. Perceive and analyze artistic ideas and work. [K-12.TH.RE.7](#)
  1. Describe the artistic choices made in a dramatic/theatrical work through active observation. [4.TH.RE.7.1](#)
8. Interpret intent and meaning in artistic ideas and work. [K-12.TH.RE.8](#)
  1. Compare and contrast personal experiences within a group after participating or observing a dramatic/theatrical work. [4.TH.RE.8.1](#)
  2. Compare and contrast various ways to develop a character using elements of physical and vocal expression, props, and costumes to reflect multiple cultural perspectives in a dramatic/theatrical work. [4.TH.RE.8.2](#)
  3. Explore elements of physical and vocal expression or emotions in a dramatic/theatrical work. [4.TH.RE.8.3](#)
9. Apply criteria to evaluate artistic ideas and work. [K-12.TH.RE.9](#)
  1. Propose a plan to evaluate a dramatic/theatrical work. [4.TH.RE.9.1](#)
  2. Examine how technical elements may support a theme or concept in a dramatic/theatrical work. [4.TH.RE.9.2](#)
  3. Recognize how a character's choices may impact an audience's perspective in a dramatic/theatrical work. [4.TH.RE.9.3](#)

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## Connecting

10. Synthesize related knowledge with personal experiences to make artistic work. [K-12.TH.CN.10](#)
    1. Identify the ways a dramatic/theatrical work reflects the perspectives of a community or culture. [4.TH.CN.10.1](#)
  11. Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding. [K-12.TH.CN.11](#)
    1. Respond to community and social issues while incorporating other content areas in a dramatic/theatrical work. [4.TH.CN.11.1](#)
    2. Investigate cross-cultural approaches to storytelling in a dramatic/theatrical work. [4.TH.CN.11.2](#)
    3. Identify different theater practices throughout history. [4.TH.CN.11.3](#)
    4. Explore what skills are needed to be an actor and playwright. [4.TH.CN.11.4](#)
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## Visual Arts

### Creating

1. Generate and develop artistic ideas and work. [K-12.VA.CR.1](#)
    1. Brainstorm and implement multiple approaches to solve an art or design problem. [4.VA.CR.1.1](#)
    2. Set goals and create artworks that has meaning and purpose to the artist. [4.VA.CR.1.2](#)
  2. Organize and revise artistic ideas and work. [K-12.VA.CR.2](#)
    1. Explore and invent artmaking techniques and approaches. [4.VA.CR.2.1](#)
    2. Utilize and care for art materials, tools, and equipment in a safe and responsible manner. [4.VA.CR.2.2](#)
  3. Refine and complete artistic ideas and work. [K-12.VA.CR.3](#)
    1. Refine artwork from insights gained through discussion. [4.VA.CR.3.1](#)
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### Performing, Presenting, and Producing

4. Select, analyze, and interpret, artistic ideas and work for presentation. [K-12.VA.PR.4](#)
    1. Analyze how technologies have impacted the preservation and presentation of artwork. [4.VA.PR.4.1](#)
  5. Develop and refine ideas and work for presentation. [K-12.VA.PR.5](#)
    1. Analyze various considerations for presenting and protecting art in various locations, settings, formats. [4.VA.PR.5.1](#)
  6. Convey meaning through the presentation of artistic ideas and work. [K-12.VA.PR.6](#)
    1. Compare and contrast purposes of art venues and settings, and the experiences they provide. [4.VA.PR.6.1](#)
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### Responding

7. Perceive and analyze artistic ideas and work. [K-12.VA.RE.7](#)
  1. Summarize messages in an artwork referring to contextual information. [4.VA.RE.7.1](#)
8. Interpret intent and meaning in artistic ideas and work. [K-12.VA.RE.8](#)
  1. Discuss components in an artwork that conveys messages. [4.VA.RE.8.1](#)
9. Apply criteria to evaluate artistic ideas and work. [K-12.VA.RE.9](#)
  1. Apply one set of criteria to evaluate artwork. [4.VA.RE.9.1](#)

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## Connecting

10. Synthesize related knowledge with personal experiences to make artistic work. **K-12.VA.CN.10**
  1. Create art that reflects community or cultural traditions. **4.VA.CN.10.1**
11. Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding. **K-12.VA.CN.11**
  1. Through observation, infer information about time, place, and culture within an artwork. **4.VA.CN.11.1**