Tennessee Fine Arts

General Music: Grade 4

Perform 4.GM.P

1 Select, analyze, and interpret artistic work for performance. 4.GM.P1

- A Demonstrate (through performance) and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill. 4.GM.P1.A
- B Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance. 4.GM.P1.B
- C Explain how context (such as social and cultural) informs a performance. 4.GM.P1.C
- D When analyzing selected music, read and perform using standard notation (including treble clef) with voice, body percussion, and/or instruments. 4.GM.P1.D

2 Develop and refine artistic techniques and work for performance. 4.GM.P2

- A Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy of solo/ensemble rehearsals/performances. 4.GM.P2.A
- B Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges. 4.GM.P2.B

3 Convey and express meaning through the presentation of artistic work. 4.GM.P3

- A Sing, alone and with others, with expression, technical accuracy, and appropriate interpretation*. 4.GM.P3.A
- B Using body percussion or instruments, perform instrumentally (pitched/unpitched), alone and with others, with expression, technical accuracy, and appropriate interpretation*. 4.GM.P3.B
- C Perform appropriately for the audience and context; demonstrate appropriate posture, and evaluate performance etiquette. 4.GM.P3.C
- D Demonstrate appropriate audience behavior, and evaluate student behavior during a performance. 4.GM.P3.D

Create 4.GM.CR

1 Generate and conceptualize artistic ideas and work. 4.GM.CR1

- A Use pentatonic melodies in major/minor, simple accompaniments, introductions, codas, or question/answer phrases to improvise rhythmic, melodic, harmonic, and/or movement ideas within a context (such as social, cultural, historical, etc.). 4.GM.CR1.A

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B Use parameters such as improvising/composing a 2-4 measure musical idea, a pentatonic melody, or a rhythm pattern using grade appropriate note values in binary/ternary form to generate musical ideas within a given tonality, form, and/or rhythmic set. 4.GM.CR1.B

2 Organize and develop artistic ideas and work. 4.GM.CR2

A Using musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas for arrangement, improvisation, or composition. 4.GM.CR2.A

B Use notation and/or recording technology to document personal musical ideas (such as grade-appropriate rhythm/melodic pattern, simple harmonies, introduction, coda, interlude, etc.). 4.GM.CR2.B

3 Refine and complete artistic work. 4.GM.CR3

A Interpret and apply feedback, using vocabulary such as introduction, sequence, interlude, coda, and grade-appropriate musical characteristics, to revise personal music. 4.GM.CR3.A

B Demonstrate a final version of personal musical ideas using created vocal, instrumental, or movement pieces through performance. 4.GM.CR3.B

Respond 4.GM.R

1 Perceive and analyze artistic work. 4.GM.R1

A Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts (such as how music listening is influenced by interests, etc.). 4.GM.R1.A

B Demonstrate and explain how specific music concepts (such as form, timbre, etc.) are used to support a specific purpose in music (such as social and cultural contexts) through various means (such as manipulatives, movement, and/or pictorial representation). 4.GM.R1.B

C Demonstrate an understanding of the elements of music applied to a listening example using teacher-given vocabulary (such as different sections of complex forms, teacher-selected orchestral instruments, etc.). 4.GM.R1.C

2 Interpret intent and meaning in artistic work. 4.GM.R2

A Demonstrate and describe how music concepts are used by performers to reflect intent (such as describing the mood of a piece of music using descriptive adjectives or demonstrating an understanding of how dynamics and tempo affect the mood of a piece through drawing, writing, or discussing). 4.GM.R2.A

3 Apply criteria to evaluate artistic work. 4.GM.R3

A Evaluate musical works and performances, applying established criteria. 4.GM.R3.A

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ynthesize and relate knowledge and personal experiences to artistic ndeavors. 4.GM.CN1

A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as identifying pieces of music that are important to one's family or how music is used in daily life). 4.GM.CN1.A

2 **Relate artistic ideas and works with societal, cultural, and historical context.** 4.GM.CN2

A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as the connection between fractions and rhythm values). 4.GM.CN2.A