Virginia Fine Arts

Music: Grade 4

Creative Process

1 Apply creative thinking to composing and improvising music. Apply creative thinking by employing originality, flexibility, experimentation, individual voice, and imagination to improvise and compose music.

4.1 The student will improvise and compose music. 4.1

- a Improvise melodies and rhythms using a variety of sound sources. 4.1.A
- b Compose short melodic and rhythmic phrases within specified guidelines. 4.1.B

2 Understand and apply a creative process to develop ideas for creating and performing music. Understand and apply a creative process to guide the development of ideas and original work.

4.2 The student will apply a creative process for music. 4.2

- a Describe ideas for creating music as a group. 4.2.A
- b Describe elements of a creative process for music. 4.2.B
- c Reflect on the process and outcome of creating music and revise work based on peer and teacher feedback. 4.2.C

Critical Thinking and Communication

3 Analyze, interpret, and evaluate music. Develop critical thinking skills in the analysis, interpretation, and evaluation of the work of self and others.

4.3 The student will analyze and evaluate music. 4.3

- a Identify instruments from a variety of music ensembles both visually and aurally. 4.3.A
- b Distinguish between major and minor tonality. 4.3.B
- c Listen to, compare, and contrast music compositions from a variety of cultures and time periods. 4.3.C
- d Identify elements of music through listening using music terminology. 4.3.D
- e Identify rondo form (ABACA). 4.3.E
- f Review criteria used to evaluate compositions and performances. 4.3.F
- g Describe performances and offer constructive feedback. 4.3.G

4 Formulate and justify personal responses and connections to music. Recognize, justify, and articulate personal responses, beliefs, and opinions regarding music and recognize the value in learning about diverse opinions and responses to music.

Skip to main content

4.4 The student will explain personal preferences for musical works and performances using music terminology. 4.4

5 Develop collaboration and communication skills for music rehearsal and performance. Identify and apply collaboration and communication skills for rehearsal and performance of music.

4.5 The student will apply collaboration and communication skills for music rehearsal and performance. 4.5

- a Demonstrate audience and participant etiquette appropriate for the purposes and settings in which music is performed. 4.5.A
- b Explain active listening for musical understanding. 4.5.B
- c Give and receive age-appropriate feedback on performance. 4.5.C

History, Culture, and Citizenship

6 Understand cultural and historical influences of music. Demonstrate understanding of cultural and historical influences of music.

4.6 The student will explore historical and cultural aspects of music. 4.6

- a Describe music compositions from different periods of music history. 4.6.A
- b Describe musical styles from a variety of time periods and places. 4.6.B
- c Listen to and describe music from a variety of world cultures. 4.6.C
- d Examine how music from popular culture reflects the past and influences the present. 4.6.D
- e Explain how criteria used to value music may vary between people and communities. 4.6.E

7 Understand music as a form of community engagement. Identify and interact with music and develop a lifelong engagement as a performer, supporter, advocate, and audience member.

4.7 The student will explain how music is an integral part of one's life and community. 4.7

8 Ethical and legal considerations for music and intellectual property. Identify and understand ethical and legal considerations for engaging with music, resources, and source material as a responsible citizen.

4.8 The student will describe digital citizenship for exploring music topics. 4.8

Innovation in the Arts

9 College, career, and the 21st Century Workplace. Connect music content and skills to career options, college opportunities, and the 21st Century workplace.

4.9 The student will identify skills learned in music class that relate to a variety of career options. 4.9

10 Understand and explore the impact of current and emerging technologies. Participate in a rapidly changing world of music and explore the impact of current and emerging technologies, media, and processes.

Skip to main content

4.10 The student will compare and contrast digital and traditional methods for creating music. 4.10

11 Cultivate connections to other fine arts and fields of knowledge. Identify and cultivate connections between music and other fields of knowledge to develop problem-solving skills.

4.11 The student will explore connections between music and other fields of knowledge for the development of problem-solving skills. 4.11

Technique and Application

12 Music Literacy: Acquire the technical skills and artistic knowledge necessary for creative, expressive, and artistic performance. Demonstrate understanding of elements of music and ways they are used for artistic performance and creative expression

4.12 The student will demonstrate music literacy. 4.12

- a Read melodies based on a hexatonic scale. 4.12.A
- b Use traditional notation to write melodies containing stepwise motion. 4.12.B
- c Read two-note accompaniment patterns (bordun). 4.12.C
- d Read and notate rhythmic patterns that include dotted quarter note followed by an eighth note. 4.12.D
- e Use a system to sight-read melodic and rhythmic patterns. 4.12.E
- f Identify the meaning of the upper and lower numbers of simple time signatures (2 4, 3 4, 4 4). 4.12.F
- g Identify dynamic markings (e.g., p, mp, mf, f). 4.12.G

13 Vocal Performance

4.13 The student will develop skills for individual and ensemble singing performance. 4.13

- a Sing with a clear tone quality and correct intonation. 4.13.A
- b Sing diatonic melodies. 4.13.B
- c Sing melodies notated in varying forms. 4.13.C
- d Sing with expression using dynamics and phrasing. 4.13.D
- e Sing in simple harmony. 4.13.E
- f Demonstrate proper posture for singing. 4.13.F

14 Instrumental Performance

Skip to main content

4.14 The student will develop skills for individual and ensemble instrumental performance. 4.14

- a Play music of increasing difficulty in two-part ensembles 4.14.A
- b Play melodies of increasing difficulty notated in varying forms. 4.14.B
- c Play a given melody on an instrument. 4.14.C
- d Play with expression using dynamics and phrasing. 4.14.D
- e Accompany songs and chants with tonic, subdominant, and dominant chords. 4.14.E
- f Demonstrate proper playing techniques. 4.14.F

15 Rhythm

4.15 The student will classify, perform, and count rhythmic patterns. 4.15

- a Use a counting system. 4.15.A
- b Include patterns that suggest duple and triple meter. 4.15.B
- c Use instruments, body percussion, and voice. 4.15.C
- d Include dotted quarter note followed by an eighth note. 4.15.D

16 Meter

4.16 The student will demonstrate meter. 4.16

- a Apply strong and weak beats. 4.16.A
- b Perform and illustrate sets of beats grouped in twos and threes. 4.16.B

17 Music and Movement

4.17 The student will respond to music with movement. 4.17

- a Perform non-choreographed and choreographed movements. 4.17.A
- b Perform dances and other music activities. 4.17.B
- c Create movement to illustrate rondo (ABACA) musical form. 4.17.C