



BROWNELL TALBOT

Early Years - Grade 4 Music Standards

National Core Arts Standard: CREATING

<p>Anchor Standards</p> <p>#1. Generate and conceptualize artistic ideas and work.</p>	<p>Performance Standards: performance standards translate the anchor standards into specific, measurable learning goals.</p> <ul style="list-style-type: none"> • MU:Cr1.1.PK With substantial guidance, explore and experience a variety of music. • MU:Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour). • MU:Cr1.1.Kb With guidance, generate musical ideas (such as movements or motives). • MU:Cr1.1.1a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose . • MU:Cr1.1.2a Improvise rhythmic and melodic patterns and musical ideas for a specific purpose. • MU:Cr1.1.3b Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter. • MU:Cr1.1.4b Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.
<p>#2. Organize and develop artistic ideas and work.</p>	<ul style="list-style-type: none"> • MU:Cr2.1a.PK With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments). • MU:Cr2.1a.K With guidance, demonstrate and choose favorite musical ideas. • MU:Cr2.1b With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas. • MU:Cr2.1.3b Use standard and/or iconic notation to document personal rhythmic and melodic musical ideas.
<p>#3. Refine and complete artistic work.</p>	<ul style="list-style-type: none"> • MA:Cr3.1.PKa With substantial guidance, consider personal, peer, and teacher feedback when demonstrating and refining personal musical ideas. • MU:Cr3.1.2a Interpret and apply personal, peer, and teacher feedback to revise personal music.

National Core Arts Standard: PERFORMING, PRESENTING, PRODUCING

<p>#4. Select, analyze and interpret artistic work for presentation.</p>	<ul style="list-style-type: none"> • MU:Pr4.1.PKa With substantial guidance, demonstrate and state preference for varied musical selections. • MU:Pr4.1.Ka With guidance, demonstrate and state personal interest in varied musical selections. • MU:Pr4.1.3a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose , and context.
<p>#5. Develop and refine artistic techniques and work for presentation.</p>	<ul style="list-style-type: none"> • MU:Pr5.1.PKa With substantial guidance, practice and demonstrate what they like about their own performances. • MU:Pr5.1.PKb With substantial guidance, apply personal, peer, and teacher feedback to refine performances. • MU:Pr5.1.2a Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances. • MU:Pr5.1.3b Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.

#6. Convey meaning through the presentation of artistic work.	<ul style="list-style-type: none"> • MU:Pr6.1.Ka With guidance, perform music with expression. • MU:Pr6.1.Kb Perform appropriately for the audience. • MU:Pr6.1.3a Perform music with expression and technical accuracy. • MU:Pr6.1.3b Demonstrate performance decorum (focus and self-control) and audience etiquette appropriate for the context and venue.
---	---

National Core Arts Standard: RESPONDING

#7. Perceive and analyze artistic work.	<ul style="list-style-type: none"> • MU:Re7.1.Pa With substantial guidance, state personal interests and demonstrate why they prefer some music selections over others. • MU:Re7.1.Ka With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.
#8. Interpret intent and meaning in artistic work.	<ul style="list-style-type: none"> • MU:Re8.1.PKa With substantial guidance, explore music's expressive qualities (such as dynamics and tempo). • MU:Re8.1.Ka With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent. • MU:Re8.1a Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.
#9. Apply criteria to evaluate artistic work.	<ul style="list-style-type: none"> • MU:Re9.1.PKa With substantial guidance, talk about personal and expressive preferences in music. • MU:Re9.1.2a Apply personal and expressive preferences in the evaluation of music for specific purposes. • MU:Re9.1.4a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.

National Core Arts Standard: CONNECTING

#10. Synthesize and relate knowledge and personal experiences to make art.	<ul style="list-style-type: none"> • MU:Pr4.3.1a Demonstrate and describe music's expressive qualities (such as dynamics and tempo). • MU:Pr4.3.2a Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.
#11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding	<ul style="list-style-type: none"> • MU:Pr4.2.Ka With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance . • MU:Cr1.1.2a Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.