



Grants Pass School District

4th and 5th grade Music Standards Alignment

The following articulates the alignment between Oregon Standards and National Standards. It further defines the learning targets for each grade level as aligned with the standards.

Create, Present, Perform

Oregon Standards	<ul style="list-style-type: none"> • Use experiences, imagination, observations, essential elements and organizational principles to achieve a desired effect when creating, presenting and/or performing works of art. • Identify the creative process used and the choices made, when combining ideas, techniques and problem solving to produce one's work. • Create, present and/or perform a work of art and explain how the use of essential elements and organizational principles shapes an idea, mood or feeling found in the work. • Critique one's own work using self selected criteria that reveal knowledge of the arts, orally and in writing 	
National Standards	<ol style="list-style-type: none"> 1. Singing, alone and with others, a varied repertoire of music 2. Performing on instruments, alone and with others, a varied repertoire of music 3. Composing and arranging music with specified guidelines 4. Reading and notating music 	
GPSD Learning Targets	4th Grade	5th Grade
	<ul style="list-style-type: none"> <input type="checkbox"/> Continue developing rhythmic proficiency <input type="checkbox"/> Continue reading rhythmic and melodic notation on the treble clef.. <input type="checkbox"/> Continue to sing/play rounds, ostinatos, partner songs, and introduce harmony. 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate a clear understanding of rhythm <input type="checkbox"/> Demonstrate proficiency performing in two or more parts <input type="checkbox"/> Demonstrate fluency reading rhythmic and melodic notation on the treble clef.

Aesthetics and Criticism

Oregon Standards	<ul style="list-style-type: none"> • Identify essential elements, organizational principles and aesthetic criteria that can be used to analyze works of art. • Describe personal preferences and identify how essential elements and organizational principals in a work of art contribute to those preferences. • Describe how essential elements and organizational principles from various arts disciplines are used in an integrated work of art.
National Standards	<ol style="list-style-type: none"> 1. Listening to, analyzing, and describing music 2. Evaluating music and music performances

	4 th Grade	5 th Grade
GPSD Learning Targets	<input type="checkbox"/> Continue to build and implement music vocabulary <ul style="list-style-type: none"> ✓ Dynamics ✓ Symbols and notations ✓ Form ✓ Tempo <input type="checkbox"/> Identify a variety of individual instruments by sight	<input type="checkbox"/> Demonstrate a clear understanding of music vocabulary including <ul style="list-style-type: none"> ✓ Dynamics ✓ Symbols and notations ✓ Form ✓ Tempo <input type="checkbox"/> Identify a variety of individual instruments by sight and sound

Historical and Cultural Perspectives

Oregon Standards: Create, Present, Perform:	<ul style="list-style-type: none"> • Identify and describe the influence of events and/or conditions on works of art. • Identify and relate common and unique characteristics in works of art that reflect social, historical, and cultural contexts. • Describe how works of art from various historic periods reflect the artist’s environment, society and culture. • Describe how the arts have influenced various communities and cultures. 	
National Standards Alignment	<ol style="list-style-type: none"> 1. Listening to, analyzing, and describing music 2. Understanding relationships between music and art, and disciplines outside of the arts. 3. Understand music in relation to history and culture 	
	4th Grade	5th Grade
GPSD Learning Targets	<input type="checkbox"/> Discuss origins and history of a variety of musical styles	<input type="checkbox"/> Introduce musical historical periods