General Music
Grade 4

Students in Grade 4 are becoming more expressive. They are developing both socially and emotionally and often look to their peers for social acceptance. Fourth grade students are intrigued with the varied sounds they make with their voices and find opportunities to use their speaking and singing voices with proper pitch, phrasing, pace, modulation, and gestures. To nurture this interest, the classroom environment promotes the active engagement of students in their own learning through independent and group projects. Throughout the four Artistic Processes, students will experience the following six concepts of music: rhythm, melody (*ti, fa*), form (phrase markings, theme and variations), timbre (choral and instrumental ensembles), harmony (texture, counter melody, I-V), and expression. These concepts will be experienced through the following skills: performing (singing and playing instruments), creating, reading/writing, and listening/responding/evaluating. The skill of connecting is embedded throughout all standards and grade levels. See Appendix F for Essential Questions and Enduring Understandings.

Students can:

CREATING

Imagine

1. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific social and cultural purposes and contexts.
   Example: Use a variety of found, pitched, and rhythmic instruments to orchestrate primary components of a story.

2. Generate musical ideas within related tonalities and meters.
   Example: Notate simple rhythms and melodies within a specified meter and tonality.

Plan and Make

3. Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent and explain the connection to purpose and context.

4. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.

Evaluate and Refine

5. Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time.

Present

6. Present the final version of personally created music to others and explain expressive intent.

PERFORMING

Select

7. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.

Analyze

8. Demonstrate understanding of the formal structure and the rudimentary elements of music in music selected for performance.
   Example: Perform music in the jazz style and identify syncopated rhythms.

9. Read and perform with increased fluency, using iconic and/or standard notation.

10. Explain how context informs a performance.

Interpret

11. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities.
    Example: Experiment with instrumentation to explore the impact on a known piece.

Rehearse, Evaluate, and Refine

12. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.

13. Rehearse to refine technical accuracy and expressive qualities and address performance challenges.

Present

14. Perform music, alone or with others, with expression and technical accuracy.

15. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.

RESPONDING

Select

16. Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

Analyze

17. Demonstrate and explain how responses to music are informed by its structure, the use of the elements of music, and context.

Interpret

19. Demonstrate and explain how expressive qualities, including dynamics and tempo, are used in performers' and personal interpretations to reflect expressive intent.
    Example: Sing music with expressive qualities and summarize expressive intent.

18. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.
    Example: Write a detailed review of a live musical performance.

CONNECTING

A. Connecting standards 1 and 2 are to be embedded while teaching the Creating, Performing, and Responding standards. See page 86.