

MUSIC CURRICULUM STANDARDS FOURTH GRADE

Standard 1.0 Singing

Students will sing, alone and with others, a varied repertoire of music.

Grade Level Expectations (GLEs)

The student will

- 1.1 Sing melodies in varied styles with accurate pitch and rhythm.
- 1.2 Demonstrate proper vocal technique.
- 1.3 Demonstrate skills for singing harmony.

Checks for Understanding

- 1.1 Sing, alone, a simple melody with accurate rhythm and pitch (solfege and/or lyrics).
Sing, with others, a simple melody with accurate rhythm and pitch (solfege and/or lyrics).
Demonstrate terraced dynamic levels while singing a melody.
Demonstrate ability to change dynamic levels (crescendo and decrescendo) while singing a melody.
Demonstrate the ability to use proper breath support to sing a given four-measure phrase at a given tempo.
Demonstrate the ability to use head and chest voice to sing a given four-measure phrase at a given tempo.
- 1.2 Demonstrate grade-appropriate vocal technique by singing a simple melody with a group.
Demonstrate grade-appropriate vocal technique by singing a simple melody alone.
Demonstrate a smooth transition between head and chest tones.
Demonstrate beginning and ending consonants, jaw flexibility, the use of teeth, tongue, and open throat for good vocal production and enunciation.
Demonstrate beginning and ending consonants for good enunciation.
Demonstrate jaw flexibility for good vocal production and enunciation.
Demonstrate the use of teeth and tongue for good vocal production and enunciation.
Demonstrate open throat for good vocal.
- 1.3 Sing, with others, the melodies of two partner songs, one at a time.
Sing the melody of one partner song accompanied by a recording of the second song.
Sing, in a group, the melody of one partner song while another group sings the melody of the other partner song.
Sing a partner song with student leaders while teacher maintains tempo.
Sing a partner song with student leaders while the teacher or a student conducts.
Sing the melody of a round/canon in a group.
Sing a round/canon in two and/or three parts in a group.

Student Performance Indicators (SPIs)

The student is able to

- 1.1.1 Sing a melody with accurate pitch and rhythm.
- 1.1.2 Sing a melody with accurate pitch, rhythm, and dynamics.
- 1.1.3 Sing a melody with accurate pitch, rhythm, dynamics, and tempo.

- 1.2.1 Exhibit, within a large group setting, good posture, grade-appropriate diction, breath control, and tone in head and/or chest voice.
- 1.2.2 Exhibit, in a group setting, good posture, grade-appropriate diction, breath control, and tone in both head and chest voice.
- 1.2.3 Demonstrate, alone, proper posture, grade-appropriate diction, breath control, and tone in both head and chest voice.

- 1.3.1 Sing partner songs (two songs) in small and/or large groups.
- 1.3.2 Sing partner songs (two or three songs) in small and/or large groups.
- 1.3.3 Sing partner songs and rounds and/or canons in small and/or large groups.

Standard 2.0 Playing Instruments

Students will perform on instruments, alone and with others, a varied repertoire of music.

Grade Level Expectations (GLEs)

The student will

- 2.1 Demonstrate basic rhythmic patterns in duple and triple meter on non-pitched instruments using correct technique.
- 2.2 Demonstrate simple melodies on pitched instruments using correct technique.
- 2.3 Demonstrate simple rhythmic and/or melodic accompaniments using correct technique.
- 2.4 Demonstrate simple melodies with appropriate expressive markings.

Checks for Understanding

- 2.1 Demonstrate, alone, teacher-selected, developmentally and/or grade-appropriate rhythms on non-pitched instruments using proper technique.
Demonstrate, in a group, teacher selected, developmentally and/or grade-appropriate rhythms on non-pitched instruments using proper technique.
- 2.2 Play, alone, a teacher-selected example demonstrating developmentally and/or grade-appropriate technique and correct notes on a pitched instrument.
Play, in a group, a teacher-selected example demonstrating developmentally and/or grade-appropriate technique and correct notes on a pitched instrument.

- 2.3 Demonstrate, alone, a teacher-selected, developmentally and/or grade-appropriate rhythmic accompaniment.
 Demonstrate, alone, a teacher-selected, developmentally and/or grade-appropriate melodic accompaniment.
 Demonstrate, in a group, a teacher-selected, developmentally and/or grade-appropriate rhythmic accompaniment.
 Demonstrate, in a group, a teacher-selected, developmentally and/or grade-appropriate melodic accompaniment.
 Demonstrate an understanding of a simple score for pitched instruments (e.g., an Orff instrumentarium score), a rhythmic score for non-pitched instruments, or a score for a recorder ensemble.
- 2.4 Identify tempo changes and dynamics using a listening map for a given recorded selection.
 Play a simple melody with tempo and/or dynamic changes in a large group setting.
 Play a simple melody with tempo and/or dynamic changes in a small group setting.
 Demonstrate, with others, the ability to follow the tempo markings in a piece of music, as set by the conductor or with a recording.
 Demonstrate developmentally and/or grade-appropriate use of expressive markings.

Student Performance Indicators (SPIs)

The student is able to

- 2.1.1 Perform basic rhythmic patterns (half notes, quarter notes, paired eighth notes, quarter rests) in duple meter on non-pitched instruments using proper technique.
- 2.1.2 Perform basic rhythmic patterns (half notes, dotted half notes, quarter notes, paired eighth notes, quarter rests) in duple and triple meters on non-pitched instruments using proper technique.
- 2.1.3 Perform rhythmic patterns (half notes, dotted half notes, quarter notes, eighth notes, half rests, and quarter rests) in duple and triple meters on non-pitched instruments using proper technique.
- 2.2.1 Perform, alone, simple melodies on a pentatonic scale (four-measure minimum).
- 2.2.2 Perform, alone or in groups, melodies based on selected major scales including steps, skips, leaps, and repeated notes (four-measure minimum).
- 2.2.3 Perform melodies based on selected major and/or minor scales.
- 2.3.1 Perform a basic accompaniment in duple meter on pitched (two-note chords, broken two-note and three-note chords) and on non-pitched (steady beat) instruments.
- 2.3.2 Perform an accompaniment in duple and/or triple meter using basic rhythms on pitched instruments (two-note chords, broken two-note chords, three-note chords, and/or arpeggios), and an accompaniment in duple and/or triple meters using varying rhythm patterns (dotted half notes, half notes, quarter notes, paired eighth notes, quarter rests) on non-pitched instruments.

- 2.3.3 Perform an accompaniment on pitched and non-pitched instruments using a score that includes varying rhythms, pitches and parts.
- 2.4.1 Demonstrate tempo changes and dynamics when playing a music example.
- 2.4.2 Demonstrate dynamics, phrasing and tempo changes when playing a music example.
- 2.4.3 Demonstrate expressive qualities in performance (e.g., dynamics, balance, tempo changes, phrase markings).

Standard 3.0 Improvising

Students will improvise melodies, variations, and accompaniments.

Grade Level Expectations (GLEs)

The students will

- 3.1 Improvise, vocally and/or instrumentally, two-measure melodies using a pentatonic scale.
- 3.2 Improvise rhythmic patterns.
- 3.3 Improvise, vocally and/or instrumentally, questions and/or answers.
- 3.4 Improvise a simple instrumental accompaniment.

Checks for Understanding

- 3.1 Improvise a developmentally and/or grade-appropriate melody using a pentatonic scale on a pitched instrument.
- 3.2 Improvise developmentally and/or grade-appropriate rhythms using body percussion, pitched, and/or non-pitched instruments.
- 3.3 Improvise a developmentally and/or grade-appropriate question phrase.
Improvise a developmentally and/or grade-appropriate answer to a given question phrase.
- 3.4 Improvise a developmentally and/or grade-appropriate simple rhythmic accompaniment or ostinato accompaniment on pitched or non-pitched instruments.

Student Performance Indicators (SPIs)

The student is able to

- 3.1.1 Improvise an eight-beat melody using a pentatonic scale within teacher-given parameters.
- 3.1.2 Improvise an eight-beat melody using a pentatonic scale.
- 3.1.3 Improvise, on a variety of instruments, an eight-beat melody using a pentatonic scale.
- 3.2.1 Improvise an eight-beat rhythm pattern consisting of half notes, quarter notes, paired eighth notes and quarter rests.

- 3.2.2 Improvise an eight-beat pattern using half notes, quarter notes, paired eighth notes and/or quarter rests while maintaining a steady tempo.
- 3.2.3 Improvise an eight-beat pattern using half notes, quarter notes, paired eighth notes, quarter rests and/or half rests while maintaining a steady tempo.
- 3.3.1 Improvise an answer to a teacher-given eight-beat question using body percussion or non-pitched instruments
- 3.3.2 Improvise, with a partner, a four- or eight-beat question and answer using body percussion or non-pitched instruments.
- 3.3.3 Improvise, with a partner, a four- or eight-beat question and answer on pitched instruments (may include recorder).
- 3.4.1 Improvise a simple four-beat accompaniment on body percussion or non-pitched instruments within teacher-given parameters.
- 3.4.2 Improvise a simple eight-beat accompaniment on body percussion or non-pitched instruments within teacher-given parameters.
- 3.4.3 Improvise a simple eight-beat accompaniment on non-pitched or pitched instruments within teacher-given parameters.

Standard 4.0 Composing

Students will compose and arrange music within specified guidelines.

Grade Level Expectations (GLEs)

The student will

- 4.1 Compose a simple four-measure melody in binary and/or ternary form.
- 4.2 Compose a simple four-measure melody on a major and/or minor scale.
- 4.3 Compose, vocal or instrumental, a short melodic introduction, interlude, and/or coda using teacher-given parameters.

Checks for Understanding

- 4.1 Create a four-measure melodic composition.
Create a four-measure melodic composition in AB form.
Create a four-measure melodic composition in ABA form.
- 4.2 Create a four-measure melodic based on a pentatonic scale.
Create a four-measure melodic based on a major scale.
- 4.3 Discuss the definition of an introduction.
Demonstrate a teacher-guided introduction in a large group.
Discuss the definition of interlude and recognize one in a listening example.
Create an interlude using teacher-given parameters.

Discuss the definition of coda.
Demonstrate the ability to locate a coda in a music score.
Create an introduction, interlude, and/or coda.

Student Performance Indicators (SPIs)

The student is able to

- 4.1.1 Create and demonstrate a four-measure melodic question/answer composition.
- 4.1.2 Create and demonstrate a four-measure melodic composition in AB form.
- 4.1.3 Create and demonstrate a four-measure melodic composition in ABA form.

- 4.2.1 Create and demonstrate a four-measure melody based on a pentatonic scale.
- 4.2.2 Create and demonstrate a four-measure melody based on a given pentatonic or major scale
- 4.2.3 Create and demonstrate a four-measure melody based on a given major or minor scale.

- 4.3.1 Create and demonstrate a short introduction and coda for a given melody.
- 4.3.2 Create and demonstrate a short introduction, interlude, and coda for a given melody.
- 4.3.3 Create and demonstrate a two- to four-measure interlude for a given melody.

Standard 5.0 Reading and Notating

Students will read and notate music.

Grade Level Expectations (GLEs)

The student will

- 5.1 Identify and explain symbols represented in rhythm and melody.
- 5.2 Use symbols to read, notate and perform.
- 5.3 Identify and interpret terms and symbols referring to musicality.

Checks for Understanding

- 5.1 Demonstrate, through the use of manipulatives or movement, an understanding of notes on the lines and spaces of a treble clef staff.
Demonstrate, by notating, an understanding of notes on the lines and spaces of a treble clef staff.

- 5.2 Demonstrate, through movement, an understanding of time signature/meter (duple and triple).
Identify the placement of time signature/meter on the staff.
Determine the meter of a music example by identifying the number of beats in each measure.

Sing and/or play a simple three-note melody using teacher-given solfege.

- 5.3 Identify dynamic markings through a teacher-guided classroom activity.
Identify directional markings through a teacher-guided classroom activity.
Follow dynamic markings in a teacher-given listening example.
Follow directional markings in a teacher-given listening example.
Demonstrate, vocally, an understanding of dynamic markings.
Demonstrate, instrumentally, an understanding of dynamic markings.
Demonstrate, vocally, an understanding of directional markings.
Demonstrate, instrumentally, an understanding of directional markings.

Student Performance Indicators (SPIs)

The student is able to

- 5.1.1 Identify meters (duple and triple), note names on a treble clef staff, note values (half notes, quarter notes, paired eighth notes), and quarter rests.
- 5.1.2 Compare meters (duple and triple); identify note names on a treble clef staff, note values (whole notes, half notes, quarter notes, paired eighth notes), and rest values (half rest, quarter rests).
- 5.1.3 Compare and contrast meters (duple and triple); identify note names on a treble clef staff, note values (dotted half notes, half notes, quarter notes, paired eighth notes, sixteenth notes), and rest values (half rests, quarter rests).

- 5.2.1 Demonstrate pitch understanding using teacher-given solfege symbols.
- 5.2.2 Demonstrate pitch understanding using solfege (or other teacher-provided) symbols.
- 5.2.3 Demonstrate an understanding of treble clef pitches by singing intervals using both solfege and letter names or by playing intervals on an instrument..

- 5.3.1 Identify and demonstrate dynamic markings (e.g., fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo, crescendo, decrescendo) within a given music selection.
- 5.3.2 Identify and demonstrate dynamic markings (e.g., fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo, crescendo, decrescendo) and tempo markings (e.g., andante, largo, presto, ritardando) within a given music selection.
- 5.3.3 Identify and demonstrate dynamic markings (e.g., fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo, crescendo, decrescendo), tempo markings (e.g., andante, largo, presto, ritardando), and articulation markings (e.g., staccato, marcato, accents) within a given music selection.

Standard 6.0 Listening and Analyzing

Students will listen to, analyze and describe music.

Grade Level Expectations (GLEs)

The student will

- 6.1 Demonstrate same and different sections through varying methods.
- 6.2 Identify and classify, visually and aurally, orchestral instruments individually and/or by family.
- 6.3 Describe, both orally and written, the characteristics of musical selections (vocal and instrumental).
- 6.4 Identify and describe various styles and genres (vocal and instrumental) of music.

Checks for Understanding

- 6.1 Identify rondo form in listening examples.
Demonstrate the similarities and differences between rondo form and AB and/or ABA forms.
Demonstrate an understanding of rondo form using movement.
Demonstrate an understanding of rondo form using manipulatives.
Identify theme and variations in a given listening example.
Demonstrate an understanding of theme and variations using movement.
Demonstrate an understanding of theme and variations using manipulatives.
- 6.2 Classify, visually or aurally, given instruments into their orchestral families.
- 6.3 Select appropriate vocabulary from a word bank to describe a musical selection.
Compare and contrast given music selections using a graphic organizer.
- 6.4 Classify styles of music through listening examples.
Classify genres of music through listening examples.

Student Performance Indicators (SPIs)

The student is able to

- 6.1.1 Demonstrate an understanding of different sections of complex forms (e.g., rondo, theme and variations) using manipulatives.
- 6.1.2 Create a pictorial representation of different sections of complex forms (e.g., rondo, theme and variations) of music.
- 6.1.3 Create movement patterns to demonstrate different sections of complex forms of music.
- 6.2.1 Recognize selected orchestral, band, folk, and/or ethnic instruments and classify into families.
- 6.2.2 Identify, visually, teacher-selected orchestral instruments and group into families.
- 6.2.3 Identify, through listening examples, teacher-selected instruments, individually and as families.
- 6.3.1 Describe a listening example using teacher-given characteristics.
- 6.3.2 Classify the elements of music using teacher-given vocabulary.

- 6.3.3 Describe a listening example using correct music vocabulary.
- 6.4.1 Describe stylistic characteristics of selected regional, national, and/or global styles and/or genres (e.g., lullaby, march, jazz, folk song, patriotic, work song, spiritual, Tennessee song, ethnic music) of music using teacher-given parameters.
- 6.4.2 Classify styles and/or genres of music using teacher-given vocabulary.
- 6.4.3 Analyze teacher-given styles and/or genres of music.

Standard 7.0 Evaluating

Students will evaluate music and music performances.

Grade Level Expectations (GLEs)

The student will

- 7.1 Devise and apply, with teacher guidance, criteria for evaluating music and music performances.
- 7.2 Demonstrate proper audience etiquette and evaluate audience behavior during performances.

Checks for Understanding

- 7.1 Describe a music selection using a teacher-given word bank.
Discuss the elements of a music selection within teacher-given parameters.
- 7.2 Discuss and create, as a class, guidelines for audience etiquette.
Create a rubric for evaluating audience etiquette.

Student Performance Indicators (SPIs)

The student is able to

- 7.1.1 Discuss a music selection or student performance using grade-appropriate music vocabulary and teacher-given criteria.
- 7.1.2 Develop a criteria, with teacher guidance and using grade-appropriate music vocabulary, to evaluate a performance..
- 7.1.3 Evaluate, in a group, a student or professional performance using student developed criteria.
- 7.2.1 Discuss and demonstrate appropriate audience member behavior in a classroom setting.
- 7.2.2 Demonstrate appropriate audience behavior in a formal performance setting.
- 7.2.3 Evaluate one's own audience behavior.

Standard 8.0 Interdisciplinary Connections

Students will understand relationships between music, the other arts, and disciplines outside the arts.

Grade Level Expectations (GLEs)

The student will

- 8.1 Experience and explain the elements of music as they relate to other arts disciplines.
- 8.2 Investigate and demonstrate ways music interrelates with other academic disciplines.

Checks for Understanding

- 8.1 Identify commonalities between music and dance.
Create short dramatizations to music selections and relate to theatre.
Identify common themes between music and visual art (e.g., *Pastoral Symphony* by Ludwig van Beethoven and *Wooded Landscape* by Jeanne Francois Millet) using examples from textbooks or websites.
- 8.2 Explain the relationship between music and mathematics (e.g., rhythm pyramid).

Student Performance Indicators (SPIs)

The student is able to

- 8.1.1 Discuss similarities between music and dance and visual art.
- 8.1.2 Demonstrate similarities between music and dance (movement) and theatre (dramatizations).
- 8.1.3 Perform, combining aspects of music, dance, and theatre.
- 8.2.1 Demonstrate an ability to enhance a story with the addition of singing, vocal or instrumental sounds, and relate it to the language arts curriculum and/or relate the study of rhythms to the mathematics curriculum.
- 8.2.2 Describe the literary characteristics of song lyrics.
- 8.2.3 Demonstrate the relationship of music to literature, mathematics, science, and/or social studies.

Standard 9.0 Historical and Cultural Relationships

Students will understand music in relation to history and culture.

Grade Level Expectations (GLEs)

The student will

9.1 Describe and perform music of various cultures and historical periods.

Checks for Understanding

9.1 Discuss and demonstrate traditional music of a selected culture (e.g., African, Native American, Asian, Latin American).
Discuss and demonstrate an understanding of a given historical period as related to music studied.

Student Performance Indicators (SPIs)

The student is able to

- 9.1.1 Describe music characteristics of selected cultures using teacher-given parameters.
- 9.1.2 Discuss characteristics of selected cultures within a musical and/or historical context using teacher-given parameters.
- 9.1.3 Demonstrate an understanding of selected cultures and/or historical periods through music performance (vocal and/or instrumental).