

Music

GRADE FOUR

STANDARD 1

The student acquires knowledge of the elements necessary to create, perform and respond effectively to music.

To meet this standard, the student will:

Benchmark 4.1.1: Read and notate music.

Indicators:

- 4.1.1.1 Identify whole notes, half-notes, quarter notes, and eighth-notes, and their corresponding rests in 4/4 time.
- 4.1.1.2 Recognize that specific pitches may be represented by notes placed on a staff.
- 4.1.1.3 Distinguish between movement by a step (i.e., the interval between a note on a line and a note on the adjacent space, or vice versa) and movement by a skip (e.g., any interval larger than a step).
- 4.1.1.4 Recognize that the treble clef defines the names of the lines (e, g, b, d, f) and spaces (f, a, c, e) on the staff.
- 4.1.1.5 Recognize that unison consists of two notes on the same line or in the same space that are to be sung or played simultaneously.

Benchmark 4.1.2: Listen to, analyze, and describe music.

Indicators:

- 4.1.2.1 Identify the individual instruments of the woodwind, brass, string, and percussion families.
- 4.1.2.2 Identify tone colors (the specific sounds of individual instruments or voices) in familiar music.
- 4.1.2.3 Describe their responses to music that they sing and hear, using appropriate vocabulary or musical terminology (e.g., "I like this music because it is fast and it makes me want to dance").
- 4.1.2.4 Describe how a composer can manipulate the elements of music to create a specific mood (e.g., in *The Sorcerer's Apprentice* by Dukas).
- 4.1.2.5 Identify the form verse-chorus in familiar songs.
- 4.1.2.6 Identify the tempo of various pieces of music.
- 4.1.2.7 Identify melodic contour (or shape) in familiar pieces of music.
- 4.1.2.8 Identify examples of dynamics in pieces of music and describe how the loudness and softness are achieved (e.g., loudness results when a drum is struck with more force).
- 4.1.2.9 Demonstrate their understanding of beat through conducting a piece in 4/4 time, using the standard conducting pattern.
- 4.1.2.10 Demonstrate understanding of the difference between the terms beat and rhythm (e.g., indicate the beat in a piece of music while others perform the rhythmic patterns).

Benchmark 4.1.3: Evaluate music and music performances.

Indicators:

- 4.1.3.1 Explain, using appropriate musical terminology, their preference for specific songs or pieces of music.
- 4.1.3.2 Identify and explain the effects of different musical choices (e.g., the effects of choosing specific instruments).

Key: 1. Grade 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

SCS Curriculum, Music, Grade 4, approved Jan. 15, 2007

Music

GRADE FOUR

STANDARD 2

The student uses music knowledge and skills to produce creative works.

To meet this standard, the student will:

Benchmark 4.2.1: Sing alone and with others, a varied repertoire of music.

Indicators:

- 4.2.1.1 Use their voices expressively as they speak, chant, and sing.
- 4.2.1.2 Sing expressively, showing an understanding of the text.
- 4.2.1.3 Sing expressively, giving particular attention to using suitable dynamics.
- 4.2.1.4 Sing expressively, giving particular attention to using suitable tempi.
- 4.2.1.5 Sing a variety of simple songs in various keys alone and with a group, becoming increasingly accurate in pitch.
- 4.2.1.6 Reproduce specific pitches in call-and response activities (e.g., singing games).
- 4.2.1.7 Using a variety of simple songs in various meters alone and with a group, becoming increasingly accurate in rhythm.
- 4.2.1.8 Demonstrate an understanding of correct breathing technique and posture when singing.
- 4.2.1.9 Demonstrate knowledge of techniques to produce a clear and open head tone while singing.

Benchmark 4.2.2: Perform on instruments alone and with others, a varied repertoire of music.

Indicators:

- 4.2.2.1 Perform musical compositions in which they apply their knowledge of the elements of music and patterns of sounds, and use instruments, or "found" materials.
- 4.2.2.2 Play simple melodies and accompaniments on instruments.
- 4.2.2.3 Play alone and with others a variety of simple songs in various keys becoming increasingly accurate in pitch.
- 4.2.2.4 Play alone and with others a variety of simple songs in various meters becoming increasingly accurate in rhythm.
- 4.2.2.5 Play expressively, giving particular attention to using suitable dynamics.
- 4.2.2.6 Play expressively, giving particular attention to using suitable tempi.
- 4.2.2.7 Demonstrate an understanding of correct breathing technique and posture when playing.

Benchmark 4.2.3: Improvise melodies, variations, and accompaniments.

Indicators:

- 4.2.3.1 Accompany songs, using appropriate rhythm instruments (e.g., tambourines), body percussion (e.g., clapping), or "found" instruments.
- 4.2.3.2 Create sound effects to songs, poems, and chants, using the voice, instruments, or "found" materials.
- 4.2.3.3 Respond through movement to music of various tempos, meters, dynamics, modes, genres, and styles to express what they hear and feel in works of music.
- 4.2.3.4 Sing familiar songs and manipulate a musical element to change the overall effect (e.g., change tempo or rhythm in "Hot Cross Buns").

Benchmark 4.2.4: Compose and arrange music within specified guidelines.

Key: 1. Grade 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

Indicators:

- 4.2.4.1 Create musical compositions in which they apply their knowledge of the elements of music and patterns of sounds, and use the voice, instruments, or "found" materials.
- 4.2.4.2 Create rhythmic and melodic patterns (e.g., ostinati), using a variety of sounds (e.g., vocal and instrumental sounds).
- 4.2.4.3 Create melodic contour "maps" that indicate the direction of pitches (higher, lower) in familiar songs (e.g., "Twinkle, Twinkle Little Star").
- 4.2.4.4 Substitute different words in familiar songs or create new verses, using their knowledge of rhythm to ensure that the new text fits with the melody.
- 4.2.4.5 Create simple patterned movement to familiar music, using their knowledge of beat and rhythm.
- 4.2.4.6 Create or arrange music to accompany a reading or dramatization, using appropriate rhythm instruments, body percussion, or "found" instruments, using their knowledge of beat, rhythm, and tone color.

Music

GRADE FOUR

STANDARD 3

The student uses critical thinking to relate music to life outside of music class.

To meet this standard, the student will:

Benchmark 4.3.1: Understand relationships between music, the other arts, and disciplines outside of the arts.

Indicators:

- 4.3.1.1 Demonstrate an awareness of music as a part of daily life.
- 4.3.1.2 Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., a word-processing program, storytelling, and a collage).
- 4.3.1.3 Recognize that mood can be created through music (e.g., in a work such as *Carnival of the Animals* by Saint-Saëns).

Benchmark 4.3.2: Understand music in relation to history and culture.

Indicators:

- 4.3.2.1 Identify ways in which music is a part of their daily life (e.g., music is used in the media, in family celebrations).
- 4.3.2.2 Express their response to music from a variety of cultures and historical periods (e.g., "Frère Jacques", "Waltzing Matilda").