4th Grade:

A: Singing

1: Match pitch in an extended range [octave], sing with appropriate timbre, diction, and posture, maintain a steady tempo.

2: Students sing expressively demonstrating loud and soft ***dynamics** [*p, f*] , phrasing, and interpretation.

3: Perform a from memory a varied repertoire of songs representing different genres, including

- ***patriotic**
- ***folk**
- Seasonal
- ***spirituals**
- **Multi-cultural**

4: Perform *ostinati*, rounds**,** canons and partner songs

5: Students sing in groups, blending vocal timbres, matching dynamic levels, and following the cues of the conductor

B: Instrumental

1: Read and perform at least three (3) pitches on a melodic instrument

Read and perform rhythmic patterns

- Whole note/rest
- Quarter note/rest
- Half note/rest
- Eighth note/rest pairs
- Dotted half note

(Sixteenth notes- possibly)

2: Play on pitch, in rhythm, interpret expressive markings [accent, *fermata*], timbre, Demonstrate dynamics [*p, f,* crescendo, *descrescendo/dim-inuendo*] and tempi [fast, slow, *ritardando*]

3: play easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, and harmonic classroom instruments.

4: Play expressively a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles

5: Echo short rhythmic and melodic patterns on ***classroom instruments**

6: Perform independently in a group, demonstrating characteristic timbre, tempo, and dynamics, following the cues of the conductor

7: Play independent instrumental parts while other students sing or play contrasting parts.

C: Improvisation

1: improvise "answer" in the same style to given rhythmic and melodic "questions"

2: Create rhythmic and/or melodic *ostinati* and ***soundscapes**

3: improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, sounds available in the classroom, body percussion, and sounds produced by electronic means.

4. Students improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.

D: Composition

1: Create and arrange music to accompany readings and dramatizations

2: Create and arrange short songs and instrumental pieces within specific guidelines.

3: use a varied sound source when composing

E: Reading and Notating

1: Read standard rhythmic notation in 2/4, ¾, 4/4 meter signatures with bar lines- consisting of:

- whole note/rest
- quarter note/rest
- half note/rest
- eighth-note pairs
- dotted half note
- sixteenth notes

2. Students use a system (symbols,number,letters) to read simple pitch notation in the treble clef in major keys.

3: Identify standard symbols referring to dynamics, tempo, and articulation, and interpret correctly when performing.

- *p* for *piano*
- *f* for *forte*
- *mp* for *mezzo piano*
- *mf* for *mezzo forte*
- *cresc* or < for *crescendo*
- *decres* or> for *decrescendo*
- *dim* for *diminuendo*
- fast
- slow
- *ritardando*
- accent
- *fermata*
- ***ties**
- ***slurs**

4: Use standard notation to show rhythmic patterns, pitch, and dynamics in pattern and simple patterns presented by the teacher

- whole note/rest
- quarter note/rest
- half note/rest
- eighth-note pairs
- dotted half note
- *p* for *piano*
- *f* for *forte*

- *cresc* for *crescendo*
- *decresc* for *decrescendo*
- *dim* for *diminuendo*

F: Analysis

1: identify phrases and sections of music that are the same, similar, or different

2: Recognize basic forms and analyze and composition techniques when presented aurally.

- introduction/ ***interlude**
  - AB
  - ABA
  - canon
  - *ostinati*
  - verse/refrain
  - repeat sign
  - partner songs
  - rondo
  - first and second endings
  - ***coda**
  - ***blues**

3: Demonstrate perceptual skills by moving, listening to and answering questions about and describing music of various styles representing diverse cultures.

4: Use appropriate terminology in explaining music, music notation, music instruments, voices, and performances

5: Identify sounds of varied instruments, including many band/orchestra, as well as male and female voices, Differentiate between classroom pitched/non-pitched percussion instruments. Visually and aurally identify instrumental families/Distinguish between methods of sound production/Differentiate between ensemble groupings (solo vs. group) Distinguish between vocal ensemble groupings and orchestral instruments. Identify instruments as representative of various cultures

7: Demonstrate through movement musical characteristics, specific music events while listening to music.

- high/low
- fast/slow
- long/short
- smooth/ separated
- soft/loud
- same/different
- up/down
- question/ answer
- call/response
- AB
- repeated pattern [*ostinati*]
- verse/refrain

G: Evaluation

1: Develop criteria to evaluate compositions and performances; between quality and non-quality performance through listening and self-assessment with regard to the following musical elements:

- expression/phrasing
- rhythmic accuracy
- pitch accuracy
- part acquisition
- blend/balance
- posture/stage presence

2: Use prerequisite music terms to describe their personal response to varied musical examples (tone, timbre),(function/style)

3: Evaluate the quality of their own and others' performances and offer constructive suggestions for improvement.

H: The Arts

1: Compare and contrast meanings of terms used in the arts, such as unity, variety, repetition and contrast (e.g., listen to a rondo and study pictures of buildings designed by famous architects; tell where you see or hear examples of repetition) Compare the meanings of terms used in the various arts, such as imagination, unity, repetition, or contrast. Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art

2: Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music (Relate ideas learned or discussed in music to other situations in life (e.g., learn a song about imagination, and talk about how imagination can help you in many ways, respect, math, creative writing, character educ…))Compare the science of sound as it relates to stringed (violin, piano) and percussion instruments (e.g., production of sound, vibrations)

I: History and Culture

1: Demonstrate audience behavior appropriate for context and style of music

2: Listen and identify by genre or style, examples of music from various historical periods and world cultures

3: Describe how elements of music are used in music examples from various cultures of the world.

4: Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.

5: Identify and describe roles of musicians in various music setting and world cultures/ Identify responsibilities of an accompanist and soloist

6. Identify available music-related careers in a give setting in the community. Identify available music involvement opportunities in the school setting such as band, orchestra, choir, musical theatre, etc.