

Fourth Grade Music Standards

ARTISTIC PERCEPTION

Read, write and perform melodic notation for simple songs in major keys, using solfege

- Using the 7 note, diatonic scale
- Fixed Do (do is always C)
- Learn to read the basic notes of treble clef

Read, write and perform diatonic scales

- Understand aurally what a major and minor scale are
- Understand the line/ space relationship in treble staff
- Use recorders to learn musical notation

Read, write and perform (rhythmically) sixteenth notes, dotted notes and syncopation

- Quarter note
- Quarter rest
- Eighth notes
- Single eighth note
- Half note
- Half rest
- Dotted half note
- Sixteenth notes

Describe music using music terminology

- Dynamics (pianissimo-fortissimo)
- Tempo (allegro, adagio, etc)
- Keys (minor and major)

Classify how a variety of instruments from diverse cultures produce sound (idiophone, aerophone, chordophone, membranophone)

- Listen to music from diverse cultures and talk about how sound is produced from these various instruments

Aurally recognize and describe musical forms, including rondo

- Echo,
- Refrain
- Canon
- AB
- ABA

CREATIVE EXPRESSION

Sing a varied repertoire of music from diverse cultures:

- Rounds
- Descants
- Songs with ostinatos
- Alone and with others in groups

Use classroom instruments to play melodies and accompaniments of music from diverse cultures, including rounds, descants, ostinatos, by oneself and with others

- Group activities in which one person each will hold down one of the above mentioned musical devices
- Perform for class

Compose and improvise simple rhythmic and melodic patterns on classroom instruments

- Orff instruments
- Percussion instruments
- Djembes
- Recorders
- Body Percussion

HISTORICAL AND CULTURAL CONTEXT

Explain the relationship between music and events in history

- Focus on California History
- Black History Month – song as a form of expression and freedom from slavery
- Songs with a purpose: work songs, celebration songs

Identify music from diverse cultures and time periods

- Focused listening of music from diverse cultures

Sing and play music from diverse cultures and time periods

Compare musical styles from two or more cultures

Recognize the influence of various cultures on music in California

- California History component
- Native American Indians
- Spanish Explorers
- Mission Music
- Sea Chanties
- 4th grade resource: “They Came Singing”

AESTHETIC VALUING

Use specific criteria to judge quality of musical performances

- Use terminology of music
- Dynamics (pianissimo-fortissimo)
- Tempo markings (adagio, allegro, etc)
- Keys (minor and major)

Describe the characteristic that make a performance a work of art

- Teamwork
- Rehearsal
- Preparation
- Dance, visual arts, storytelling integration

CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Identify and interpret expressive characteristics in works of art and music

- What makes something a piece of art?

Integrate several art disciplines (dance, theater, music, art) into a well organized presentation or performance

Relate dance movements to express musical elements or represent musical intent in specific music

Evaluate improvement in personal musical performances after practice or rehearsal

- Have performances in class
- Peer to peer assessment of individual performances
- Compliments and constructive criticism