

# Grade Four

## Performance and Production

- 4.1 The student will sing a repertoire of songs in tune with a clear tone quality.
  - 1. Sing with expression, using indicated dynamics and phrasing.
  - 2. Sing in a group performing songs in simple harmony.
- 4.2 The student will notate and perform rhythmic patterns that include sixteenth notes, single eighth notes, eighth rests, paired eighth notes, quarter notes, quarter rests, half notes, half rests, dotted half notes, whole notes, and whole rests, using body percussion, voice, pitched instruments, or non-pitched instruments.
- 4.3 The student will notate and perform melodies from the treble staff, using traditional notation.
  - 1. Identify melodic movement as step, leap, or repeat.
  - 2. Use voice or instruments.
- 4.4 The student will respond to music with movement.
  - 1. Perform choreographed and non-choreographed movements.
  - 2. Perform traditional folk dances.
  - 3. Use body percussion.
- 4.5 The student will perform in a two-part musical ensemble, using pitched and non-pitched instruments.
- 4.6 The student will play I, IV, and V (or V<sup>7</sup>) chords to accompany a three-chord melody.
- 4.7 The student will create music through a variety of experiences.
  - 1. Improvise simple melodic and rhythmic accompaniments.
  - 2. Create melodic or rhythmic motives to enhance literature, using a variety of sound sources, including technology.
  - 3. Create movement to illustrate meter and form.

## Cultural Context and Music Theory

- 4.8 The student will identify rondo form.
- 4.9 The student will recognize dynamic markings and interpret them in performance.
- 4.10 The student will identify instruments from various music ensembles, including instruments from other cultures, using sight and sound.
- 4.11 The student will identify the function of the top and bottom numbers of a meter signature involving 2, 3, and 4 beats.
- 4.12 The student will distinguish between major and minor tonality.

- 4.13 The student will use music terminology to describe various styles of music.
1. Place musical examples into broad categories of style.
  2. Recognize a composer and a music composition from each of four different periods of music history.

### **Judgment and Criticism**

- 4.14 The student will exhibit respect for the contributions of self and others in a music setting.
1. Contribute to a group effort of making music.
  2. Contribute to a group effort of listening to music.
  3. Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship.

### **Aesthetics**

- 4.15 The student will compare the relationships between music and other disciplines.