

GENERAL MUSIC: GRADE 4

ACADEMIC STANDARDS



CATALINA FOOTHILLS SCHOOL DISTRICT

Approved by Governing Board on June 27, 2017



STANDARDS FOR GENERAL MUSIC GRADE 4

CREATING (Imagine)

Conceiving and developing new artistic ideas and work

MU.Cr1.1.4 Generate and improvise rhythmic (required: quarter notes/rests, barred eighth notes, half notes/rests, whole notes/rests, dotted half notes/rests) and melodic (required: solfege and treble clef notation) and harmonic ideas (for example: simple accompaniment patterns).

MU.Cr1.2.4 Generate musical patterns and ideas within a given tonality, meter (required: 2/4, 3/4, and 4/4 time signatures), and form (required: verse and chorus).

CREATING (Plan and Make)

Conceiving and developing new artistic ideas and work

MU.Cr2.1.4 Generate selected musical ideas for a simple improvisation or composition.

MU.Cr2.2.4 Organize personal musical ideas using notation and/or recording technology (rhythm, melody).

CREATING (Evaluate and Refine – Present)

Conceiving and developing new artistic ideas and work

MU.Cr3.1.4 Apply teacher-provided and collaboratively-developed criteria and feedback to revise personal musical ideas.

MU.Cr3.2.4 Present the final version of personally or collaboratively created music to others and explain the creative process that was used.

PERFORMING (Select – Analyze – Interpret)

Realizing artistic ideas and work through interpretation and presentation

MU.Pr1.1.4 Demonstrate knowledge of musical concepts (for example: meter, form) and expressive qualities (for example: voice quality, dynamics, and tempo) in music from a variety of cultures.

MU.Pr1.2.4 Read and perform rhythmic patterns and melodic phrases using traditional notation (required: recorder notes – BAGCED), and harmony (required: rounds, songs, ostinato patterns), and chords.

PERFORMING (Rehearse – Evaluate and Refine)

Realizing artistic ideas and work through interpretation and presentation

MU.Pr2.1.4 Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy of performances (for example: class develops a list of criteria and uses it to evaluate performances or visually record rehearsal and analyze for feedback).

MU.Pr2.2.4 Rehearse to refine technique and expression, and identify performance challenges with guidance.

PERFORMING (Present)

Realizing artistic ideas and work through interpretation and presentation

MU.Pr3.1.4 Perform music with appropriate expression and technique for the audience and occasion (for example: holiday concerts, school musicals, class presentations).

MU.Pr3.2.4 Demonstrate appropriate performance and audience behavior (for example: standing still in between songs or clapping after a song has been performed).

RESPONDING (Select – Analyze – Interpret)

Understanding and evaluating how the arts convey meaning

MU.Re1.1.4 Justify how music is influenced by personal interests, knowledge, purpose, and context.

MU.Re1.2.4 Describe how specific music concepts are used in various styles of music.

MU.Re2.1.4 Explain how the expressive qualities, such as voice quality, tempo, dynamics, mood, emotion, reflect a creator or performer's expressive intent.

MU.Re2.2.4 Demonstrate and describe how intent is conveyed through interpretive decisions and expressive qualities.

RESPONDING (Evaluate)

Understanding and evaluating how the arts convey meaning

MU.Re3.1.4 Apply teacher-provided and collaboratively-created criteria (for example: rhythm patterns, expressive qualities, and concepts) to evaluate musical works and performances

- explain appropriateness to the context - social, cultural, historical).

CONNECTING (Connect)

Relating artistic ideas and work with personal meaning and external context.

MU.Cn1.1.4 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- identify various uses of music in daily experiences (for example: songs for celebration, games; marches; TV shows, movies, video games soundtracks; dance music; work songs)
- identify pieces of music that are important to one's family or heritage (for example: talk about how music plays a part in family traditions)

MU.Cn2.1.4 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- identify musical pieces that are important to a specific context (for example: pieces of music that are important to one's family)
- compare relationships between music and other content/subject areas (for example: dance, visual art, dramatic arts, literature, science, math, social studies, and language arts; comparing the science of sound to producing instrumental sounds).
- identify how context (social, cultural, and historical) can inform a piece of music (for example: investigating a specific composer such as Liszt)