

Standards-Based Learning

Power Standards

Music

4th Grade

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

ⓈPower Standards highlighted **All** standards must be taught and assessed. Power standards identify the standards that should receive the most instructional focus.

The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.		EALR 1
<i>Understands and applies the concepts and vocabulary of music.</i>		<i>1.1</i>
1.1.1	<p>Analyzes, understands, and applies the elements <u>beat and rhythm</u> while creating, performing, and responding to music.</p> <ul style="list-style-type: none"> a. Creates and improvises rhythmic phrases. b. Composes and performs compositions in duple and triple meter on pitched and non-pitched instruments. c. Demonstrates whole, half, quarter, and eighth notes and rests. d. Demonstrates dotted half, quarter, and eighth note patterns. e. Performs single eighth notes in basic syncopated rhythms. 	
1.1.2	<p>Analyzes, understands, and applies the elements <u>pitch and melody</u> while creating, performing, and responding to music.</p> <ul style="list-style-type: none"> a. Improvises and performs a melody. b. Matches pitches within a musical composition while singing in appropriate vocal ranges. c. Incorporates basic melodic patterns and simple melodies in musical compositions. d. Uses half and whole step intervals within pentatonic and major scale patterns. e. Identifies and writes notes in the treble clef (G clef). 	
1.1.3	<p>Analyzes, understands, and applies the elements <u>harmony, texture timbre/tone color</u> while creating, performing, and responding to music.</p> <ul style="list-style-type: none"> a. Demonstrates unison and harmony in a performance. b. Categorizes a variety of musical instruments and human voices. c. Identifies the families of the various instruments and human voices by sight and sound. d. Differentiates major and minor tonalities in vocal and instrumental music. 	
1.1.4	<p>Analyzes, understands, and applies the element <u>form</u> while creating, performing, and responding to music.</p> <ul style="list-style-type: none"> a. Examines and identifies the forms of music taught, rehearsed, and/or performed. b. Identifies repeat signs and 1st and 2nd endings. c. Performs canons, partner songs, and two-part songs. 	

	<p>d. Understands and demonstrates the use of D.C. al fine and D.S. al coda in multiple forms of music.</p> <p>e. Identifies AB (verse/chorus, refrain), ABA, AABA, rondo form ABACA, and theme and variations.</p>
1.1.5	<p>Analyzes, understands, and applies the element <u>expression (dynamics, style, tempo, phrasing)</u> while creating, performing, and responding to music.</p> <p>a. Understands and uses dynamic symbols, such as pp, p, mp, mf, f, and ff, while singing, playing instruments, and moving to music.</p> <p>b. Identifies musical phrases in a piece of music.</p> <p>c. Understands and uses staccato, legato, and accent.</p>

Develops the skills and techniques of music.

1.2

1.2.1	<p>Analyzes, understands, and applies skills and techniques while creating, performing, and responding to music.</p> <p>a. Demonstrates musical skills and techniques with teacher's direction and assistance:</p> <ul style="list-style-type: none"> o Reading music o Performing o Composing o Sight singing/reading o Playing instruments o Singing o Improvising o Conducting o Chanting <p>b. Demonstrates appropriate care of musical instruments.</p>
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Understands and applies musical genres and styles of various artists, cultures, and times.

1.3

1.3.1	<p>Understands and applies musical experiences of diverse genres, artists, cultures, and/or times.</p> <p>a. Summarizes the cultural and/or historical aspects of a musical performance.</p> <p>b. Uses cultural and/or historical aspects in a musical performance.</p> <p>c. Uses aspects of various artists, cultures, and times to create a piece of music.</p>
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Understands and applies audience conventions in a variety of arts settings and performances of music.

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1.4.1	<p>Remembers and applies audience conventions in a variety of musical settings and performances.</p> <p>a. Demonstrates audience manners, active listening, and viewing skills in a performance setting.</p>
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The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in dance, music, theatre, and visual arts

EALR 2

Applies a creative process to music. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents/performs)

2.1	<p>Understands and applies a creative process to create music.</p> <p>a. Demonstrates a creative process:</p> <ul style="list-style-type: none"> o Explores musical elements to create music. o Gathers and uses musical elements and life experiences to create music. o Uses ideas, skills, fundamentals, and techniques to create music through guided exploration. o Implements choices of musical elements, principles, and skills to create music.
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	<ul style="list-style-type: none"> o Reflects for the purposes of self-evaluation and improvement. o Refines music through feedback and self-reflection. o Performs music for self and others.
<i>Applies a performance process to music. (Identifies, selects, analyzes, interprets, rehearses, adjusts, refines, presents, produces, reflects, and self-evaluates)</i>	
2.2.1	<p>Understands and applies a performance process when preparing and performing music.</p> <ul style="list-style-type: none"> a. Demonstrates a performance process: <ul style="list-style-type: none"> o Selects artistic resources, materials, and/or repertoire to create, perform, and present. o Interprets meaning through personal understanding of the music and/or performance. o Rehearses, adjusts, and refines music through evaluation, reflection, and problem solving. o Presents and produces music and/or performance for others. o Reflects upon music and/or a performance and self-evaluates to set goals.
<i>Applies a responding process to a performance and/or presentation of music. (Engages, describes, analyzes, interprets, and evaluates)</i>	
2.3.1	<p>Understands and applies a responding process when experiencing music.</p> <ul style="list-style-type: none"> a. Demonstrates a responding process: <ul style="list-style-type: none"> o Engages the senses actively and purposefully when experiencing music. o Describes what is seen, felt, and/or heard (perceived/experienced) when responding to music. o Analyzes the use and organization of elements, principles, skills, fundamentals, and/or techniques. o Interprets meaning based on personal experiences and knowledge. o Evaluates and justifies using supportive evidence when responding to a piece of music.
The student communicates through the arts (dance, music, theatre, and visual arts). EALR 3	
<i>Uses music to express feelings and present ideas</i>	
3.1.1	<p>Applies understanding to create music that expresses feelings and presents ideas.</p> <ul style="list-style-type: none"> a. Examines and explains how ideas and feelings are expressed through music. b. Composes a piece of music to express one idea or feeling.
<i>Uses music to communicate for a specific purpose.</i>	
3.2.1	<p>Creates and evaluates music that communicates for a specific purpose.</p> <ul style="list-style-type: none"> a. Creates, performs, and responds (with teacher's direction) to music that communicates for a given purpose. b. Compares and contrasts how musical styles and genres can communicate for a specific purpose.
<i>Develops personal aesthetic criteria to communicate artistic choices in music.</i>	
3.3.1	<p>Understands (with teacher's direction) how personal aesthetic choices are reflected in music and/or performances.</p> <ul style="list-style-type: none"> a. Explains (with teacher's direction) how personal aesthetic choices are reflected in music and/or performances. b. Experiences (with teacher's direction) how personal aesthetic choices in music are influenced by culture and history
The student makes connections within and across the arts (dance, music, theatre, and visual arts) to other disciplines, life, cultures, and work. EALR 4	

Demonstrates and analyzes the connections among the arts disciplines (dance, music, theatre, 4.1 and visual arts).

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| 4.1.1 | <p>Applies understanding of skills, concepts, and vocabulary that music has in common with other arts disciplines.</p> <ul style="list-style-type: none">a. Describes skills, concepts, and vocabulary common among arts disciplines.b. Demonstrates skills and processes common among arts disciplines, such as creating, practicing, performing, and collaborating. |
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Demonstrates and analyzes the connections among the arts and between the arts and other 4.2 content areas.

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| 4.2.1 | <p>Understands and applies skills, concepts, and vocabulary that music has in common with other content areas.</p> <ul style="list-style-type: none">a. Discusses and identifies steps of processes that the arts have in common with other content areas. |
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Understands how the arts impact and reflect personal choices throughout life. 4.3

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| 4.3.1 | <p>Applies understanding of how music impacts personal choices, including choices made at home, in school, and in the community.</p> <ul style="list-style-type: none">a. Examines how music impacts consumers' choices. |
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Understands how the arts influence and reflect cultures/civilization, place, and time. 4.4

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| 4.4.1 | <p>Understands how the specific attributes of a musical work reflect its cultural and historical context.</p> <ul style="list-style-type: none">a. Examines general attributes of music from a specific culture. |
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Understands how arts knowledge and skills are used in the world of work, including 4.5 careers in the arts.

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| 4.5.1 | <p>Applies understanding of how musical knowledge, skills, and work habits are used in the world of work, including careers in music.</p> <ul style="list-style-type: none">a. Identifies and defines career roles and how musical skills and work habits are used in the world of work.b. Examines the goals and practices needed to meet deadlines and complete work. |
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