

# Grade Four - Music

- Standard: Historical, Cultural and Social Contexts
  - Benchmark: Identify and demonstrate basic music forms.
    - Indicator: Identify and demonstrate partner songs and rondo form.
  - Benchmark: Identify and respond to music of historical and cultural origins.
    - Indicator: Sing and respond to music from world cultures.
    - Indicator: Discuss the lives and times of composers from various historical periods.
    - Indicator: Identify, listen and respond to music of different composers.
  - Benchmark: Recognize the interaction of people in music.
    - Indicator: Recognize and describe ways that music serves as an expression in regional cultures.
- Standard: Creative Expression and Communication
  - Benchmark: Sing and/or play instruments, alone and with others, demonstrating a variety of repertoire, using proper technique, accurate rhythm and pitch and appropriate expressive qualities.
    - Indicator: Sing, alone and with others, a varied repertoire of songs with accurate rhythm and pitch and appropriate expressive qualities.
    - Indicator: Use the head voice to produce a light, clear sound employing breath support and maintaining appropriate posture.
    - Indicator: Play, alone and with others, a variety of classroom instruments with proper technique.
  - Benchmark: Read, write, improvise and compose melodies and accompaniments.
    - Indicator: Improvise and compose short compositions using a variety of classroom instruments and sound sources.
    - Indicator: Read, write and perform using sixteenth through whole note values including a syncopated rhythm of eighth-quarter-eighth in 2/4, 3/4 and 4/4 meter.
    - Indicator: Read, write and perform extended pentatonic melodies with high do, low la and low sol (do'-la-sol-mi-re-do-la'-sol') on the treble staff in Gdo, F-do and C-do using a system (e.g., solfege, numbers or letters).
    - Indicator: Read, write and perform melodies in treble clef.
- Standard: Analyzing and Responding
  - Benchmark: Identify and demonstrate elements of music using developmentally appropriate music vocabulary.
    - Indicator: Identify and demonstrate elements of music using developmentally appropriate vocabulary and music terms (e.g., quarter note, piano, forte).
    - Indicator: Identify how elements of music communicate ideas or moods.

- Indicator: Identify and respond to music forms (e.g., round, canon, partner songs, call-response).
  - Benchmark: Identify the sounds of a variety of instruments including orchestra, band and classroom instruments.
    - Indicator: Classify instruments by the four families of the orchestra.
    - Indicator: Describe the way sound is produced on various instruments and with the human voice.
  - Benchmark: Discuss and evaluate individual and group music performance.
    - Indicator: Discuss and evaluate individual and group music performance.
- Standard: Valuing Music/Aesthetic Reflection
  - Benchmark: Reflect on their own performances and the performances of others.
    - Indicator: Participate in developmentally appropriate music activities.
    - Indicator: Develop criteria for reflecting on their performances and the performances of others.
  - Benchmark: Demonstrate audience behavior appropriate for the context and style of music performed.
    - Indicator: Attend live music performances and demonstrate audience behavior appropriate for the context and style of music performed.
  - Benchmark: Demonstrate how music communicates meaning of text, feelings, moods or images, and influences personal preferences.
    - Indicator: Respond physically, emotionally and/or intellectually (e.g., movement, written/oral description) to a variety of age-appropriate music.
    - Indicator: Demonstrate how music communicates meaning of text, feelings and moods or images.
    - Indicator: Identify and describe personal preferences for specific music selections.
- Standard: Connections, Relationships and Applications
  - Benchmark: Explain ways that music interrelates with other arts disciplines and with various disciplines outside the arts.
    - Indicator: Interpret music through dance, drama and visual art.
    - Indicator: Identify the use of similar elements (e.g., form, rhythm) in music and other art forms.
    - Indicator: Explain ways that the basic principles (e.g., elements of music) and subject matter (e.g., topics, themes, lyrics) of music are interrelated with disciplines outside the arts.
  - Benchmark: Describe how music is used in various cultures in the United States.
    - Indicator: Identify similarities and differences in music of the United States and various cultures.
  - Benchmark: Identify and describe roles of musicians in various music settings.
    - Indicator: Describe roles of musicians in various music settings.