

2014-2015
Fine Arts Music Standards and Benchmarks – 4th Grade

Goal 25: Knows the language of the arts.

Learning Standard A: Understand the sensory elements, organizational principles, and expressive qualities of the arts.

| | Benchmarks | Body of Knowledge | Suggested Lesson | Assessment |
|---|---|--|-------------------------|-------------------|
| 25A.1-4 | Explain melody and harmony. | a. Identify melodies going upward, going downward, and staying the same in a written musical example. | 1.4, 3.2 | |
| | | b. Identify ways harmony can be created (i.e. partner songs, rounds, etc.). | 1.3, 6.4 | |
| 25A.2-4 | Discern forms with repetition/contrast. | | | |
| 25A.3-4 | Describe contrasts in tempo, dynamics, duration, pitch, form, and mode. | Differentiate between: | | |
| | | a. longer/shorter sounds, | 2.1 | |
| | | b. faster/slower sounds, | 6.1 | |
| | | c. louder/softer sounds, | 6.1, 6.3 | |
| | | d. higher/lower sounds, | 1.2 | |
| | | e. same and different phrases/sections, | 1.4, 3.3, 6.2 | |
| | | f. major/minor tonality. | 5.2 | |
| 25A.4-4 | Identify various meter signatures. | a. Identify 2/4, 3/4, 4/4, and 6/8 meter signatures. | 1.1, 3.4 | |
| | | b. Describe the beat patterns associated with these meter signatures. | 1.1 | |
| 25A.5-4 | Recognize tone colors of voices, band, and orchestral instruments. | a. Visually identify band and orchestral instruments. | OI | |
| | | b. Classify groups of instruments and voices and how their sounds are produced (i.e. choir, band, orchestra, instrument families). | OI | |
| | | c. Aurally identify band and orchestral sounds by family (i.e. woodwind, brass, etc.). | OI | |
| 25A.6-4 | Describe how the elements of a musical example make the listener feel. | | | |
| Learning Standard B: Understand the similarities, distinctions, and connections in and among the arts. | | | | |
| | Benchmarks | Body of Knowledge | Suggested Lesson | Assessment |
| 25B.1-4 | Compare and contrast two musical selections. | Compare the sensory elements (e.g. tempo, dynamics, etc.) and expressive qualities (e.g. mood, emotion, idea) in two musical selections. | | |
| 25B.2-4 | Compare the terminology of music with that of other art forms. | Describe form in a selected visual art work. | | |

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| | Goal 26: Through creating and performing, understands how works of art are produced. | | | |
| | <i>Learning Standard A: Understand processes, traditional tools, and modern technologies used in the arts.</i> | | | |
| | Benchmarks | Body of Knowledge | Suggested Lesson | Assessment |
| 26A.1-4 | Use appropriate singing techniques. | Demonstrate appropriate vocal timbre, posture, and breath support when singing classroom songs. | 4.1 | |
| 26A.2-4 | Use correct technique when playing instruments. | Demonstrate proper instrumental playing technique (e.g holding mallets, striking drums). | | |
| 26A.3-4 | Accurately read simple pitch notation. | Sing or play sol, mi, la, do, re, low sol, low la, high do, and fa and C-D', including F#, on the treble staff. | 2.3, 3.3, 4.3, Mr. E | |
| 26A.4-4 | Interpret rhythmic notation and musical symbols. | a. Interpret eighth notes, quarter notes, quarter rests, dotted quarter notes, half notes, dotted half notes, whole notes, sixteenth notes. | 1.3, 5.3 | |
| | | b. Demonstrate equal and unequal rhythms. | 3.1, 4.2 | |
| | | c. Apply the major symbols associated with music (i.e. repeat sign, key signature, etc.). | | |
| 26A.5-4 | Demonstrate awareness of steady beat. | | | |
| | <i>Learning Standard B: Apply skills and knowledge necessary to create and perform in one or more of the arts.</i> | | | |
| | Benchmarks | Body of Knowledge | Suggested Lesson | Assessment |
| 26B.1-4 | Sing or play selected songs. | a. Sing songs in rhythm maintaining a steady tempo and demonstrating proper technique. | | |
| | | b. Play songs in rhythm maintaining a steady tempo and demonstrating proper technique. | | |
| | | c. Demonstrate appropriate performer etiquette. | | |
| 26B.2-4 | Create music. | a. Create short vocal or instrumental pieces within specified guidelines. | | |
| | | b. Improvise rhythmic variations or simple melodic embellishments. | | |
| | | c. Select and utilize classroom instruments to appropriately express an idea. | | |
| 26B.3-4 | Discriminate among instrumental tone colors. | | | |

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| | Goal 27: Understands the role of the arts in civilizations, past and present. | | | |
| | <i>Learning Standard A: Analyze how the arts function in history, society and everyday life.</i> | | | |
| | Benchmarks | Body of Knowledge | Suggested Lesson | Assessment |
| 27A.1-4 | Describe characteristics of music of different cultures. | Match music from a particular country with instruments of that country. | WI | |
| 27A.2-4 | Appraise a musical performance positively. | Explain preferences regarding a musical performance using appropriate music terminology. | | |
| 27A.3-4 | Identify occupations associated with music. | | | |
| | <i>Learning Standard B: Understand how the arts shape and reflect history, society and everyday life.</i> | | | |
| | Benchmarks | Body of Knowledge | Suggested Lesson | Assessment |
| 27B.1-4 | Describe what musical selections tell about people, time, places, and everyday life. | Describe early society or everyday life as reflected in American or multi-cultural folk songs. | 2.2 | |
| 27B.2-4 | Identify significant artists in music. | | | |

