

Music: General Music: Grade 4

Adopted 2015

Creating – Conceiving and developing new artistic ideas and work.

- 1. Imagine: Generate musical ideas for various purposes and contexts. CR.1**
 - a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural). CR.1.4.A
 - b. Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters. CR.1.4.B

- 2. Plan and Make: Select and develop musical ideas for defined purposes and contexts. CR.2**
 - a. Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context. CR.2.4.A
 - b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas. CR.2.4.B

- 3. Evaluate and Refine: Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. CR.3**
 4. Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time. CR.3.4

- 4. Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality. CR.4**
 4. Present the final version of personal created music to others, and explain connection to expressive intent. CR.4.4

Performing – Realizing artistic ideas and work through interpretation and presentation.

- 1. Select: Select varied musical works to present based on interest, knowledge, technical skill, and context. PR.1**
 4. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill. PR.1.4

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- 2. Analyze: Analyze the structure and context of varied musical works and their implications for performance.** PR.2
- a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance. PR.2.4.A
 - b. When analyzing selected music, read and perform using iconic and/or standard notation. PR.2.4.B
 - c. Explain how context (such as social and cultural) informs a performance. PR.2.4.C
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- 3. Interpret: Develop personal interpretations that consider creators' intent.** PR.3
- 4. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre). PR.3.4
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- 4. Rehearse, Evaluate, and Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.** PR.4
- a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances. PR.4.4.A
 - b. Rehearse to refine technical accuracy and expressive qualities, and address performance challenges. PR.4.4.B
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- 5. Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.** PR.5
- a. Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation. PR.5.4.A
 - b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre. PR.5.4.B
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**Responding –
Understanding and
evaluating how the arts
convey meaning.**

- 1. Select: Choose music appropriate for a specific purpose or context.** RE.1
- 4. Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. RE.1.4
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- 2. Analyze: Analyze how the structure and context of varied musical works inform the response.** RE.2
- 4. Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural). RE.2.4
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- 3. Interpret: Support interpretations of musical works that reflect creators'/performers' expressive intent.** RE.3
- 4. Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent. RE.3.4

4. Evaluate: Support evaluations of musical works and performances based on analysis, interpretation, and established criteria. RE.4

4. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context. RE.4.4