

Grade 4

CONNECT: Explore and relate artistic ideas and works to past, present, and future societies and cultures. **CN**

1 Relate musical ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups. 4.CN.1

- 1 Describe styles and musicians who have influenced, or been influenced by, the customs and traditions of indigenous and other cultural groups in North Carolina. **4.CN.1.1**
 - 2 Describe how other content areas can inspire programmatic music, soundscapes, or concepts. **4.CN.1.2**
 - 3 Describe personal emotions and memories evoked by a variety of music. **4.CN.1.3**
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2 Explore advancements in the field of music. 4.CN.2

- 1 Describe music careers in North Carolina. **4.CN.2.1**
 - 2 Compare how music has changed and remained the same with advances in technology and digital media. **4.CN.2.2**
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CREATE: Create and adapt new artistic ideas and work individually or collaboratively. **CR**

1 Create original musical ideas and works, independently and collaboratively. 4.CR.1

- 1 Improvise pentatonic melodies over an ostinato. **4.CR.1.1**
 - 2 Notate or record 4-8 measures of original rhythmic ideas and melodic ideas for two or more performers that incorporate grade-level appropriate rhythms and pitches. **4.CR.1.2**
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2 Adapt original musical ideas and works, and those of peers and other artists, independently and collaboratively. 4.CR.2

- 1 Align original poetry with a pre-existing melody; or a pre-existing piece of poetry with an original melody. **4.CR.2.1**
 - 2 Identify how to responsibly use resources for online access of music. **4.CR.2.2**
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PRESENT: Present, perform, produce, and develop artistic ideas and works. PR

1 Perform music from a variety of styles, cultures, and genres. 4.PR.1

- 1 Improve compositions and musical skills by applying feedback from peers or self based on student-generated criteria. 4.PR.1.1
 - 2 Read standard notation to sing or play music using any major key, and dotted quarters and groups of three eighth notes and rests in 6/8 meter, and beamed sixteenth and eighth note rhythms in 2/4, 3/4, and 4/4 meters. 4.PR.1.2
 - 3 Sing or play songs with occasional harmonizations. 4.PR.1.3
 - 4 Demonstrate the meaning of symbols and terminology for the continua of tempos and dynamics, including crescendos and decrescendos, and a variety of forms and articulations when performing music. 4.PR.1.4
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2 Develop musical presentations. 4.PR.2

- 1 Compare, with guidance, music to perform and the production elements needed to support the context and purpose of a performance. 4.PR.2.1
 - 2 Create criteria for audience and performer etiquette in a variety of contexts. 4.PR.2.2
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RESPOND: Analyze and evaluate how the arts communicate. RE

1 Analyze musical works from a variety of styles, cultures, and genres including response through moving, singing, playing instruments, or content-specific vocabulary. 4.RE.1

- 1 Identify symbols and terminology for tempos, dynamics, including crescendos and decrescendos, and a variety of forms and articulations in aural and written musical works. 4.RE.1.1
 - 2 Compare different interpretations of the same musical work using musical vocabulary. 4.RE.1.2
 - 3 Describe the timbres of a variety of instruments and voices used in diverse types of ensembles. 4.RE.1.3
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2 Evaluate musical works using content-specific vocabulary. 4.RE.2

- 1 Compare personal responses to a musical work before and after engaging with similar musical works. 4.RE.2.1
- 2 Generate criteria in collaboration with others for evaluating musical performances and compositions. 4.RE.2.2