

Grade 4

Adopted 2016

Dance

Create: Students will conceptualize, generate, and organize artistic ideas and work. They will complete and refine dance works.

1. Demonstrate willingness to listen to others' ideas and cooperate when creating dance. [4.D.CR.1](#)
2. Identify ideas for choreography generated from a variety of stimuli to solve given movement problems. [4.D.CR.2](#)
3. Develop a dance study, alone or with others, that expresses and communicates a main idea. [4.D.CR.3](#)
4. Manipulate and expand movement possibilities to create a variety of movement patterns and structures, and discuss the reasons for movement choices and the effectiveness of movement choices. [4.D.CR.4](#)
5. Revise movement based on peer feedback and self-reflection to improve a short dance study and explain the changes made. [4.D.CR.5](#)

Perform: Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works.

1. Establish spatial relationships with other dancers while safely using levels, directions, focus, and pathway designs in near-, mid-, and farrange movement. [4.D.P.1](#)
2. Make still and moving shapes with positive and negative space. [4.D.P.2](#)
3. Analyze and demonstrate how body parts align for safe and efficient movement in activities that extend range of movement, build strength, and develop endurance. [4.D.P.3](#)
4. Demonstrate fundamental dance skills through locomotor and nonlocomotor sequences. [4.D.P.4](#)
5. Differentiate and perform movement with metric and irregular phrasing and respond to tempo changes as they occur in dance and music. [4.D.P.5](#)
6. Analyze, describe, and perform movement phrases using contrasting energy and dynamic changes. [4.D.P.6](#)
7. Recall and replicate movement sequences with a partner or in group dance activities. [4.D.P.7](#)
8. Apply constructive feedback from teacher, peers, and self to improve dance performance. [4.D.P.8](#)
9. Use performance etiquette and performance practices during class, rehearsal, and in formal and informal performance spaces. [4.D.P.9](#)
10. Identify, explore, and experiment with a variety of production elements to heighten the artistic intent and audience experience. [4.D.P.10](#)

Respond: Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process.

1. Use basic dance terminology to describe patterns of movement that create a style or theme. [4.D.R.1](#)
2. Discuss the characteristics that make a dance artistic. [4.D.R.2](#)

Connect: Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

1. Explain how the main idea of a dance is similar to or different from one's own experiences, relationships, ideas, or perspectives. **4.D.CO.1**
2. Select a topic of study in school and develop research questions to explore, then choreograph movements that relate key aspects about the topic that communicate the information; discuss what was learned from researching the question and creating the dance. **4.D.CO.2**
4. Select and describe movements in a specific genre or style, and explain how the movements relate to the culture, society, historical period, or community from which the dance originated. **4.D.CO.4**

Drama

Create: Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine drama works.

1. Develop imagination to create artistic ideas and work. **4.T.CR.1**
2. Arrange the physical playing space to communicate mood, time, and locale. **4.T.CR.2**
3. Write or record simple dramas that include the five Ws of who, what, where, when and why. **4.T.CR.3**
4. Define roles, identify responsibilities, and participate in group decision making. **4.T.CR.4**
5. Create character through imagination, physical movement, gesture, sound and/or speech and facial expression. **4.T.CR.5**
6. Develop dialogue and actions that focus on the development and resolution of dramatic conflicts. **4.T.CR.6**
7. Recognize that participating in the rehearsal process is necessary to refine and revise. **4.T.CR.7**

Perform: Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of drama works.

1. Analyze the character, setting, and essential events (plot) in a story that make up the dramatic structure, and use choices to shape believable and sustainable drama/theatre work. [4.T.P.1](#)
2. Demonstrate the ability to work effectively alone and cooperatively with a partner or in an ensemble. [4.T.P.2](#)
3. Observe, listen, and respond in character to other actors throughout a scripted or improvised scene. [4.T.P.3](#)
4. Communicate meaning using the body through space, shape, energy and gesture. [4.T.P.4](#)
5. Communicate meaning using the voice through volume, pitch, tone, rate, and clarity. [4.T.P.5](#)
6. Use imagination to support artistic choices. [4.T.P.6](#)
7. Select materials to be used for scenery, properties, costumes, lighting, and sound effects for informal classroom presentations. [4.T.P.7](#)
8. Develop audience awareness using and understanding stage directions and basic blocking techniques. [4.T.P.8](#)
9. Perform a variety of dramatic works for peers or invited audiences. [4.T.P.9](#)

Respond: Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.

1. Demonstrate audience skills of observing attentively and responding appropriately. [4.T.R.1](#)
2. Share personal responses about classroom dramatizations and performances. [4.T.R.2](#)
3. Identify what drama is and how it happens. [4.T.R.3](#)
4. Give and accept constructive feedback, analyze and describe strengths and weaknesses of own work. [4.T.R.4](#)
5. Use selective criteria to evaluate what is seen, heard, and understood in dramatizations. [4.T.R.5](#)

Connect: Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

1. Identify similarities between story elements and personal experiences in dramatic play or guided drama experiences. **4.T.CO.1**
 2. Read, listen to, and tell stories from a variety of cultures, genres, and styles; identify the characters, setting, plot, theme and conflict in these plays and stories; and identify historical, global, and social issues connecting them through a drama/theatre work. **4.T.CO.2**
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Music

Create: Students will conceptualize, generate, and organize artistic ideas and work. They will complete and refine musical works.

1. Improvise rhythmic and melodic patterns and musical ideas. **4.M.CR.1**
2. Explain the connection of musical ideas to specific purpose and context. **4.M.CR.2**
3. Generate musical ideas using specific tonalities, meters and simple chord changes. **4.M.CR.3**
4. Select and demonstrate musical ideas to express intent while connecting to purpose and context. **4.M.CR.4**
5. Organize personal musical ideas using iconic notation or recordings to combine and/or sequence personal rhythmic and melodic ideas. **4.M.CR.5**
6. Evaluate and refine work; apply teacher-provided criteria and collaboratively developed guidelines and feedback; and present the final version of created music and describe connection to expressive intent. **4.M.CR.6**

Perform: Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.

1. Explain how the selection of music to perform is influenced by personal interest, purpose, context and knowledge and skills. [4.M.P.1](#)
2. Explore the effects of various dynamic levels, tempos, and articulations. [4.M.P.2](#)
3. Discuss and explore, with guidance, expressive elements in music to be performed. [4.M.P.3](#)
4. Sing folk, traditional, and call-and-response songs in tune, with good vocal tone and clear diction. [4.M.P.4](#)
5. Respond to visual representations of melodic contour and simple melody patterns. [4.M.P.5](#)
6. Perform two- and three-part pentatonic rounds, partner songs and rhythmic or pentatonic ostinatos. [4.M.P.6](#)
7. Perform and identify rhythm patterns in two-, three-, and four-beat meters using body percussion, voice and simple instruments. [4.M.P.7](#)
8. Respond with body percussion, voice, or simple instruments to visual representation of rhythm patterns. [4.M.P.8](#)
9. Respond to musical terms and markings for tempo. [4.M.P.9](#)
10. Demonstrate persistence and cooperation in refining performance pieces. [4.M.P.10](#)
11. Perform music with expression, technical accuracy and appropriate interpretation; watch and respond to the conductor to perform dynamics and start, stop and stay together; and demonstrate performance decorum. [4.M.P.11](#)

Respond: Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.

1. Listen to and interact with a variety of contrasting music. [4.M.R.1](#)
2. Recognize form, meter, beat versus rhythm, timbre, mood, dynamics, tempo, melody, texture and harmony/tonality. [4.M.R.2](#)
3. Demonstrate audience etiquette appropriate for the context and venue. [4.M.R.3](#)
4. Describe feelings or imagery conveyed by a music selection. [4.M.R.4](#)
5. Identify and describe elements that make contrasting music selections different from each other. [4.M.R.5](#)
6. Explore/express feelings conveyed by a music selection through movement or drawing. [4.M.R.6](#)
7. Compare personal interpretation of a music selection with composer's intent. [4.M.R.7](#)
8. Describe elements and characteristics evident in a meaningful, enjoyable, well-performed piece of music, and apply teacher-provided criteria to evaluate musical works or performances. [4.M.R.8](#)

Connect: Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

1. Describe how music relates to personal, social, emotional, and intellectual development. [4.M.CO.1](#)
2. Draw upon interests, knowledge, and skills developed to inspire and inform the creation, performance, and appreciation of music, and deepen understanding of another content area through music. [4.M.CO.2](#)
3. Experience and explore music which connects us to history, culture, heritage, and community, and identify connections between a music genre and cultural or historical contexts. [4.M.CO.3](#)

Visual Arts

Create: Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation.

1. Brainstorm multiple approaches to a creative art or design problem. [4.V.CR.1](#)
2. Collaboratively set goals and create an artwork that is meaningful and shows the intent of the makers. [4.V.CR.2](#)
3. Explore and invent art-making techniques and approaches by utilizing and caring for materials, tools, and equipment in a manner that prevents danger to oneself and others when making art, and by documenting, describing, and representing regional constructed environments. [4.V.CR.3](#)
4. Revise artwork in progress on the basis of insights gained through peer discussion. [4.V.CR.4](#)

Present: Students will analyze, interpret, refine, and select artistic work for presentation. They will convey meaning in the manner in which the art is presented.

1. Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork. **4.V.P.1**
2. Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats. **4.V.P.2**
3. Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide. **4.V.P.3**

Respond: Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator.

1. Compare responses to a work of art before and after working in similar media. **4.V.R.1**
2. Analyze components in visual imagery that convey messages. **4.V.R.2**
3. Refer to contextual information and analyze relevant subject matter, characteristics of form, and use of media. **4.V.R.3**
4. Apply one set of criteria to evaluate more than one work of art. **4.V.R.4**

Connect: Students will relate artistic skills, ideas and work with personal meaning and external context.

1. Create works of art that reflect community cultural traditions. **4.V.CO.1**
2. Through observation, infer information about the time, place, and culture in which a work of art was created. **4.V.CO.2**