

General Music - 4th grade State Standards

Prior Knowledge/New Learning to meet each standard

Artistic Process - Creating

Anchor Standard #1 - Generate and conceptualize artistic ideas and work

MU.CR.1.4a

a. Improvise rhythmic, melodic, and harmonic ideas (e.g. beat, meter, rhythm, harmony, and tonality).

1. Review rhythm reading including subdivision and syncopation
2. Review reading pitch in the staff in treble clef.
3. Learn to read pitch outside the staff using ledger lines.
4. Being to discuss basic I, V, V7 chords.
5. Improvise a short simple melody over a repeatative rhythm/steady beat.

MU.CR.1.4b

b. Generate musical ideas (e.g. rhythms, melodies, and simple accompaniment patterns) within related tonalities (e.g. major and minor) and meters.

1. Learn about ostinatos
2. Create a simple ostinato to go with pieces in class including 2/4, 3/4, and 4/4 time signatures and a major/minor piece.

Anchor Standard #2 - Organize and develop artistic ideas and work

MU.CR.2.4a

a. Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition.

1. Examine real music and note things like repeating rhythm and melody patterns and placement of long/short notes and high/low pitches
2. Keeping these elements in mind, compose a short piece of music.

MU.CR.2.4b

b. Use notation to document personal or collective rhythmic, melodic, and simple harmonic musical ideas (e.g. chords).

1. Write their own piece of music using standard notation and a small section with harmony
2. Transcribe short, simple 1-2 measure melodies.

Anchor Standard #3 - Refine and complete artistic work

MU.CR.3.4a								
a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate, revise, and document changes in personal musical ideas over time.	<ol style="list-style-type: none"> 1. Self-evaluate using a rubric/form their piece and make alterations. 2. In small groups, have each person suggestion changes using a simple rubric/form. Then make alterations based on suggestions. 3. Teacher evaluates and suggests adjustments using rubric/form. Student makes more adjustments based on teacher feedback. 							
MU.CR.3.4b								
b. Present the final version of personally or collectively created music to others and explain their creative process.	<ol style="list-style-type: none"> 1. Finalize and present/perform their final piece. 2. Write and then read their composer statement/intro (paragraph in length) 							
Artistic Process - Performing								
Anchor Standard #4 - Select, analyze, and interpret artistic work for performance								
MU.PR.4.4a								
a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.	<ol style="list-style-type: none"> 1. Have students examine pieces to be performed for the school concert and explain why those pieces might have been chose to be part of the concert. 2. Have students try to guess what piece I chose based on teacher personal preference and why they thought that. 							
MU.PR.4.4b								
b. Demonstrate understanding of the form in music selected for performance.	<ol style="list-style-type: none"> 1. Outline the form for a piece as a group. 2. Have students display the section using hand movements or by noting it in the music. 							
MU.PR.4.4c								
c. Read and perform using notation (e.g. syncopation).	<ol style="list-style-type: none"> 1. Learn/review syncopation using eighth notes, eighth rests and dotted quarter notes along with basic rhythm notes and rests from previous grade levels. 							
MU.PR.4.4d								

<p>d. Demonstrate an understanding of musical concepts (e.g. physical, verbal, or written response--understanding of musical concepts and how creators use them to convey expressive intent).</p>	<ol style="list-style-type: none"> 1. Write out ptches and rhythms in performance pieces 2. Talk about the dynamics, tempo, articulation, phrasing, and mood of pieces performed. 3. Write a newspaper articule to review their own performance pieces.
<p>Anchor Standard #5 - Develop and refine artistic work for presentation</p>	
<p>MU.PR.5.4a</p>	
<p>a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate personal and ensemble performance.</p>	<ol style="list-style-type: none"> 1. Have students self-evaluate their own compositions using a rubric/form. 2. Have students evaluate their concert performance using a rubric/form.
<p>MU.PR.5.4a</p>	
<p>b. With an appropriate level of independence rehearse to refine technique, expression, and identified performance challenges.</p>	<ol style="list-style-type: none"> 1. Have students practice in parts/small groups to work on specific problems in their performance pieces.
<p>Anchor Standard #6 - Convey meaning through the presentation of artistic work</p>	
<p>MU.PR.6.4a</p>	
<p>a. Perform music with appropriate expression, technique, and interpretation.</p>	<ol style="list-style-type: none"> 1. Perform school concert and class music following all tempo, dynamic, articulation and phrasing markings. 2. Discuss the mood and style considerations of what students perform and how to communciate that musically.
<p>MU.PR.6.4b</p>	
<p>b. Demonstrate performance and audience decorum appropriate for the occasion.</p>	<ol style="list-style-type: none"> 1. Perform in the school concert and class appropriately. 2. Discuss and demonstrate appropriate audience participation in the school concert. Have classroom teachers evaluate this at the school concert.
<p>Artistic Process - Responding</p>	
<p>Anchor Standard #7 - Perceive and analyze artistic work</p>	
<p>MU.RE.7.4a</p>	

<p>a. Explain how music listening is influenced by personal interest, knowledge, purpose, and context.</p>	<p>1. Discuss how students' opinions are altered by what they personally enjoy. 2. Play a piece of music. Have students write their opinion. Give the history, culture, and social background behind the song. Play the song again. Ask how their opinion changed.</p>										
<p>MU.RE.7.4b</p>	<table border="1"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>										
<p>b. Demonstrate and explain how musical concepts and contexts affect responses to music.</p>	<p>1. Have students look at 2 versions of the same song and discuss how changes in tempo, dynamics, mood, and articulation change their response to the music. 2. Have students listen to a song, then give them information about the song and listen again. Have students discuss how the context changed their opinion of the song.</p>										
<p>Anchor Standard #8 - Interpret intent and meaning in artistic work</p>											
<p>MU.RE.8.4</p>	<table border="1"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>										
<p>a. Demonstrate and describe expressive attributes and how they support creators'/ performers' expressive intent.</p>	<p>1. Discuss and write about how tempo, dynamics, articulation, phrasing, and instrument choice help create the mood of a piece of music.</p>										
<p>Anchor Standard #9 - Apply criteria to evaluate artistic work</p>											
<p>MU.RE.9.4</p>	<table border="1"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>										
<p>a. Apply teacher-provided and collaboratively-developed criteria to evaluate musical works and performances.</p>	<p>1. Evaluate and write a critique on music based on the tempo, dynamics, articulation, phrasing, and instrument choices ability to clearly communicate the mood. 2. Discuss and give examples of high and low quality performances and highlight the differences.</p>										
<p>Artistic Process - Connecting</p>											
<p>Anchor Standard #10 - Synthesize and relate knowledge and personal experiences to make art</p>											
<p>MU.CN.10.4a</p>	<table border="1"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>										
<p>a. Identify pieces of music that are important to one's family or cultural heritage.</p>	<p>1. Send home a worksheet to interview family members about music that's important to them and why 2. Connect the cultural heritage of music heard in class to students from those cultures.</p>										

MU.CN.10.4b	
b. Describe the roles and impact various musics plays in one's life and the lives of others.	<p>1. Have students discuss their favorite music, must they connect with a happy/sad event, music that makes them think of someone else, etc. and explain why.</p> <p>2. On the home interview ask questions about why those songs matter to their families.</p>
Anchor Standard #11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen	
MU.CN.11.4a	
a. Explore and describe relationships between musics and other content areas (e.g. dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).	<p>Dance - Talk about how dance and rhythm work together.</p> <p>Visual Arts - Creating art that communicates the emotion of the music.</p> <p>Dramatic Arts - Give examples of how music is used in dramas around them (TV/games/movies/etc)</p> <p>Literature - Discuss songs that tell a story (ballads)</p> <p>Science - How size and pitch are related in regards to instruments.</p> <p>Math - How fractions relate to subdivision/syncopation.</p> <p>Language Arts - Discuss why song lyrics break grammar rules intentionally</p>
MU.CN.11.4b	
b. Describe how context (e.g. social, cultural, and historical) can inform a performance.	1. Discuss how understanding the story (history), culture, composer, and the society can give performance clues.