

Olathe Public Schools

Elementary General Music Standards at a Glance – Grade 4

Standard 1: Creating — Conceiving and developing new artistic ideas and work.

Process Components	Grade 4 Performance Standards	Learning Targets
<p>Imagine — Generate musical ideas for various purposes and contexts.</p>	<p>Cr.1.4.a Generate musical ideas within related tonalities and meters.</p> <p>Cr.1.4.b Improvise rhythmic, melodic, and <i>harmonic</i> ideas, and explain connection to specific purpose and context.</p>	<ul style="list-style-type: none"> • Explore various sound sources to express ideas, feelings, and basic concepts while improvising personal instrumental accompaniments to enhance songs, stories, and/or poems. • Improvise “answers” in the same style to given rhythmic and melodic “questions”. • Improvises simple rhythmic, melodic, and/or harmonic ostinato through an original short song or instrumental piece of at least 8 beats with a variety of sound sources within specified guidelines. • Improvises a short melody within a selected style, meter, and tonality over a given rhythmic accompaniment.
<p>Plan and Make — Select and develop musical ideas for defined purposes and contexts.</p>	<p>Cr.2.4.a Use standard and/or iconic notation and/or technology to document personal rhythmic, melodic, and simple harmonic musical ideas.</p> <p>Cr.2.4.b Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.</p>	<ul style="list-style-type: none"> • Arrange and/or compose short songs and/or instrumental pieces using traditional and nontraditional sound sources and electronic music using iconic or standard notation. • Select stylistic symbols (i.e. dynamics, tempo, and articulation) to convey expressive intent of a composition. • Create simple melodic compositions including an introduction and/or coda. • Read notate and perform rhythms including quarter note, quarter rest, eighth note pairs, single eighth note, eighth rest, half note, half rest, dotted half note, whole note, whole rest, and sixteenth notes in 2/4, 3/4, and 4/4 meter. • Identify and sing or play a pentatonic scale pattern and intervals, ledger lines and spaces on the treble staff.
<p>Evaluate and Refine — Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.</p>	<p>Cr.3.4 Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback.</p>	<ul style="list-style-type: none"> • Explain, using appropriate music terminology, their personal preferences for quality musical works. • Develop and apply criteria to evaluate the quality of a student-generated musical creation through personal, peer and/or teacher evaluation. Include rationale for evaluation and feedback. • Evaluate a musical performance or creation using student/teacher generated criteria. • Apply feedback to refine a student-generated musical creation.
<p>Present – Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</p>	<p>Cr.4.4 Present the final version of personal created music to others, and explain the connections to expressive intent.</p>	<ul style="list-style-type: none"> • Describe the creative process and expressive intent of a student-generated musical creation. • Perform individually (or have others perform) a student-generated musical creation demonstrating expressive intent.

Standard 2: Performing — Realizing artistic ideas and work through interpretation and presentation.

Process Components	Grade 4 Performance Standards	Learning Targets
<p>Select — Select varied musical work to present based on interest, knowledge, technical skill, and context.</p>	<p>Pr.1.4 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.</p>	<ul style="list-style-type: none"> • Identify appropriate musical selections for a variety of audiences. • Develop and apply criteria for selecting music to meet a variety of purposes and contexts considering performers' technical abilities.
<p>Analyze — Analyze the structure and context of varied musical works and their implication for performance.</p>	<p>Pr.2.4.a When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and/or standard notation.</p> <p>Pr.2.4.b Identify and describe the various musical elements used within musical works from various cultures and historical eras.</p> <p>Pr.2.4.c Demonstrate understanding of the structure and the elements of music in music selected for performance.</p>	<ul style="list-style-type: none"> • Identify and describe the various musical elements used within musical works from various cultures and historical eras. • Identify musical patterns including Rondo Form (ABACA, ABACADA) to determine the form of a selected work. • Read and accurately perform rhythmic and melodic patterns/phrases while identifying potential musical challenges. • Read and identify by name or function, symbols for rhythm, pitch, articulation, dynamics, tempo, and form. • Compare contrasting musical works by identifying how the musical elements are used to create different musical effects. • Read notate and perform rhythms including quarter note, quarter rest, eighth note pairs, single eighth note, eighth rest, half note, half rest, dotted half note, whole note, whole rest, and sixteenth notes in 2/4, 3/4, and 4/4 meter.
<p>Interpret — Develop personal interpretations that consider creators' intent.</p>	<p>Pr.3.4 Demonstrate and describe how intent is conveyed through expressive qualities.</p>	<ul style="list-style-type: none"> • Identify expressive qualities and apply traditional symbols and terms for dynamics, articulation, and tempo found in selected musical works. • Explain how expressive qualities found in selected musical works can be used to convey the composer's intent.
<p>Rehearse, Evaluate, and Refine — Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</p>	<p>Pr.4.4.a Evaluate accuracy and expressiveness of ensemble and personal performances based on teacher-provided and collaboratively-developed criteria.</p> <p>Pr.4.4.b Rehearse to refine technical accuracy and expressive qualities, and apply strategies to address performance challenges.</p>	<ul style="list-style-type: none"> • Use devised criteria to evaluate the quality and effectiveness of individual and/or group performances of selected musical works. • Determine desired modifications based upon personal, peer, and/or teacher feedback to refine the individual and/or group performance. • Evaluate the effectiveness of the modifications to determine when the rehearsed musical works are ready to perform. • Sing simple songs showing the contouring of phrases.
<p>Present — Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</p>	<p>Pr.5.4.a Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.</p> <p>Pr.5.4.b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.</p>	<ul style="list-style-type: none"> • Perform using an appropriate timbre, accurate pitch, accurate rhythm, correct posture, and precise articulation. • Respond expressively to conductor's cues while performing vocally or instrumentally in ensembles. • Demonstrate appropriate performance decorum and audience etiquette in a variety of musical settings. • Sing in simple harmony.

Standard 3: Responding — Understanding and evaluating how the arts convey meaning.

Process Components	Grade 3 Performance Standards	Learning Targets
<p>Select — Choose music appropriate for a specific purpose or context.</p>	<p>Re.1.4 Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p>	<ul style="list-style-type: none"> • Explain how the connection of music to specific interests, experiences, purposes, and contexts impacts music selection.
<p>Analyze — Analyze how the structure and context of varied musical works inform the response.</p>	<p>Re.2.4 Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context.</p>	<ul style="list-style-type: none"> • Explain how musical structure impacts our response to a selected musical work. • Identify musical patterns to determine the form of a selected work. • Compare contrasting musical works by identifying how the musical elements are used to create different musical effects. • Respond to the form of the song. • Identify similarities and differences between bands, orchestras, and choirs.
<p>Interpret — Support interpretations of musical works that reflect creators'/performers' expressive intent.</p>	<p>Re.3.4 Demonstrate and explain how the expressive qualities are used in performers' and personal interpretations to reflect expressive intent</p>	<ul style="list-style-type: none"> • Identify specific music concepts and explain how expressive qualities found in selected musical works can be used to convey the composer's intent as they appear in selected music. • Explain how expressive qualities found in selected musical works can be used to convey the composer's intent. • Identify additional terminology for dynamics, articulation, and tempo and interpret correctly when performing.
<p>Evaluate — Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</p>	<p>Re.4.4 Using established criteria, explain how musical selections or performances can vary depending upon the context.</p>	<ul style="list-style-type: none"> • Identify and explain how musical selections or performances fits or can vary depending upon the context. • Develop and apply criteria for evaluating the quality of a performance and/or composition.