



Priority Standards

Subject Priority Standards Elementary General Music – Grade 4

Below is a table of the priority standards.

Creative Process	Priority Standards	Essential Skills
Creating	Cr.1.4.a Generate musical ideas within specific related tonalities and meters.	<ul style="list-style-type: none"> • Improvise simple rhythmic/melodic ostinato accompaniment or original variation. • Improvise answers in the same style to a given question.
Creating	Cr.2.4.a Use standard and/or iconic notation and/or technology to document personal rhythmic and melodic musical ideas.	<ul style="list-style-type: none"> • Read, notate, or create rhythms in 2/4, 3/4, and 4/4 meter using: <ul style="list-style-type: none"> ○ Quarter note/rest ○ Eighth note pair ○ Half note/rest ○ Whole note/rest ○ Sixteenth notes ○ Single eighth note/rest
Performing	Pr.2.4.a When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and/or standard notation	<ul style="list-style-type: none"> • Identify, read, and perform lines and spaces on the treble clef staff.
Performing	Pr.2.4.b Identify and describe the various musical elements used within musical works from various cultures and historical eras.	<ul style="list-style-type: none"> • Identify musical elements and expressive qualities found in musical works from various cultures and historical eras.
Performing	Pr.2.4.c Demonstrate understanding of the structure and the elements in music.	<ul style="list-style-type: none"> • Identify form either visually or through movement. • Rondo form
Performing	Pr.5.4.a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.	<ul style="list-style-type: none"> • Sing with expression and technical accuracy. <ul style="list-style-type: none"> ○ Vowel shapes/sounds ○ Pitch ○ Rhythm ○ Articulation

Creative Process	Priority Standards	Essential Skills
Responding	Re.1.4 Demonstrate and explain how selected music connects to, and is influenced by, specific interests, experiences, purposes, or contexts.	<ul style="list-style-type: none">• Identify appropriate musical selections for a variety of audiences.<ul style="list-style-type: none">○ Band○ Choir○ Strings○ Opera○ Theater○ Style