DVUSD Music Objectives

Grade 4—General Music

**Elements and Styles**

1. Names grade-level pitches (i.e., the six pitches on the extended pentatonic scale) as do–re–mi–sol–la–do|

2. Defines an octave

3. Identifies 16-beat phrases

4. Defines downbeat and upbeat in conducting

5. Identifies songs as being in a major tonality (naming do as the tonic) or minor tonality (naming low la as the tonic)

6. Distinguishes among the forms of sections of vocal or instrumental pieces with combinations of A, B, and C parts, including rondo form

7. Defines variation as it relates to melody or rhythm

8. Identifies melodic and rhythmic variations

9. Identifies instruments by sight and sound: flute, clarinet, trumpet, trombone, and euphonium

**Notation**

1. Identifies sixteenth notes individually and in patterns

2. Writes quarter notes, two attached eighth notes, quarter rests, half notes, half rests, whole notes, whole rests, dotted half notes, and sixteenth notes in staff notation (notes and rests representing pitches and rhythms on a five-line staff )

3. Writes dotted quarter notes, dotted quarter rests, and three attached eighth notes in staff notation in 6/8 meter

4. Reads notes and rests in 2/4, 3/4, 4/4, and 6/8 meters

5. Counts rhythms using number syllables for whole notes and rests, half notes and rests, and quarter notes and rests in 4/4 time

6. Reads grade-level pitches (do–re–mi–sol–la–do|) from staff notation using a treble clef

7. Reads patterns of grade-level pitches from staff notation using a treble clef

8. Reads hand signs for grade-level pitches (i.e., with the teacher singing and signing the patterns and with the teacher signing the patterns only)

9. Reads the notes in a song from staff notation, using the letter names: A, B, C, D, E, F, and G

10. Reads the notation for various tempi: andante, allegro, adagio, accelerando, and ritardando

11. Writes patterns of grade-level rhythms in stick notation and staff notation from dictation

12. Writes patterns of grade-level pitches in staff notation from dictation

13. Conducts in 4/4 meter

**Vocal Performance**

1. Sings patterns of grade-level pitches (do–re–mi–sol–la–do|) through solfege (voice exercises) and following hand signs

2. Echoes vocally short melodies using grade-level pitches

3. Echoes vocally short rhythm patterns using grade-level rhythms

4. Sings songs in major and minor tonalities

5. Sings songs in different meters

6. Sings songs from staff notation using a treble clef, using grade-level pitches and rhythms

7. Sings in groups while matching the dynamics of pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, crescendo, and decrescendo from notation or the conductor’s cues

8. Sings or speaks in various tempi from notation or the conductor’s cues: andante, allegro, adagio, accelerando, and ritardando

9. Sings with accented beats, staccato, and legato from articulation symbols in notation

10. Sings 16-beat phrases, with correct pitch and rhythm

11. Sight-reads songs by counting with rhythm syllables (i.e., ta–ti) or number syllables

12. Sight-sings melodic phrases and songs, using do–re–mi–sol–la–do|

13. Sings intervals (pairs of notes, showing the distance between them) from hand signs

14. Sings expressively, with accurate intonation, clear head tone, proper musical phrasing and breathing, and clear diction

15. Sings with correct posture

16. Sings songs from memory, using neutral syllables (e.g., bah, loo, ah), rhythm syllables, and do–re–mi–sol–la–do|

17. Sings rounds

18. Sings partner songs (two different songs that fit together harmonically being sung at the same time)

19. Sings one part in a two-part song from hand signs (i.e., a song in which the two contrasting parts are being sung at the same time), with one part moving at a time

20. Sings one part in a two-part song from staff notation

**Instrumental Performance**

1. Plays downbeats and upbeats from the conductor’s cues

2. Plays rhythmic patterns in duple and triple meter, using grade-level rhythms on pitched and unpitched instruments

3. Plays melodic patterns on wind and percussion instruments (pitched percussion instruments) using grade-level pitches and rhythms

4. Matches the dynamics of piano, forte, pianissimo, fortissimo, mezzo piano, mezzo forte, crescendo, and decrescendo from notation or the conductor’s cues, using pitched or unpitched instruments or body percussion (clapping, tapping, or patting parts of the body to produce sound)

5. Plays on pitched or unpitched instruments or with body percussion in various tempi from notation or the conductor’s cues: andante, allegro, adagio, accelerando, and ritardando

6. Echoes short melodies of grade-level pitches, using pitched instruments

7. Echoes short rhythmic patterns of grade-level rhythms, using pitched and unpitched instruments

8. Plays melodic pieces in unison on pitched instruments

9. Plays melodic pieces in two-part arrangements

10. Plays rhythmic pieces in unison

11. Plays one part in a two-part rhythmic exercise (i.e., an exercise in which the two contrasting parts are being played at the same time), using grade-level rhythms

12. Plays two-beat to four-beat ostinati (repeated rhythmic patterns) or otherwise accompanies

a song, using appropriate dynamics and articulations, while others are playing and singing the melody

**Improvisation**

1. Improvises vocal or rhythmic answers to musical questions, using grade-level rhythms and pitches

2. Improvises vocal or rhythmic musical questions and answers, using grade-level rhythms and pitches

3. Improvises on grade-level rhythms, moving from one person to another without missing a beat

4. Improvises four-beat to eight-beat ostinati (repeated rhythmic and melodic patterns) in 2/4 and 4/4 meters

5. Improvises short melodic patterns, using grade-level rhythms and pitches

6. Improvises a four-beat to eight-beat melody for a given rhythm, using grade-level pitches

**Composition**

1. Arranges four phrases of a familiar folk song in the correct order

2. Composes a short song for voice, body percussion, or pitched or unpitched instruments, using grade-level pitches and rhythms

**Evaluation**

1. Explains why he or she likes or dislikes given vocal or instrumental pieces or given styles of music, by referring to the specific music elements of form, pitch, tempo, dynamics, rhythm, and/or timbre (\*7b)

2. Evaluates his or her own vocal and instrumental performances, using criteria established by the teacher

3. Evaluates classroom vocal and instrumental performances, using criteria established by the teacher, and discusses the peer evaluations

4. Evaluates the quality of the student and/or professional concerts he or she attends at his or her own school or at other schools in the district, using criteria established by the teacher and giving his or her own individual reactions

**Connections**

1. Creates and arranges sound effects or short motives (short melodic fragments) to represent characters or situations in readings or dramatizations of stories

2. Discusses how sound devices, including alliteration and onomatopoeia, affect both poems and songs

3. Relates the concept of form of a musical composition to the form of a poem (e.g., verses and refrains)

4. Discusses the origin of the minuet as a dance of the European courts and moves in a minuet dance pattern to keep time with the 3/4 meter of the music

**History and Cultures**

1. Identifies styles of music and signature works from different regions of the U.S.

2. Explains how songs traveled from Europe and other countries to the U.S. and how they were adapted for use here over time (e.g., the tune of America being God Save the Queen)

3. Describes how certain instruments (e.g., banjo, harmonica) and certain elements of music (e.g., rhythm, pitch, tempo, dynamics, form) are used in vocal and instrumental pieces representing different regions of the U.S.

4. Sings songs representing different regions of the U.S. from memory

5. Sings and explains the significance of The Battle Hymn of the Republic

6. Discusses the characteristics of American folk music of the 20th century

7. Identifies Aaron Copland (1900–1990) as an American composer of many styles of music (including ballets, movie scores, and orchestral works), who won a Pulitzer Prize for his ballet Appalachian Spring

8. Discusses the characteristics of Classical music

9. Describes what a symphony is

10. Identifies Wolfgang Amadeus Mozart (1756–1791) as an Austrian Classical composer, who was a child prodigy and composed more than 600 pieces of music of various styles in his lifetime, including over 40 symphonies

11. Identifies Ludwig van Beethoven (1770–1827) as a German composer, who developed the art of writing music for its own sake (not tied to religious or social purposes) and was best known for his symphonies, among the many types of music he composed (e.g., piano sonatas)

12. Identifies the first chair in given situations and explains that role

13. Describes proper behavior when listening to performances of Classical music in typical situations (e.g., sits quietly, focuses on the performers)

**Aesthetic Appreciation**

1. Wants to participate in organized school music groups (band or chorus)

2. Chooses to listen to music in his or her free time

3. Recommends music he or she likes to friends

4. Enjoys moving to music (e.g., minuets)

5. Appreciates the regional differences and variety in American music

6. Appreciates the lasting influence of major composers in history, such as Mozart and Beethoven

7. Enjoys attending concerts of a variety of styles of music