

## Diocese of Jefferson City Curriculum Guide

Content Area: General Music  
 Grade Range: Fourth Grade  
 Section/Heading: 4A.1

Strand: Listening to Music

Diocesan Standard Terra Nova Objective	Benchmark Statement
Listening to Music	Respond to music aesthetically, intellectually, and emotionally.

\*\*\*\* When applicable, the coordinating national standard is noted in parenthesis after the performance indicator.

Performance Indicators		
<ol style="list-style-type: none"> <li>1. Identify music forms when presented aurally including, but not limited to, verse/refrain, AB, ABA, and Rondo forms. (6a)</li> <li>2. Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures. (6b)</li> <li>3. Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances. (6c)</li> <li>4. Identify the sounds of a variety of instruments, including orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices. (6d)</li> <li>5. Respond through purposeful movement to selected prominent music characteristics or specific music events while listening to music. (6e)</li> </ol>		
Suggested Activities	Assessment	Resources

## Diocese of Jefferson City Curriculum Guide

Content Area: General Music  
 Grade Range: Fourth Grade  
 Section/Heading: 4B.1

Strand: Music Construction

Diocesan Standard Terra Nova Objective	Benchmark Statement
Music Construction	Perform, improvise and create vocal music alone and with others.

\*\*\*\* When applicable, the coordinating national standard is noted in parenthesis after the performance indicator.

Performance Indicators		
<ol style="list-style-type: none"> <li>1. Sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo. (1a)</li> <li>2. Sing expressively, with appropriate dynamics, phrasing, and interpretation. (1b)</li> <li>3. Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures. (1c)</li> <li>4. Sing ostinatos, partner songs, descants and rounds. (1d)</li> <li>5. Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor. (1e)</li> <li>6. Improvise "answers" in the same style given rhythmic and melodic phrases. (3a)</li> <li>7. Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies. (3c)</li> <li>8. Participate in mass music by singing songs from hymnals and participating in responses.</li> </ol>		
Suggested Activities	Assessment	Resources

## Diocese of Jefferson City Curriculum Guide

Content Area: General Music  
 Grade Range: Fourth Grade  
 Section/Heading: 4B.2

Strand: Music Construction

Diocesan Standard Terra Nova Objective	Benchmark Statement	
Music Construction	Perform, improvise and create instrumental music alone and with others	
**** When applicable, the coordinating national standard is noted in parenthesis after the performance indicator.		
Performance Indicators		
<ol style="list-style-type: none"> <li>1. Perform on pitch, in rhythm notes including dotted half and dotted quarter notes in 2/4, 3/4, and 4/4 meters with appropriate dynamics and timbre, and maintain a steady tempo. (2a)</li> <li>2. Perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments. (2b)</li> <li>3. Perform expressively a varied repertoire of music representing diverse genres and styles. (2c)</li> <li>4. Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor. (2e)</li> <li>5. Perform independent instrumental parts while other students sing or play contrasting parts. (1f)</li> <li>6. Improvise "answers" in the same style given rhythmic and melodic phrases. (3a)</li> <li>7. Improvise simple rhythmic and melodic ostinato accompaniments. (3b)</li> <li>8. Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies. (3c)</li> <li>9. Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means. (3d)</li> <li>10. Create and arrange short songs and instrumental pieces within specified guidelines such as style, form, instrumentation, or compositional technique. (4b)</li> <li>11. Use a variety of sound sources when composing. (4c)</li> <li>12. Display proper care and use of music equipment and instruments.</li> </ol>		
Suggested Activities	Assessment	Resources

## Diocese of Jefferson City Curriculum Guide

Content Area: General Music  
 Grade Range: Fourth Grade  
 Section/Heading: 4C.1

Strand: Music Performance

Diocesan Standard Terra Nova Objective	Benchmark Statement
Music Performance	Develop audience skills and an appreciation of performance.

\*\*\*\* When applicable, the coordinating national standard is noted in parenthesis after the performance indicator.

Performance Indicators		
1. Devise criteria for evaluating performances and compositions. (7a) 2. Explain, using appropriate music terminology, their personal preferences for specific musical works and styles. (7b) 3. Identify by genre or style aural examples of music from various historical periods and cultures. (9a) 4. Describe in simple terms how elements of music are used in music examples from various cultures of the world. (9b) 5. Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use. (9c) 6. Identify and describe roles of musicians in various music settings and cultures. (9d) 7. Demonstrate audience behavior appropriate for the context and style of music performed. (9e)		
Suggested Activities	Assessment	Resources

## Diocese of Jefferson City Curriculum Guide

Content Area: General Music  
 Grade Range: Fourth Grade  
 Section/Heading: 4D.1

Strand: Music Performance

Diocesan Standard Terra Nova Objective	Benchmark Statement
Knowledge of Music	Understand musical elements in their written form.

\*\*\*\* When applicable, the coordinating national standard is noted in parenthesis after the performance indicator.

Performance Indicators		
<ol style="list-style-type: none"> <li>1. Read whole, half, dotted half, quarter, dotted quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures. (5a)</li> <li>2. Use a system of syllables, numbers, or letters to read simple pitch notation in the treble clef in major keys. (5b)</li> <li>3. Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing. (5c)</li> <li>4. Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher. (5d)</li> <li>5. Identify similarities and differences in the meanings of common terms used in the various arts. (8a)</li> <li>6. Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. (8b)</li> </ol>		
Suggested Activities	Assessment	Resources