

## Fine Arts: General Music - 4th Grade

Unit/Topic:	Quarter:	Time Frame:
General Music – 4 <sup>th</sup> Grade	Full Year	Full Year
Essential Questions:		
AASA Enduring Understandings and Essential Questions		
Key Concepts:	Key Vocabulary:	
<ul style="list-style-type: none"> <li>● Music can be organized into patterns</li> <li>● Music can be expressed in various ways</li> <li>● Music can be created/performed through a variety of sound sources</li> <li>● Music can be written with visual symbols</li> <li>● Music can be found in different cultures and communities</li> </ul>	<p><b>Quarters 1-2:</b> A cappella, intonation, duration, dotted half note, sixteenth note, dynamics, piano, forte, mezzo, crescendo, decrescendo, accompaniment</p> <p><b>Quarters 3-4:</b> Tempo, presto, largo, expression, staccato, legato, notation, genre, composer, composition, staff, measure, time signature, bar line, double bar line, repeat sign</p> <p>Cultures &amp; Communities – vocabulary as appropriate for individual lessons</p>	

Priority Standards:	Supporting Standards:
<p><b>Anchor Standard 1</b> - Generate and conceptualize artistic ideas and work</p> <p><b>Anchor Standard 2</b> - Organize and develop artistic ideas and work</p> <p><b>Anchor Standard 3</b> - Refine and complete artistic work that demonstrates understanding of characteristics of music or texts studied in rehearsal.</p> <p><b>Anchor Standard 4</b> - Select, analyze, and interpret artistic work for performance</p> <p><b>Anchor Standard 5</b> - Develop and refine artistic work for presentation</p> <p><b>Anchor Standard 6</b> - Convey meaning through the presentation of artistic work</p> <p><b>Anchor Standard 7</b> - Perceive and analyze artistic work</p> <p><b>Anchor Standard 8</b> - Interpret intent and meaning in artistic work</p> <p><b>Anchor Standard 9</b> - Apply criteria to evaluate artistic work</p> <p><b>Anchor Standard 10</b> - Synthesize and relate knowledge and personal experiences to make art</p> <p><b>Anchor Standard 11</b> - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p>	<p><b>Q = Quarter Standard</b> <b>FY = Full Year</b></p> <p><b>Q1-2 MU.PR.4.4a</b> - Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.</p> <p><b>Q1-2 MU.CN.10.4a</b> - Identify pieces of music that are important to one's family or cultural heritage.</p> <p><b>Q1-2 MU.CN.10.4b</b> - Describe the roles and impact various music plays in one's life and the lives of others.</p> <p><b>Q3-4 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.</p> <p><b>Q3-4 MU.CR.2.4a</b> - Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition.</p> <p><b>Q3-4 MU.CR.3.4a</b> - Apply teacher-provided and collaboratively developed criteria and feedback to evaluate, revise, and document changes in personal musical ideas over time.</p> <p><b>Q3-4 MU.CR.3.4b</b> - Present the final version of personally or collectively created music to others and explain their creative process.</p> <p><b>Q3-4 MU.RE.7.4a</b> - Explain how music listening is influenced by personal interest, knowledge, purpose, and context.</p> <p><b>Q3-4 MU.RE.8.4</b> - Demonstrate and describe expressive attributes and</p>

how they support creators'/performers' expressive intent.

**Q3-4 MU.RE.9.4** - Apply teacher-provided and collaboratively developed criteria to evaluate musical works and performances.

**FY MU.CR.1.4a** - Improvise rhythmic, melodic, and harmonic ideas (e.g. beat, meter, rhythm, harmony, and tonality).

**FY MU.CR.2.4b** - Use notation to document personal or collective rhythmic, melodic, and simple harmonic musical ideas (e.g. chords).

**FY MU.PR.4.4b** - Demonstrate understanding of the form in music selected for performance.

**FY MU.PR.4.4c** - Read and perform using notation (e.g. syncopation).

**FY MU.PR.4.4d** - 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).

**FY MU.PR.5.4a** - Apply teacher-provided and collaboratively developed criteria and feedback to evaluate personal and ensemble performance.

**FY MU.PR.5.4a** - With an appropriate level of independence rehearsed to refine technique, expression, and identified performance challenges.

**FY MU.PR.6.4a** - Perform music with appropriate expression, technique, and interpretation.

**FY MU.PR.6.4b** - Demonstrate performance and audience decorum appropriate for the occasion.

**FY MU.RE.7.4b** - Demonstrate and explain how musical concepts and contexts affect responses to music.

**FY MU.CN.11.4a** - Explore and describe relationships between music and other content areas (e.g. dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).

**FY MU.CN.11.4b** - Describe how context (e.g. social, cultural, and historical) can inform a performance.

