

4th Grade

25. Know the language of the arts

25A. Understand and demonstrate knowledge of the sensory elements, organizational principles, and expressive qualities of the arts.

Objectives	Sample Activities	Assessment
Focal Point: Rhythm		
1. Replicate the rhythm pattern of a given musical example.	1. Echo clap.	1. Teacher observation.
2. Demonstrate duple and triple meter.	2. Pat-clap in duple meter and pat-clap-snap in triple meter.	2. Teacher observation.
Focal Point: Melody		
3. Identify melodies going upward, going downward, and staying the same in a written musical example.	3. Finger trace score for “I Don’t Care If the Rain Comes Down”.	3. Teacher observation.
4. Define melody.	4. Discuss and explore the features of a melody through singing a melody.	4. Teacher observation.
Focal Point: Form		
5. Describe the repetition and contrast in form in a musical example.	5. Determine ABA form in “Little David, Play on Your Harp”.	5. Teacher observation. (Students stand during the B section.)
Focal Point: Expressive Qualities		
6. Describe the tempo(s) and dynamic level(s) in a simple musical example.	6. Determine the tempi in “In the Hall of the Mountain King” in <i>Peer Gynt Suite</i> .	6. Discussion.
7. Explain the selection of organizational and sensory elements to express a particular mood, emotion, or idea	7. Describe the how the lion is portrayed in “Introduction and Royal March of the Lion” in <i>Carnival of the Animals</i> .	7. Discussion.
Focal Point: Harmony		
8. Identify major and minor tonalities in musical examples.	8. Identify minor tonality in “The Cat Came Back”.	8. Discussion.
9. Define harmony.	9. By playing tone bells or singing a round	9. Discussion.

	or partner songs, determine that different pitches are heard simultaneously.	
Focal Point: Tone Color		
10. Identify tone colors (timbres) of a variety of musical instruments.	10. Listen to recordings of individual orchestral instruments.	10. Raise a picture of the instrument being heard.

25. Know the language of the arts

25B. Understand the similarities, distinctions and connections in and among the arts.

Objectives	Sample Activities	Assessment
Focal Point: Expressive Qualities		
1. Use the vocabulary of elements, principles, and tools when describing a work of art.	1. Contrast and compare elements of music and dance in <i>The Nutcracker</i> .	1. Discussion.
2. Plan and create a work of art that expresses a specific idea, mood, or emotion using defined elements, principles, and tools.	2. Create a drawing portraying a movement of <i>Grand Canyon Suite</i> .	2. Student discussion of the correlation between the listening example and their artistic work.

26. Through creating and performing, understand how works of art are produced.

26A. Understand the processes, traditional tools, and modern technologies used in the arts.

Objectives	Sample Activities	Assessment
Focal Point: Rhythm		
1. Notate simple rhythmic patterns.	1. Create rhythmic patterns with note value cards.	1. Teacher observation.
2. Sing or play accurately simple rhythmic patterns from a written score.	2. Play accompaniment patterns on unpitched percussion instruments from a written score.	2. Teacher observation.
Focal Point: Melody		

3. Notate simple melodic patterns.	3. Place note heads on staff board.	3. Teacher observation.
4. Sing or play accurately simple melodic patterns from a written score.	4. Play a pentatonic melody on Orff instruments.	4. Teacher observation.
Focal Point: Tone Color		
5. Classify voices by range (e.g., soprano, alto).	5. Listen to soprano, etc. solos in Handel’s “Messiah”.	5. Identify each vocal range from listening.
6. Identify orchestral/band instruments from aural examples.	6. Watch video “Amazing Music: Instruments of the Orchestra”.	6. Select each instrument from three choices in a listening example.
7. Describe how selected instruments produce their sound.	7. Watch video “Every Notes Counts”.	7. Students discuss how selected instruments produce their sound.
8. Demonstrate basic vocal and/or instrumental production techniques (e.g., breath support, posture, mallet position).	8a. Sing and play songs from <i>Recorder Karate</i> using appropriate posture and breath support. 8b. Play the melody and/or accompaniment of a pentatonic song.	8a. Observe singing and playing.. 8b. Observe student playing with mallets..
9. Identify general groupings of instruments and voices (e.g., chorus, band, orchestra, quartet, etc.).	9a. Determine tone color groupings (e.g. voices, instrumental families) for each type of ensemble. 9b. Describe and listen to various ensembles (e.g. duet, trio, quartet, quintet, etc.)	9a. Each general grouping is identified from listening. 9b. Write the number of performers in each ensemble.

26. Through creating and performing, understand how works of art are produced.

26B. Apply skills and knowledge necessary to create and perform in one or more of the arts.

Objectives	Sample Activities	Assessment
Focal Point: Rhythm		
1. Improvise simple rhythmic variations on familiar themes.	1. Play different rhythmic patterns on recorder on “Hot Cross Buns”.	1. Teacher observation.
Focal Point: Melody		
2. Improvise simple melodic	2. Embellish the melody of familiar	2. Teacher observation.

embellishments on familiar themes.	children's songs.	
3. Create short songs or instrumental pieces within specified guidelines.	3. Create a piece from a provided tone set and provided rhythmic patterns.	3. Teacher and students evaluate performance of composition.
Focal Point: Tone Color		
4. Sing or play music that has a difficulty level of 1 (on a scale of 1 to 6) on pitch; in rhythm; with appropriate timbre; with a steady tempo; with good breath, bow, mallet or fingering control; and with clear articulation/diction.	4. Play pieces in <i>Recorder Karate</i> on recorder.	4. Record and/or observe recorder playing using rubric.

27. Understand the role of the arts in civilizations past and present.

27A. Understand how the arts function in history, society and everyday life.

Objectives	Sample Activities	Assessment
Focal Point: History/Culture		
Roles of Artists and Audiences		
1. React to performances/art works in a respectful, constructive, and supportive manner.	1. Demonstrate appropriate behavior during a performance.	1. Evaluate audience behaviors of self and others.
2. Describe the roles of artists in society (e.g. historian, critic, entertainer, inventor).	2. Discuss the roles of artists in society.	2. Match each role with its description.
3. Describe a variety of places where the arts are produced, performed, or displayed.	3. Discuss places for the arts.	3. Class discussion.
Contributions of the Arts		
4. Explain ways dance, drama, music, and visual art play a part in everyday life (e.g., architecture, landscape design, political cartoons, fashion design, background music, television).	4. Discuss the ways the arts play a part in everyday life (e.g. performing patriotic music on a national holiday)..	4. Class discussion.

5. Explain how the arts are used in commercial applications (e.g., posters, TV commercials, package design, industrial design).	5. Discuss commercial application of the arts (e.g. background music to a commercial).	5. Class discussion.
6. Describe occupations that are related to the arts (e.g., landscape architect, political cartoonist, fashion designer, sound engineer).	6. Discuss occupations (e.g. singer, sound engineer, critic) related to the arts.	6. Class discussion.

27. Understand the role of the arts in civilizations past and present.

27B. Understand how the arts shape and reflect history, society and everyday life.

Objectives	Sample Activities	Assessment
Focal Point: History/Culture		
1. Investigate the ways various people (present and past) use the arts to celebrate similar events (e.g., celebrations, festivals, seasons).	1. Discuss various ways to use the arts to celebrate (e.g. sing “Happy Birthday”, play in a marching band in a parade).	1. Class discussion.
2. List significant contributions made by artists in several art forms.	2. Discuss significant contributions by artists (e.g. Handel developed the oratorio.).	2. Class discussion.