

# FOURTH GRADE

## I. ARTISTIC FOUNDATION

A. History/style: Understand styles of music and how they originated.

1. Identify through listening basic examples of the styles.
2. Explain how the styles originated.
3. Explain in musical terms how the styles are different.
4. Describe the basic facts (name, life dates, home nation or place, historical status) and recognize at least one famous compositions of 1-3 major composers.

## II. CREATE

A. Composition: Compose music within specified guidelines demonstrating a working knowledge of the elements of music.

## III. PERFORM/PRESENT

A. Expression: Understand dynamic contrast.

1. Sing and play patterns with different dynamics
2. Explain clearly the effect of dynamic contrast.

B. Melody: Understand tonal center, the notes of the treble clef and be able to play the recorder.

1. Critique a melody to determine if a key tonal center is present.
2. Read, play, and write the parts of the staff and treble clef pitches.
3. Use proper recorder fingerings to play low C to high D.
4. Play songs on the recorder alone and in a group.
5. Play a two-part harmony on the recorder.

C. Rhythm: Use complex rhythms and tempo.

1. Hear and react with movement to multiple or layered tempo changes.
2. Create and perform rhythmic patterns with tempo markings.
3. Identify triplets, combination rhythms (sixteenth-eighth, quarter-eighth), sixteenth, eighth, quarter, half, dotted half, and whole notes and corresponding rests.
4. Apply these notes in 2/4, 3/4, 4/4 and 6/8 meters and rhythmic patterns.

- D. Harmony: Be able to create harmony using different methods.
  - 1. Sing in a canon.
  - 2. Sing and/or play ostinato patterns with a melody.
  - 3. Sing and/or play descant and partner songs.
- E. Audience/performance skills: Take care of equipment and be a good audience.
  - 1. Use and store classroom equipment/materials properly and assemble and care for the recorder.
  - 2. Show quiet and appreciative attention to the performance of others.
  - 3. Express appreciation for performance with proper clapping and compliments.
  - 4. Work for good group singing, playing, and performing, including practice and basic rehearsal etiquette.

#### IV. RESPOND/CRITIQUE

- A. Tone Color: Understand timbre in instruments and voices.
  - 1. Describe the meaning of timbre.
  - 2. Identify all of the instruments of the symphony orchestra by sight and sound.
  - 3. Identify by sound voice timbres of soprano, alto, tenor, & bass.
- B. Form: Understand musical phrases within a form.
  - 1. Identify repeated phrases and say or write letters to indicate the form.
  - 2. Recognize rondo form and identify the separate phrases.
  - 3. Identify AABA form in folk and pop music and identify the separate phrases.