



# Diocese of Greensburg Curriculum

## Music Grade 4

Unit	Standards	Content	Skills
<p><b>Rhythm</b></p>	<p><b>NCCAS: Music</b>  <b>NCCAS: Grade 4</b></p> <hr/> <p><b>Creating</b>  <b>Imagine</b>  <b>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</b></p> <p>MU:Cr1.1.4 b Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.</p> <p><b>Plan and Make</b>  <b>Anchor Standard 2: Organize and develop artistic ideas and work.</b></p> <p>MU:Cr2.1.4 b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.</p> <p><b>Performing</b>  <b>Analyze</b>  <b>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</b></p> <p>MU:Pr4.2.4 b When analyzing selected music, read and perform</p>	<ul style="list-style-type: none"> <li>• Steady beat (Fast/Slow)</li> <li>• Long/short sounds</li> <li>• Beat Patterns</li> <li>• Bar line, Measure, Unpitched Symbols</li> <li>• Quarter note, quarter rest, eighth note, half note, half rest, dotted half, whole notes, and whole rests, sixteenth notes, eighth Rest, dotted Quarter/eighth. Optional: Triplet, Syncopated Rhythm-eighth/quarter/eighth</li> <li>• Time signatures               <ul style="list-style-type: none"> <li>○ duple meter</li> <li>○ triple meter</li> </ul> </li> <li>• Tied and Slurred patterns</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Duplicate and generate a steady beat</li> <li>• Differentiate between long and short sounds</li> <li>• Perform beat patterns in groups of 2s (1, 2, 1, 2...) and 3s (1, 2, 3, 1, 2, 3...)</li> <li>• Echo rhythms as an ensemble and individually</li> <li>• Visually identify:           <ul style="list-style-type: none"> <li>○ bar line</li> <li>○ measure</li> <li>○ unpitched symbols</li> <li>○ time signatures               <ul style="list-style-type: none"> <li>▪ 4/4, 2/4, 3/4</li> <li>▪ duple meter</li> <li>▪ triple meter</li> </ul> </li> </ul> </li> <li>• Visually and aurally identify, demonstrate, and notate:           <ul style="list-style-type: none"> <li>○ quarter note</li> <li>○ eighth note</li> <li>○ quarter rest</li> <li>○ half note</li> <li>○ half rest</li> <li>○ dotted half</li> <li>○ whole notes</li> <li>○ whole rests</li> <li>○ sixteenth notes</li> <li>○ eighth rest</li> <li>○ dotted quarter/eighth</li> <li>○ Tied and Slurred patterns</li> <li>○ Optional: Triplet, Syncopated Rhythm-eighth/quarter/eighth</li> </ul> </li> </ul>

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	<p>using iconic and/or standard notation.</p> <p><b>Interpret</b>  <b>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</b></p> <p>MU:Pr4.3.4 a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre ) .</p> <p><b>Rehearse, Evaluate and Refine</b>  <b>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</b></p> <p>MU:Pr5.1.4 b Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.</p> <p><b>Present</b>  <b>Anchor Standard 6: Convey meaning through the presentation of artistic work.</b></p> <p>MU:Pr6.1.4 a Perform music, alone or with others , with expression and technical accuracy, and appropriate interpretation.</p> <p>MU:Pr6.1.4 b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre .</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education</p>		

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	Agency Directors of Arts Education.		
<b>Melody</b>	<p><b>NCCAS: Music</b> <b>NCCAS: Grade 4</b></p> <hr/> <p><b>Creating</b> <b>Imagine</b> <b>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</b></p> <p>MU:Cr1.1.4 b Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.</p> <p><b>Plan and Make</b> <b>Anchor Standard 2: Organize and develop artistic ideas and work.</b></p> <p>MU:Cr2.1.4 b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.</p> <p><b>Performing</b> <b>Analyze</b> <b>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</b></p> <p>MU:Pr4.2.4 a Demonstrate understanding of the structure and the elements of music (such as</p>	<ul style="list-style-type: none"> <li>• High/low sounds</li> <li>• Pitch</li> <li>• Melodic patterns</li> <li>• Staff</li> <li>• Treble clef notes</li> <li>• Major and minor</li> <li>• Bass clef notes</li> <li>• Accidentals</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Differentiate between high and low sounds.</li> <li>• Sing matching pitch individually and as a group.</li> <li>• Visually identify, perform, and notate melodic patterns individually and in a variety of groups: <ul style="list-style-type: none"> <li>○ SO MI LA DO RE</li> <li>○ Octave DO SO LA</li> <li>○ FA TI</li> </ul> </li> <li>• Visually identify: <ul style="list-style-type: none"> <li>○ staff</li> <li>○ treble clef notes on the staff</li> <li>○ bass clef notes on the staff</li> <li>○ optional: accidentals</li> </ul> </li> <li>• Differentiate major and minor tonalities</li> </ul>

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	<p>rhythm , pitch , and form ) in music selected for performance.</p> <p>MU:Pr4.2.4 b When analyzing selected music, r ead and perform using iconic and/or standard notation.</p> <p><b>Rehearse, Evaluate and Refine Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</b></p> <p>MU:Pr5.1.4 b Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.</p> <p><b>Present Anchor Standard 6: Convey meaning through the presentation of artistic work.</b></p> <p>MU:Pr6.1.4 a Perform music, alone or with others , with expression and technical accuracy, and appropriate interpretation.</p> <p>MU:Pr6.1.4 b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre .</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>		
<b>Expression</b>	<b>NCCAS: Music</b>	<ul style="list-style-type: none"> <li>• Loud/soft sounds</li> <li>• Fast/slow sounds</li> </ul>	Students will be able to:

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	<p><b>NCCAS: Grade 4</b></p> <p><b>Creating</b></p> <p><b>Present</b>  <b>Anchor Standard 3: Refine and complete artistic work.</b></p> <p>MU:Cr3.2.4 a Present the final version of personal created music to others, and explain connection to expressive intent.</p> <p><b>Performing</b></p> <p><b>Select</b>  <b>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</b></p> <p>MU:Pr4.1.4 a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill</p> <p><b>Interpret</b>  <b>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</b></p> <p>MU:Pr4.3.4 a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre ) .</p> <p><b>Rehearse, Evaluate and Refine</b>  <b>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</b></p> <p>MU:Pr5.1.4 a Apply teacher-provided and collaboratively-developed criteria and feedback</p>	<ul style="list-style-type: none"> <li>• Forte/piano</li> <li>• Crescendo/decrescendo</li> <li>• Accents</li> <li>• Cues</li> <li>• Mood</li> <li>• Accelerando</li> <li>• Ritardando</li> <li>• Mezzo piano</li> <li>• Mezzo forte</li> <li>• Pianissimo</li> <li>• Fortissimo</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and demonstrate musical contrasts <ul style="list-style-type: none"> <li>○ loud/soft</li> <li>○ fast/slow</li> <li>○ forte/piano</li> <li>○ crescendo/decrescendo</li> <li>○ accents</li> </ul> </li> <li>• Respond to a conductor</li> <li>• Perform in an ensemble and individually</li> <li>• Interpret mood or emotion through listening or singing</li> <li>• Visually and Aurally identify and demonstrate: <ul style="list-style-type: none"> <li>○ accelerando</li> <li>○ ritardando</li> <li>○ mezzo piano</li> <li>○ mezzo forte</li> <li>○ pianissimo</li> <li>○ fortissimo</li> </ul> </li> </ul>

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	<p>to evaluate accuracy and expressiveness of ensemble and personal performances.</p> <p>MU:Pr5.1.4 b Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.</p> <p><b>Present</b>  <b>Anchor Standard 6: Convey meaning through the presentation of artistic work.</b></p> <p>MU:Pr6.1.4 a Perform music, alone or with others , with expression and technical accuracy, and appropriate interpretation.</p> <p><b>Responding</b>  <b>Interpret</b>  <b>Anchor Standard 8: Interpret intent and meaning in artistic work.</b></p> <p>MU:Re8.1.4 a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre ) are used in performers' and personal interpretations to reflect expressive intent.</p> <p><b>Evaluate</b>  <b>Anchor Standard 9: Apply criteria to evaluate artistic work.</b></p> <p>MU:Re9.1.4 a Evaluate musical works and performances , applying established criteria, and</p>		

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	<p>explain appropriateness to the context.</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>		
<p><b>Timbre</b></p>	<p><b>NCCAS: Music</b> <b>NCCAS: Grade 4</b></p> <hr/> <p><b>Creating</b> <b>Imagine</b> <b>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</b></p> <p>MU:Cr1.1.4 b Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.</p> <p><b>Plan and Make</b> <b>Anchor Standard 2: Organize and develop artistic ideas and work.</b></p> <p>MU:Cr2.1.4 b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.</p> <p><b>Performing</b> <b>Interpret</b> <b>Anchor Standard 4: Select, analyze, and interpret artistic</b></p>	<ul style="list-style-type: none"> <li>• Different uses of the voice</li> <li>• Classroom instruments</li> <li>• Instrument families</li> <li>• Environmental sounds</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Differentiate between and use different voices: sing, speak, whisper, shout</li> <li>• Play and explore various classroom instruments</li> <li>• Recognize sounds produced from environmental sounds, vocal projection, and musical instruments</li> <li>• Explore and distinguish sounds produced by the body and rhythm instruments</li> <li>• Visually and aurally identify the families of: <ul style="list-style-type: none"> <li>○ classroom instruments <ul style="list-style-type: none"> <li>▪ wood</li> <li>▪ metal</li> <li>▪ drum</li> <li>▪ shaker</li> </ul> </li> <li>○ orchestra <ul style="list-style-type: none"> <li>▪ strings</li> <li>▪ woodwinds</li> <li>▪ brass</li> <li>▪ percussion</li> </ul> </li> </ul> </li> </ul>

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	<p><b>work for presentation.</b></p> <p>MU:Pr4.3.4 a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre ) .</p> <p><b>Present</b>  <b>Anchor Standard 6: Convey meaning through the presentation of artistic work.</b></p> <p>MU:Pr6.1.4 a Perform music, alone or with others , with expression and technical accuracy, and appropriate interpretation.</p> <p><b>Responding</b>  <b>Interpret</b>  <b>Anchor Standard 8: Interpret intent and meaning in artistic work.</b></p> <p>MU:Re8.1.4 a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre ) are used in performers' and personal interpretations to reflect expressive intent.</p> <p><b>Evaluate</b>  <b>Anchor Standard 9: Apply criteria to evaluate artistic work.</b></p> <p>MU:Re9.1.4 a Evaluate musical works and performances , applying established criteria, and</p>		



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<p><b>Form</b></p>	<p><b>NCCAS: Music</b> <b>NCCAS: Grade 4</b></p> <hr/> <p><b>Performing</b> <b>Analyze</b> <b>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</b> <b>Enduring Understanding:</b></p> <p>MU:Pr4.2.4 a Demonstrate understanding of the structure and the elements of music (such as rhythm , pitch , and form ) in music selected for performance.</p> <p><b>Responding</b> <b>Analyze</b> <b>Anchor Standard 7: Perceive and analyze artistic work</b></p> <p>MU:Re7.2.4 a Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural ).</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education</p>	<ul style="list-style-type: none"> <li>• Echo songs</li> <li>• Phrases</li> <li>• AB form</li> <li>• Same/different musical phrases</li> <li>• ABA form</li> <li>• Repeat sign</li> <li>• Double bar line</li> <li>• D.C. al Fine</li> <li>• Fine</li> <li>• First and second endings</li> <li>• Canon</li> <li>• Theme and variation</li> <li>• Rondo</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Sing echo songs</li> <li>• Identify musical phrases that are the same and different</li> <li>• Experience songs in AB form</li> <li>• Visually and/or Aurally demonstrate: <ul style="list-style-type: none"> <li>○ Same/different musical phrases</li> <li>○ Song in AB form</li> <li>○ Songs in ABA form</li> <li>○ Repeat sign</li> <li>○ Double bar line</li> <li>○ D.C. al Fine</li> <li>○ Fine</li> <li>○ First and second endings</li> <li>○ Canon</li> <li>○ Theme and variation</li> <li>○ Rondo</li> </ul> </li> <li>• Perform phrases with 6-8 measures</li> </ul>

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<b>History / Liturgy</b>	<p><b>NCCAS: Music</b> <b>NCCAS: Grade 4</b></p> <hr/> <p><b>Responding</b> <b>Evaluate</b> <b>Anchor Standard 9: Apply criteria to evaluate artistic work.</b></p> <p>MU:Re9.1.4 a Evaluate musical works and performances , applying established criteria, and explain appropriateness to the context.</p> <p><b>Connecting</b> <b>Anchor Standard 11: Synthesize and relate knowledge and personal experiences to make art.</b></p> <p>MU:Cn11.1.4a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>	<ul style="list-style-type: none"> <li>• Music from diverse cultures and historical periods</li> <li>• Catholic liturgical and traditional music</li> <li>• Audience and performance etiquette</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Experience music from diverse cultures and historical periods</li> <li>• Sing a repertoire of Catholic liturgical and traditional music</li> <li>• Practice audience and performance etiquette</li> </ul>

