



PETALUMA CITY SCHOOLS

CONTENT STANDARDS

WITH POWER STANDARDS IN BOLD

Grade Four

MUSIC

1.0 ARTISTIC PERCEPTION

Students read, notate, listen, analyze, and describe music and other aural information, using the terminology of music.

2.0 CREATIVE EXPRESSION

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

3.0 HISTORICAL AND CULTURAL CONTEXT

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

4.0 AESTHETIC VALUING

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

The bolded standards within this document are being proposed for priority teaching so that all students receive an equitable, aligned curriculum preparing them for success in school and in life.

GRADE FOUR MUSIC

Visual and Performing Arts: Music Content Standards

ARTISTIC PERCEPTION

- 1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music:
Students read, notate, listen, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

- **1.1 Read, write, and perform melodic notation for simple songs in major keys, using solfege.**
- **1.2 Read, write, and perform diatonic scales.**
- 1.3 Read, write, and perform rhythmic notation, including sixteenth notes, dotted notes, and syncopation (e.g., eighth/quarter/eighth note and eighth-rest/quarter/eighth note).

Listen to, Analyze, and Describe Music

- **1.4 Describe music according to its elements, using the terminology of music.**
- 1.5 Classify how a variety of instruments from diverse cultures produce sound (e.g., idiophone, aerophone, chordophone, membranophone).
- **1.6 Recognize and describe aural examples of musical forms, including rondo.**

CREATIVE EXPRESSION

- 2.0 Creating, Performing, and Participating in Music:
Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply Vocal and Instrumental Skills

- **# 2.1 Sing a varied repertoire of music from diverse cultures, including rounds, descants, and songs with ostinatos, alone and with others.**
- **2.2 Use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and ostinatos, by oneself and with others.**

Compose, Arrange, and Improvise

- **2.3 Compose and improvise simple rhythmic and melodic patterns on classroom instruments.**

HISTORICAL AND CULTURAL CONTEXT

- 3.0 Understanding the Historical Contributions and Cultural Dimensions of Music:
Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Role of Music

3.1 Explain the relationship between music and events in history.

Diversity of Music

3.2 Identify music from diverse cultures and time periods.

3.3 Sing and play music from diverse cultures and time periods.

3.4 Compare musical styles from two or more cultures.

3.5 Recognize the influence of various cultures on music in California.

AESTHETIC VALUING

- 4.0 Responding to, Analyzing, and Making Judgments About Works of Music: Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

Analyze and Critically Assess

4.1 Use specific criteria when judging the relative quality of musical performances.

Derive Meaning

4.2 Describe the characteristics that make a performance a work of art.

CONNECTIONS, RELATIONSHIPS, APPLICATIONS

- 5.0 Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers: Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Connections and Applications

5.1 Identify and interpret expressive characteristics in works of art and music.

5.2 Integrate several art disciplines (dance, music, theatre, or the visual arts) into a well-organized presentation or performance.

5.3 Relate dance movements to express musical elements or represent musical intent in specific music.

Careers and Career-Related Skills

5.4 Evaluate improvement in personal musical performances after practice or rehearsal.

Bold: All students will be able to demonstrate from music teacher and classroom teacher instruction.