

Michigan Center School District

Fourth Grade

General Music Curriculum



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Music Standards Framework¹

- I. Students will apply skills and knowledge to perform in the arts
 1. Sing, alone and with others, a varied repertoire of music
 2. Perform on instruments, alone and with others, a varied repertoire of music
 3. Read and notate music
- II. Students will apply skills and knowledge to create in the arts
 4. Improvise melodies, variations, and accompaniments
 5. Compose and arrange music within specific guidelines
- III. Students will analyze, describe, and evaluate works of art
 6. Listen to, analyze, and describe music
 7. Evaluate music and music performances
- IV. Students will understand, analyze, and describe the arts in their historical, social, and cultural contexts
 8. Understand music in relation to history and culture
- V. Students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; and between the arts and everyday life
 9. Understand relationships between music, the other arts, and disciplines outside the arts

¹Roman numerals represent the Michigan Department of Education Arts Education Content Standards, Benchmarks, and Grade Level Content Expectations {2011} while numbers represent the National Standards for Music Education {1994}.

²Red text denotes *power standards*. Notation throughout the *Developmental Benchmarks* section corresponds with the Michigan Department of Education Arts Education Content Standards, Benchmarks, and Grade Level Content Expectations document as follows:

Example: ART.M.I.K.4

M=Michigan Arts Education Content Standards, Benchmarks, and GLCE

1=Standard 1

K=Kindergarten

4=Benchmark 4

Developmental Benchmarks²

Students will apply skills and knowledge to perform in the arts

Sing, alone and with others, a varied repertoire of music

- ART.M.I.4.1 Sing with accurate pitch, intonation, rhythm, and technique
- ART.M.I.4.3 Sing expressively using phrasing, dynamics, & tempo changes
- ART.M.I.4.4 Sing rounds, partner songs, and other multi-part songs that include melodies, countermelodies, ostinati, and/or basslines with I, IV, and V chords
- ART.M.I.4.5 Respond to conducting cues to blend timbres and match dynamic levels
- ART.M.I.4.7 Accurately echo melodic patterns
- ART.M.I.4.7 Accurately echo rhythmic patterns
- ART.M.I.4.9 Utilize a syllable system for chanting rhythms in duple and triple meters

Duple Meter	Triple Meter
<i>sixteenth notes</i>	eighth notes
eighth notes	dotted quarter notes
quarter notes	dotted half notes
dotted quarter notes	quarter-eighth figure
half notes	division & elongation figures
dotted half notes	
whole notes	
<i>syncopation</i>	

Perform on instruments, alone and with others, a varied repertoire of music

- ART.M.I.4.6 Play rhythmic, melodic, and harmonic instruments including the recorder and classroom percussion with characteristic tone quality and proper technique
- ART.M.I.4.8 Independently play instrumental parts while other students sing contrasting parts

Read and notate music

- ART.M.I.4.10 Use standard notation to read pitches in a minor scale
- ART.M.I.4.10 Learn treble clef note names
- ART.M.I.4.11 Identify, describe, and perform expressive elements using expressive markings
- ART.M.I.4.11 Identify basic music notation including bass and treble clefs, time signatures, measures, bar lines, staves, double bar lines, repeat signs, dynamic markings, tempo markings, title, origin, key signature, breath marks, etc.

Students will apply skills and knowledge to create in the arts

Improvise melodies, variations, and accompaniments

- ART.M.II.4.2 Improvise within specific forms such as AB, ABA, rondo, 12-bar blues, etc.
- ART.M.II.4.2 Improvise stylistically-appropriate consequence phrases in response to rhythmic and melodic antecedent phrases

Compose and arrange music within specific guidelines

- ART.M.II.4.1 Create rhythmic and melodic ostinati accompaniments
- ART.M.II.4.3 Create melodic embellishments on familiar melodies
- ART.M.II.4.4 Arrange songs
- ART.M.II.4.4 Compose simple songs and/or instrumental pieces for voice, recorders, and/or classroom percussion instruments using specific guidelines including tonality, pitch, rhythm, meter, style, and form
- ART.M.II.4.6 Create appropriate vocal, instrumental, and physical patterns to accompany music

Students will analyze, describe, and evaluate works of art

Listen to, analyze, and describe music

- ART.M.III.4.1 Recognize musical forms including 12-bar blues, theme and variations, coda, Del Segno {D.S.}, and Da Capo {D.C.}
- ART.M.III.4.1 Identify I, IV, and V chord changes presented aurally
- ART.M.III.4.2 Use graphic/standard notation to notate rhythmic/melodic patterns presented aurally
- ART.M.III.4.3 Use movement, drawing, and other means to respond to given criteria in aural examples
- ART.M.III.4.4 In small groups, use vocabulary to analyze, describe, and evaluate music of various styles
- ART.M.III.4.5 Visually and aurally identify the instruments of the percussion family
- ART.M.III.4.5 Identify the timbre of non-Western instruments

Evaluate music and music performances

- ART.M.III.4.6 Provide appropriate praise and constructive criticism when evaluating performances and compositions
- ART.M.III.4.7 Use appropriate music terminology to express personal opinions of musical examples

Students will understand, analyze, and describe the arts in their historical, social, and cultural contexts

Understand music in relation to history and culture

- ART.M.IV.4.1 Identify and describe notable characteristics of contrasting styles
- ART.M.IV.4.2 Identify and describe notable characteristics of world music
- ART.M.IV.4.3 Demonstrate appropriate audience etiquette for given performances

Students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; and between the arts and everyday life

Understand relationships between music, the arts, & disciplines outside the arts

- ART.M.V.4.1 Recognize and identify similarities and differences in vocabulary used in all arts
- ART.M.V.4.2 Connect musical concepts to grade-level concepts
- ART.M.V.4.3 Discuss the rationale for using music in daily experiences