

# Music: Grade 4

Adopted 2015

Generate and conceptualize artistic ideas and work.

**4a.** Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural). [MU:CR1.1.4A](#)

**4b.** Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters. [MU:CR1.1.4B](#)

Organize and develop artistic ideas and work.

**4a.** Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context. [MU:CR2.1.4A](#)

**4b.** Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas. [MU:CR2.1.4B](#)

Refine and complete artistic work.

**4a.** Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time. [MU:CR3.1.4A](#)

**4a.** Present the final version of personal created music to others, and explain connection to expressive intent. [MU:CR3.2.4A](#)

Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.

**MU:Pr4.1.4a** Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.

**MU:Pr4.2.4a** Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.

**MU:Pr4.2.4b** When analyzing selected music, read and perform using iconic and/or standard notation.

**MU:Pr4.2.4c** Explain how context (such as social and cultural) informs a performance.

**MU:Pr4.3.4a** Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).

Develop and refine artistic techniques and work for presentation.

**MU:Pr5.1.4a** Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.

**MU:Pr5.1.4b** Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.

Convey meaning through the presentation of artistic work.

**MU:Pr6.1.4a** Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.

**MU:Pr6.1.4b** Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.

Perceive and analyze artistic work.

**MU:Re7.1.4a** Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

**MU:Re7.2.4a** 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).

Interpret intent and meaning in artistic work.

**MU:Re8.1.4a** Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.

Apply criteria to evaluate artistic work.

**MU:Re9.1.4a** Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.

Synthesize and relate knowledge and personal experiences to make art.

**MU:Cn10.1.4a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**MU:Cn11.1.4a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.