



Grade 4

STANDARDS	PAGE REFERENCES
Standard 1: Historical and Cultural Contexts	
Goal 1.1: Discuss the historical and cultural contexts of music.	
4-5.Mu.1.1.1 Describe how musical elements are used in music of our own culture as well as other cultures.	<p>Student Edition: 25, 34, 37, 72-73, 90-91, 92, 102-103, 128-129, 140-141, 171, 175, 190-191, 222-223, 230-231</p> <p>Teacher's Edition: D 36, 64, 65, 73, 92, 93, 128-129, 140-141, 171, 175, 190-191, 223, 224, 231; HC 21, 124, 182, 208, 237; M 103; WU 89</p>
4-5.Mu.1.1.2 Identify characteristics of music from two different historical periods.	<p>Student Edition: 154-155, 176-177, 212-213, 224-225 <i>Listening</i> 17, 97, 225, 235, 242, 287</p> <p>Teacher's Edition: AC 17, 97, 212-213, 225, 242, 287, 391; D 176, 177; HC 16, 124, 154, 177; L 287</p>
4-5.Mu.1.1.3 Identify specific compositions as belonging to a particular era in music history.	<p>Student Edition: 50, 154-155, 228 <i>Listening</i> 61, 97, 143, 168, 176, 228</p> <p>Teacher's Edition: D 52; HC 50, 52, 233; M 143</p>

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4-5.Mu.1.1.4 Recognize the uses of music in everyday life.	<p>Student Edition: 18-19, 184, 187, 194-195, 356-357, 358-359 <i>Listening</i> 19, 184</p> <p>Teacher’s Edition: AC 185; BB 203; HC 105, 185; M 185; TT 195</p>
Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines.	
4-5.Mu.1.2.1 Identify similarities and differences in the meanings of terms common to other arts disciplines.	<p>Student Edition: 8, 15, 49, 168, 183 <i>Art Gallery</i> 8, 48</p> <p>Teacher’s Edition: AC 49; CL 8, 15, 48, 100, 348; D168, 184; RAL 17, 91</p>
4-5.Mu.1.2.2 Compare a musical selection with another art form that uses a similar style.	<p>Student Edition: 8 <i>Think</i> 8</p> <p>Teacher’s Edition: CL 48, 100; RAL 49</p>
4-5.Mu.1.2.3 Describe ways that music is related to other subject areas within an historical context.	<p>Student Edition: 4, 8, 13, 19, 48, 51, 56, 61, 64, 92-93, 96, 101, 104-105, 108, 128, 131, 134, 140-141, 144, 164, 166-167, 169, 170, 172, 173, 208-209, 210, 212, 214, 216, 356, 365, 375, 376, 386</p> <p>Teacher’s Edition: CL 4, 7,8, 13, 15, 19,23, 24, 27, 31, 35, 36, 48, 52, 56, 61, 62, 64, 93, 94, 100, 111, 131, 166, 173, 174, 176, 209, 210, 212, 214, 216, 225, 235, 320, 348, 360, 365, 366, 375, 380, 386, 38; HC 59, 76, 105, 108, 129, 134, 141, 144, 168, 356, 377; RAL 17, 21, 91, 171</p>

STANDARDS	PAGE REFERENCES
Standard 2: Critical Thinking	
Goal 2.1: Conduct analyses in music.	
4-5.Mu.2.1.1 Describe music as a form of communication.	<p>The following examples can be used in classroom discussion to meet the needs of the objective.</p> <p>Student Edition: 18, 62, 63, 104-105, 134-135, 140-141, 170-171, 209, 222-223</p> <p><i>Listening</i> 19, 140, 209</p> <p>Teacher’s Edition: AC 105, 172, 209; D 19, 63, 135, 171, 211, 233; HC 20, 111, 124, 182, 203, 237; M 103</p>
4-5.Mu.2.1.2 Recognize and identify specific elements of music (melody, harmony, rhythm, form, timbre).	<p>Student Edition: 10-11, 15, 25, 27, 30, 46-47, 48-49, 54-55, 59, 64, 67, 73, 75, 86-87, 89, 90-91, 95, 96, 110-111, 116, 130-131, 132, 142, 152-153, 154-155, 156-157, 175, 176, 196-197, 210-211, 218-219, 220-221, 223, 224, 233, 239, 242, 243, 244, 245, 246, 248, 249, 250, 252, 253, 254, 312, 314-315, 364-365,</p> <p>Teacher’s Edition: AC 25, 32, 89, 96, 221, 225, 233; D 11, 15, 27, 47, 48, 55, 59, 64, 67, 71, 75, 88; D 87, 91, 111, 112, 115, 116, 131, 135, 143, 152, 211, 215, 219, 223, 235; HC 182; M 31, 155; RAL 7; MS 354, 355, 365, 390; SH 116; TT 75; WU 113</p>
4-5.Mu.2.1.3 Use music vocabulary to discuss specific compositions of various styles and cultures.	<p>Student Edition: 6-7, 8-9, 44-45, 52, 53, 62-63, 66-67, 88-89, 94-95, 100-101, 112-113, 126-127, 132-133, 136-137, 142-143, 146-147, 154-155, 166-167, 170-171, 172, 174, 178-179, 187, 192-193, 214-215, 218-219, 222-223, 226-227, 244-247</p> <p>Teacher’s Edition: AC 53, 100-101, 133, 137, 173, 193; D 66-67, 95, 127, 143, 147, 155, 167, 171, 174, 178, 187, 215, 219, 223, 227; E 52, M 7, 9, 55, 63; S 44-45; WU 89</p>

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Goal 2.2: Engage in reasoned dialogue and make decisions about musical performances.	
4-5.Mu.2.2.1 Discuss the importance of music in our society.	<p>The following examples can be used in classroom discussion to meet the needs of the objective.</p> <p>Student Edition: 2-3, 22-23, 34-35, 42-43, 50-51, 72-73, 74-75, 76-77, 104-105, 132-133, 138-139, 154-155, 156, 188, 208-209, 222-223, 228-229, 326-327, 354, 355, 356-357, 374, 376-377</p> <p>Teacher’s Edition: AC 105, 156, BB 43; CL 35, 58, 75; HC 23, 31, 44, 50, 59, 73, 76-77, 111, 132, 139, 154, 208, 357, 377; S 3; PI 122; WU 5</p>
4-5.Mu.2.2.2 Express personal preferences for a specific work using appropriate arts vocabulary.	<p>The following examples can be used in classroom discussion to meet the needs of the objective</p> <p>Student Edition: 65, 131, 159, 220, 239 <i>Think</i> 39, 79, 119, 221</p> <p>Teacher’s Edition: CP 79; D 143; E 41, 81, 161, 165, 201, 309, 347; EV 41, 45, 81; T 39; TH 119, 159</p>
4-5.Mu.2.2.3 Identify and discuss copyright issues in music.	<p>Teacher’s Edition: IIRCL 302-303; IPRC 304</p>
Standard 3: Creative Expression/Performance/Presentation	
Goal 3.1: Utilize concepts essential to music.	
4-5.Mu.3.1.1 Improvise simple melodic phrases.	<p>The following examples can be used in classroom discussion to meet the needs of the objective</p> <p>Student Edition: 11, 225</p> <p>Teacher’s Edition: AC 153, 233, 156; HC 183; M 11; MS 96, 147; MS 245, 282; WU 225</p>

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<p>4-5.Mu.3.1.2 Read, notate, and perform meter, rhythm, pitch, dynamics, and tempo using standard music symbols.</p>	<p>The following examples can be used in classroom discussion to meet the needs of the objective.</p> <p>Student Edition:</p> <p>8, 12, 22, 44-45, 54, 70-71, 88-89, 90-91, 96, 106-107, 118, 134-135, 136-137, 150-151, 156, 176, 178-179, 188, 232-233, 246, 247, 248, 249, 257, 259, 260, 261, 262, 264, 265, 358-359, 364-365, 366-367, 371, 372-373, 390, 396-397</p> <p>Teacher’s Edition:</p> <p>AC 136; D 151, 156, 188, D 176, 178, 232; D 8, 12, 55, 107;MS 88, 93; R 246, 247, 248, 249, 257, 259, 260, 261, 262, 264, 265</p>
<p>Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.</p>	
<p>4-5.Mu.3.2.1 Sing in harmony using simple ostinatos, partner songs, descants, and canons.</p>	<p>Student Edition:</p> <p>17, 20-21, 32, 34-35 70-71 111 133, 138-139, 142-143, 154-155 174-175, 182-183 218-219, 220-221, 248, 260, 268, 271, 326, 314-315, 316, 317, 322-323, 370-371</p> <p>Teacher’s Edition:</p> <p>AC 20-21, 32, 133, 221; D 34-35, 70-71, 111, 138-139, 143, 174, 219, 183; M 155; R 315; S 232, 370-371; WU 17</p>
<p>4-5.Mu.3.2.2 Perform independent instrumental parts while other students sing or play contrasting parts.</p>	<p>Student Edition:</p> <p>15, 33, 36-37 69, 73, 113, 88, 99, 112 129, 137, 157 148, 175, 180, 184, 186-187, 261, 271, 278, 282, 359, 385, 395</p> <p>Teacher’s Edition:</p> <p>A 184, 197; AC 33, 37, 73, 112, 117, 157, 232, 233; D 15, 27, 36, 64, 128, 129, 136-137, 149, 180, 186; MS 33, 71, 88, 96, 272; P 278, 282; RAL 89, 93, 195, 196</p>
<p>4-5.Mu.3.2.3 Sing/play accurately with appropriate dynamics, breath control, phrasing, and interpretation while following a conductor.</p>	<p>Student Edition:</p> <p>4, 12, 19, 26-27, 30-31, 44-45, 46-47, 50, 52, 66-67, 84-85, 86-87, 88-89, 106-107, 146-147, 164-165, 166-167, 170-171, 192-193, 194-195, 204-205, 218-219, 234-235 SOP 306-307, 323, 330-331, 337, 360-361, 372-373</p> <p>Teacher’s Edition:</p> <p>AC 173, 192-193; D 12, 19, 23, 27, 31, 45, 47, 51, 53, 67, 77, 87, 105, 107, 147, 149, 167, 171, 219, 235; I 323, 331, 337; M 195; MS 23, 88, 113, 218; R 307; S 4, 84, S 204</p>

STANDARDS	PAGE REFERENCES
4-5.Mu.3.2.4 Discuss and demonstrate the importance of proper concert behavior.	Teacher's Edition: AE 65, 81, 121, 161, 227, 307
Goal 3.3: Communicate through music with creative expression.	
4-5.Mu.3.3.1 Improvise, create, or arrange music within specifies guidelines (style, form, instrumentation).	Student Edition: 79, 119, 157, 159, 196, 199, 233, 239, 246-247, 252, 279, 285 , 389 Teacher's Edition: A 136, 177; AC 196, 233; CP 39, 79, 119, 159, 199, 239; D 75, 156; MS 28, 60, 71, 197; R 246, 247, 252, 279, 285
4-5.Mu.3.3.2 Sing/play an improvised simple melody in a call and response context.	Student Edition: 70-71 Teacher's Edition: HC 70
4-5.Mu.3.3.3 Move to the beat of music in an organized manner.	Student Edition: 9, 33, 51, 69, 151, 167, 168-169, 171, 237 Teacher's Edition: M 91, 97, 104, 133, 135, 156, 167, 169, 171, 213, 236, 255, 271, 280
4-5.Mu.3.3.4 Improvise movement that is stylistically appropriate to music (e.g., free style).	Student Edition: 30, 127, 145, 229 Teacher's Edition: M 228, 266; TT 30
4-5.Mu.3.3.5 Create original rhythmic/melodic ostinatos to accompany group performances.	Student Edition: 37 Teacher's Edition: AC 133; MS 272, 273; RAL 37