



© 2008

Grade 4

STANDARDS

PAGE REFERENCES

Historical, Cultural and Social Contexts

Students demonstrate knowledge and understanding of a variety of music styles and cultures and the context of musical expression or events, both past and present. Students identify significant contributions of composers and performers to music heritage. Students analyze the historical, social and political forces that have influenced the function and role of music in the lives of people.

Benchmark A: Identify and demonstrate basic music forms.

- 1. Identify and demonstrate partner songs and rondo form.

The following references can be adapted in classroom activities and discussions to meet this objective.

Student Edition:

16, 17, 32, 70, 111, 138-139, 282, 260, 268, 271, 314-315, 316, 323-325, 326, 330-333, 334-335, 346, 350-355, 371

Teacher's Edition:

AC 32; D 16, 35, 111; HC 70, 139; MS 14, 20; R 315, 324, 332, 335, 346, 347, 351; RR 316, 326

STANDARDS	PAGE REFERENCES
Benchmark B: Identify and respond to music of historical and cultural origins.	
2. Sing and respond to music from world cultures.	<p>Student Edition: 12-13, 24, 26, 34-35, 62-63, 66-67, 88-89, 90, 100-101, 102, 106-107, 112, 132-133, 134-135, 156, 166-167, 170-171, 178-179, 188, 194-195, 214-215, 222-223, 230-231</p> <p>Teacher's Edition: AC 88, 100, 112, 133, 156-157, 188-189; D 12-13, 24, 27, 35, 63-64, 67-68, 91, 103, 107, 135, 167, 171, 179-180, 195-196, 215, 223, 231; SS 41</p>
3. Discuss the lives and times of composers from various historical periods.	<p>Student Edition: <i>Meet the Musician</i> 13, 61, 108, 109, 129, 144, 173, 177, 225, 305, 395</p> <p>Teacher's Edition: AC 61; HC 11, 32, 92, 108, 115, 116, 129, 147, 173, 177, 181, 191, 224, 232, 242, 254, 274, 327</p>
4. Identify, listen and respond to music of different composers.	<p>Student Edition: <i>Meet the Musician</i> 13, 61, 108, 109, 129, 144, 173, 177, 225, 305, 395</p> <p>Teacher's Edition: AC 61; HC 11, 32, 92, 108, 115, 116, 129, 147, 173, 177, 181, 191, 224, 232, 242, 254, 274, 327</p>
Benchmark C: Recognize the interaction of people in music.	
5. Recognize and describe ways that music serves as an expression in regional cultures.	<p>Student Edition: 46-47, 50, 52, 74, 110-111, 136-137, 154-155, 226-227, 233, 249, 251, 253, 262, 273, 274</p>

STANDARDS	PAGE REFERENCES
Creative Expression and Communication	
Students sing, play instruments, improvise, compose, read and notate music.	
Benchmark A: Sing and/or play instruments, alone and with others, demonstrating a variety of repertoire, using proper technique, accurate rhythm and pitch and appropriate expressive qualities.	
<p>1. Sing, alone and with others, a varied repertoire of songs with accurate rhythm and pitch and appropriate expressive qualities.</p>	<p>Student Edition: 54-55, 59, 62-63, 94, 96, 100-101, 124-125, 126-127, 130-131, 132-133, 136-137, 138-139, 178-179, 182-183, 187, 188, 6 210, 230-231, 275, 308-309, 310-311, 356-357</p> <p>Teacher’s Edition: AC 101, 133, 136, 188; D 55, 59, 63, 127, 131, 179, 183, 211, 231; M 95, 139, 187; S 124; WU 97, 129, 137</p>
<p>2. Use the head voice to produce a light, clear sound employing breath support and maintaining appropriate posture.</p>	<p>Student Edition: 306-307, 308-309, 310-311, 316-317, 320-321, 322-323, 326-327, 330-331, 334-335, 337, 338-339, 340-341, 342-343, 345-347, 348-349, 350-351</p> <p>Teacher’s Edition: I 310, 334, 337, 338, 348; MS 306, 308, 317, 330, 347, 349; R 307, 309, 311, 321, 324, 335, 339, 341, 346, 347, 349, 351; RR 316, 326; S 343</p>
<p>3. Play, alone and with others, a variety of classroom instruments with proper technique.</p>	<p>Student Edition: 37, 59, 103, 4 129, 137, 148, 157, 186, 269, 282, 284, 354, 356-357, 362-363, 364-365</p> <p>Teacher’s Edition: A 145, 193; AC 136, 157, 189, 232; D 36, 59, 103, 128, 187, 148; MS 36, 92, 232; RAL 37, 133, 187</p>
Benchmark B: Read, write, improvise and compose melodies and accompaniments.	
<p>4. Improvise and compose short compositions using a variety of classroom instruments and sound sources.</p>	<p>Student Edition: 37, 157, 247, 249, 253, 395</p> <p>Teacher’s Edition: AC 37, 225, 153; D 156; MS 272, 273; R 247, 249, 253; RAL 115</p>

STANDARDS	PAGE REFERENCES
<p>5. Read, write and perform using sixteenth through whole note values including a syncopated rhythm of eighth-quarter-eighth in 2/4, 3/4 and 4/4 meter.</p>	<p>Student Edition: 8, 15, 27, 33, 58, 59, 138-139, 141, 242, 247, 248, 249, 250, 251, 252, 253, 254, 255, 258, 259, 260, 266, 267, 273, 276, 280, 283</p> <p>Teacher's Edition: AC 33, 141; D 8, 15, 27 59, 139, 215; I 306, 308; MS 138</p>
<p>6. Read, write and perform extended pentatonic melodies with high do, low la and low sol (do'-la-sol-mi-re-do-la'-sol') on the treble staff in G- do, F-do and C-do using a system (e.g., solfege, numbers or letters).</p>	<p>The following references can be adapted in classroom activities and discussions to meet this objective.</p> <p>Student Edition: 16, 20, 22, 32, 36, 50, 55, 56, 59, 65, 134-135, 150-151, 152-153, 166-167, 170-171, 172, 188-189, 204-205, 222-223, 248, 249, 268, 269, 270, 271</p> <p>Teacher's Edition: AC 65, 152-153, 173, 188; D 51, 52, 55, 56, 135, 136-137, 150, R 248, 249, 268, 269, 270, 271</p>
<p>7. Read, write and perform melodies in treble clef.</p>	<p>The following references can be adapted in classroom activities and discussions to meet this objective.</p> <p>Student Edition: 11, 67, 124-125, 152-153, 156, 182-183, 223, 224, 225, 233</p> <p>Teacher's Edition: AC 225, 233; D 11, D 67, D 152-153, 156, 223, 224; HC 152; S 124, 152-153</p>

STANDARDS	PAGE REFERENCES
<p>Analyzing and Responding</p> <p>Students listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology. Students evaluate the creating and performing of music by using appropriate criteria.</p>	
<p>Benchmark A: Identify and demonstrate elements of music using developmentally appropriate music vocabulary.</p>	
<p>1. Identify and demonstrate elements of music using developmentally appropriate vocabulary and music terms (e.g., quarter note, piano, forte).</p>	<p>Student Edition: 6, 8-9, 10-11, 12, 15, 16-17, 21, 28, 5, 91, 106, 110-111, 113, 116-117, 129, 139, 143, 148, 171, 180, 190-191, 216, 218, 242, 249, 250, 291</p> <p>Teacher's Edition: D 11, 15, 16, 20, 91, 128, 148, 171, 191, 216; M 7; P 8</p>
<p>2. Identify how elements of music communicate ideas or moods.</p>	<p>Student Edition: 4-5, 18-19, 34-35, 42, 62-63, 66-67, 82, 84-85, 106-107, 146-147, 204-205, 230-231</p> <p>Teacher's Edition: BB 3, 43, 83; CL 19; D 63; M 87; S 3, 4, 44, 84, 85, 204, 205; WU 5, 45</p>
<p>3. Identify and respond to music forms (e.g., round, canon, partner songs, call-response).</p>	<p>Student Edition: 16, 17, 32, 70, 111, 138-139, 282, 314-315, 316, 323-325, 326, 330-333, 334-335, 346, 350-355, 371</p> <p>Teacher's Edition: AC 32; D 16, 35; 111; HC 70, 139; M 16; MS 14, 20; R 315, 324, 332, 335, 346, 347, 351; RR 316, 326; S 260, 268, 271</p>
<p>Benchmark B: Identify the sounds of a variety of instruments including orchestra, band and classroom instruments.</p>	
<p>4. Classify instruments by the four families of the orchestra.</p>	<p>Student Edition: 17, 105, 93, 105, 109, 116-117 <i>Glossary of Instruments</i> 399-404</p> <p>Teacher's Edition: AC 17, 93, 105, 109; D 116</p>

STANDARDS	PAGE REFERENCES
5. Describe the way sound is produced on various instruments and with the human voice.	<p>The following references can be adapted in classroom activities and discussions to meet this objective.</p> <p>Student Edition: 17, 19, 23, 55, 76-77, 80-81, 96-97, 105, 109, 128-129, 160, 181, 197, 227</p> <p>Teacher's Edition: AC 9, 17, 77, 97, 105, 109, 129, 181, 197; D 23, 55, 76, 96, 128, 227; L 80-81, 160</p>
Benchmark C: Discuss and evaluate individual and group music performance.	
6. Discuss and evaluate individual and group music performance.	<p>Teacher's Edition: E 41, 121, 159, 161, 165, 201, 239, 307, 309, 347; F 40; S 45; T 39, 79, 119</p>
<p>Valuing Music/Aesthetic Reflection</p> <p>Students demonstrate an understanding of reasons why people value music and a respect for diverse opinions regarding music preferences. Students articulate the significance of music in their lives.</p>	
Benchmark A: Reflect on their own performances and the performances of others.	
1. Participate in developmentally appropriate music activities.	<p>Student Edition: 14, 16, 17, 32, 70, 111, 138-139, 282, 260, 268, 271, 314-315, 316, 323-325, 326, 330-333, 334-335, 346, 350-355, 371</p> <p>Teacher's Edition: AC 32; D 16, 35, 111; HC 70; MS 14, 20; R 315, 324, 332, 335, 346, 347, 351; RR 316, 326</p>
2. Develop criteria for reflecting on their performances and the performances of others.	<p>Teacher's Edition: A 5, 37, 45, 85, 119, 125, 165, 205; E 335; L 277; S 45; PA 39, 79, 159, 199, 239</p>

STANDARDS	PAGE REFERENCES
<p>Benchmark B: Demonstrate audience behavior appropriate for the context and style of music performed.</p>	
<p>3. Attend live music performances and demonstrate audience behavior appropriate for the context and style of music performed.</p>	<p>Teacher’s Edition: AE 65, 81, 121, 161, 227, 307</p>
<p>Benchmark C: Demonstrate how music communicates meaning of text, feelings, moods or images, and influences personal preferences.</p>	
<p>4. Respond physically, emotionally and/or intellectually (e.g., movement, written/oral description) to a variety of age-appropriate music.</p>	<p>Student Edition: 9, 12, 30, 69, 145, 151, 155, 167, 168, 171, 212, 236-237</p> <p>Teacher’s Edition: A 158; AC 9, 69, 89, 104, 129, 145, 185, 212, 229; D 7, 12, 20, 31, 67, 92, 127, 131,139, 151, 155, 167, 168, 208, 224; M 19, 135, 183, 231; MO 28, 91, 97, 104, 171, 175, 211, 219, 228, 236; MS 143, 147;RAL 32, 105; S 5, 25</p>
<p>5. Demonstrate how music communicates meaning of text, feelings and moods or images.</p>	<p>Student Edition: 4-5, 18-19, 34-35, 42, 62-63, 66-67, 82, 84-85, 106-107, 146-147, 204-205, 230-231</p> <p>Teacher’s Edition: BB 3, 43, 83; CL 19; D 63; M 87; S 3, 4, 44, 84, 85, 204, 205; WU 5, 45</p>
<p>6. Identify and describe personal preferences for specific music selections.</p>	<p>Student Edition: 39, 79, 119, 159, 239</p> <p>Teacher’s Edition: A 238; E 40, 41, 45, 121, 161, 165, 201, 307, 309, 347, 79, 119, 159, 239</p>

STANDARDS	PAGE REFERENCES
<p>Connections, Relationships and Applications</p> <p>Students identify similarities and differences between music and other arts disciplines. Students recognize the relationship between concepts and skills learned through music with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts. Students develop a desire for lifelong learning in music.</p> <p>Benchmark A: Explain ways that music interrelates with other arts disciplines and with various disciplines outside the arts.</p>	
<p>1. Interpret music through dance, drama and visual art.</p>	<p>Student Edition: 19, 48, 68, 69, 101, 131, 153, 168-169, 171, 177, 211, 216, 237</p> <p>Teacher’s Edition: CL 19, 48, 68, 100, 131, 176, 189, 216; M 313; MO 28, 69, 169, 171, 211, 236, 336</p>
<p>2. Identify the use of similar elements (e.g., form, rhythm) in music and other art forms.</p>	<p>The following references can be adapted in classroom activities and discussions to meet this objective.</p> <p>Student Edition: 9, 15, 22, 25, 47, 61, 66-67, 70-71, 89, 99, 105, 114-115, 126-127, 130-131, 136-137, 138-139, 155, 211, 214-215, 234-235, 255, 259, 271, 272, 282, 316</p> <p>Teacher’s Edition: A 193; AC 25, 33, 36, 61, 89, 105, 136;; CL 8; D 9, 15, 23; D 9, 15, 23, 47, 67, 71, 127, 133, 215; M 155, 211, 235; MS 6, 88; R 255, 259, 271, 272, 282, 340; RR 316</p>
<p>3. Explain ways that the basic principles (e.g., elements of music) and subject matter (e.g., topics, themes, lyrics) of music are interrelated with disciplines outside the arts.</p>	<p>The following references can be adapted in classroom activities and discussions to meet this objective.</p> <p>Student Edition: 9, 15, 22, 25, 47, 61, 66-67, 70-71, 89, 99, 105, 114-115, 126-127, 130-131, 136-137, 138-139, 155, 211, 214-215, 234-235, 255, 259, 271, 272, 282, 316</p> <p>Teacher’s Edition: A 193; AC 25, 33, 36, 61, 89, 105, 136; CL 8; D 9, 15, 23, 47, 67, 71, 99, 127, 133, 215; M 155, 211, 235; MS 6, 88; R 255, 259, 271, 272, 282, 340; RR 316</p>

STANDARDS	PAGE REFERENCES
Benchmark B: Describe how music is used in various cultures in the United States.	
<p>4. Identify similarities and differences in music of the United States and various cultures.</p>	<p>The following references can be adapted in classroom activities and discussions to meet this objective.</p> <p>Student Edition:</p> <p>12-13, 24, 26, 34-35, 41, 62-63, 66-67, 88-89, 90, 100-101, 102, 106-107, 112, 132-133, 134-135, 156, 166-167, 170-171, 178-179, 188, 194-195, 214-215, 222-223, 230-231</p> <p>Teacher’s Edition:</p> <p>AC 88, 100, 112, 133, 156-157, 188-189; D 12-13, 24, 27, 35, 63-64, 67-68, 91, 103, 107, 135, 215, 223, 231; SS 41</p>
Benchmark C: Identify and describe roles of musicians in various music settings.	
<p>5. Describe roles of musicians in various music settings.</p>	<p>Student Edition:</p> <p><i>Meet the Musician</i> 13, 61, 108, 109, 129, 144, 173, 177, 225, 305, 395</p> <p>Teacher’s Edition:</p> <p>CL 228; HC 8, 31, 55, 64; RL 229</p>