4th Grade
General Music

Content Standard #6
Listening to, analyzing and describing music

[Areas that are linked to the Essential Knowledge and Skills, and are formally assessed at this grade level are in bold print. Areas that are introduced at this grade level are in *italics.* Areas that are being reviewed or reinforced are in standard type.].

Assessment Dimensions	Task Construction/Activities
Evidence of the student's accurate perception of the prominent music characteristics and events in a composition or performance through dance and movement. [MU4:6e] **Evidence of the student's accurate perception of music by answering questions about music and by describing music both through verbal and non-verbal answers. [MU4:6b]** The student's use of appropriate grade level terminology. [MU4:6c] The student's ability to identify musical forms verbally and non-verbally: [MU4:6a] Same - Different AB ABA Verse - Chorus Rondo Call - Response *Theme and Variation* The student's ability to identify the sounds of musical instruments and voices: [MU4:6d] Piano Male - Female Voices (S, A, T, B) Solo - Group Families of Percussion Instruments: Membranes Metal Wood Shakers and Scrapers **Families of Band and Orchestra Instruments:** **Woodwinds** **Brass** **Strings** **Percussion** *Variety of ethnic and cultural instruments* The student's understanding of specific elements of music: [MU4:6c] Rhythm, Pitch, *Harmony(Major/Minor)*, Dynamics, Form	**Students will be asked to move to, answer simple questions about, and describe music of various styles and cultures. [MU4:6b]** Students will be asked to identify musical forms when presented visually and aurally through familiar and unfamiliar selections: [MU4:6a] Same - Different AB ABA Verse - Chorus Rondo Call - Response *Theme and Variation* Students will be asked to identify the sounds of instruments and voices from their own culture as well as the cultures of others. [MU4:6d] Piano Male - Female Voices Solo - Group Families of Percussion Instruments: Membranes Metal Wood Shakers and Scrapers **Families of Band and Orchestra Instruments:** **Woodwinds** **Brass** **Strings** **Percussion** *A variety of ethnic and cultural instruments (middle eastern)* Students will be asked to identify specific musical elements that are contained in the compositions and performances they listen to and study. [MU4:6c] Students will be asked to describe and analyze the music they create, perform, listen to or study using music terminology. [MU4.6c]

4th Grade
General Music

Content Standard #7
Evaluating music and music performances

[Areas that are linked to the Essential Knowledge and Skills, and are formally assessed at this grade level are in bold print. Areas that are introduced at this grade level are in *italics*. Areas that are being reviewed or reinforced are in standard type.]

Assessment Dimensions	Task Construction/Activities
The student's use of supporting evidence when evaluating their own performances and compositions and the performances and compositions of others and the appropriateness of his or her suggestions for improvement. [MU4:7a] *The student's use of appropriate self-generated evaluative criteria to evaluate a performance or composition. [MU4:7a]* The student's use of grade level terms and symbols. [MU4:7b] The student's knowledge of the elements of music: [MU4:7b] Pitch *Harmony* Rhythm Dynamics Form - (same - different, AB, ABA, rondo, verse - chorus, call - response, *theme and variation*) The student's use of supporting evidence when explaining their preferences in music. [MU4:7b]	*Students will be asked to develop criteria for evaluating performances and compositions and use that criteria to evaluate the music they create, perform, study or listen to. [MU4:7b]* Students will be asked to evaluate their own performances and compositions and the performances and compositions of others based on their knowledge of the elements of music: [MU4:7b] Pitch *Harmony* Rhythm Dynamics Form - (same - different, AB, ABA, rondo, verse - chorus, call - response, *theme and variation*) Students will be asked to use supporting evidence to explain their likes and dislikes in music. [MU4:7b] Students will be asked to offer appropriate suggestions for the improvement of compositions and performances. [MU4:7a]