

MUSIC OUTCOMES

FOURTH GRADE

1. **Expression: Understand and demonstrate dynamic contrast as it relates to Change in musical expression.**
 - A. Sing and play patterns with varying dynamics.
 - B. Explain with a clear basis the effect of dynamic contrast.

2. **Tone color: Recognize the instruments of the band and orchestra and their Timbre; recognize voicing and voicing timbre.**
 - A. Identify band and orchestra instruments by sight and sound.
 - B. Identify soprano, alto, tenor, and bass.

3. **Melody: Demonstrate understanding of melody line through study of the recorder.**
 - A. Demonstrate simple intervals on the recorder.
 - B. Improvise simple melodies.
 - C. Properly finger and play middle D to treble D on the recorder.
 - D. Sing simple two-part songs and partner songs.

4. **Rhythm: Understand and demonstrate basic notes and basic elements of tempo.**
 - A. Identify sixteenth, eighth, quarter, half, dotted half, and whole notes and The corresponding rests.
 - B. Identify 6/8 meter as well as 2/4, 3/4, 4/4 meters.
 - C. Sing or play rhythm patterns with tempo markings.
 - D. Create rhythm patterns, notate, and play them on classroom instruments.

5. **Form: Continue learning form in music, rondo, and AABA forms, as well as recognizing phrases in music.**
 - A. Identify repeated phrases in music and indicate letters to show form Present.
 - B. Recognize ABCA (rondo) form and identify the separate phrases.
 - C. Identify AABA form in folk and pop music.
 - D. Improvise movement to identify and respond to separate phrases.

6. **Texture: Create harmony using various methods.**
 - A. Be able to sing simple rounds.
 - B. Be able to sing and play ostinato patterns.
 - C. Sing descant parts.

7. **Cultural context: Participate in folk music, ethnic music, and historically significant composition.**
 - A. Identify, play and sing various types of music related to outcomes in other areas.
 - B. Identify 3-5 composers studied in music, describe historical context, and Aurally recognize their significant compositions.

8. **Audience/Performance skills and classroom etiquette**
Be an active listener, be a positive member of a performance group, and take care to be a skilled user of classroom instruments and materials.
 - A. Show quiet attention to the performance of others.
 - B. Express appreciation for performance with proper applause and sincere compliments.
 - C. Demonstrate ability to give 100% effort in group performance.
 - D. Demonstrate ability to sing or play as a solo or in a small group.
 - E. Use classroom equipment and instruments with care.

9. **Liturgy/Worship skills.**
Continue building upon skills introduced in previous years; gain appreciation for God's presence with us in worship and in song.
 - A. Participate in the weekly school liturgies by singing hymns and responses At appropriate times.
 - B. Learn 4-6 additional hymns to be sung at school liturgies and special Prayer services throughout the school year.
 - C. Acquire an appreciation of music and its place in worship.