



JC Schools 4th Grade Music Yearly Standards

Strand	Priority Standards	Supporting Standards
Strand 1 Rhythm	MU: Pr4B.4b b. When analyzing selected music, read and perform using iconic and/or standard notation.	MU: Re7B.4a a. 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). MU: Pr4B.4a a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.
Strand 2 Melody	MU: Pr4B.4b b. When analyzing selected music, read and perform using iconic and/or standard notation.	MU: Re7B.4a a. 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). MU: Pr4B.4a a. Demonstrate understanding of the structure and the elements of music (such as rhythm , pitch , and form) in music selected for performance.
Unit 3 Timbre/Tone Color	MU: Re8A.4a a. Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.	MU: Re7B.4a a. 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).

		<p>MU: Pr4B.4a a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.</p>
<p>Unit 4</p> <p>Musical Styles/Genres</p>	<p>MU: Pr4A.4a a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context and technical skill.</p>	<p>MU: Pr4B.4c c. Explain how context (such as social and cultural) informs a performance.</p> <p>MU: Re7A.4a a. Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p> <p>MU: Re7B.4a a. 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).</p> <p>MU: Re9A.4a a. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.</p> <p>MU: Cn10A.4a a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU: Cn11A.4a a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>

<p>Strand 5</p> <p>Artistic Elements</p>	<p>MU: Pr4C.4a a.Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).</p> <p>MU: Re8A.4a a.Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.</p>	<p>MU: Pr4B.4a a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.</p>
<p>Strand 6</p> <p>Perform</p>	<p>MU: Pr6A.4a a. Perform music, alone or with others, with expression and technical accuracy and appropriate interpretation.</p>	<p>MU: Pr4B.4a a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.</p> <p>MU: Pr5A.4a a. Apply teacher provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.</p> <p>MU: Pr5A.4b b. Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.</p> <p>MU: Pr6A.4b b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.</p> <p>MU: Cn10A.3a</p>

		<p>a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>
<p>Strand 7</p> <p>Compose</p>	<p>MU: Cr2A.4b</p> <p>b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.</p>	<p>MU: Cr1A.4a</p> <p>a. Improvise rhythmic, melodic and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).</p> <p>MU: Cr1A.4b</p> <p>b. Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.</p> <p>MU: Cr2A.4a</p> <p>a. Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.</p> <p>MU: Cr3A.4a</p> <p>a. Evaluate, refine, and document revisions to personal music, applying teacher provided and collaboratively developed criteria and feedback to show improvement over time.</p> <p>MU: Cr3B.4a</p> <p>a. Present the final version of personal created music to others, and explain connection to expressive intent.</p> <p>MU: Cn10A.4a</p> <p>a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>

Strand 8 Dance	DA:Pr5A.4c c.Coordinate phrases and timing with other dancers by cueing off each other and responding to stimuli cues (for example, music, text, or lighting). Reflect on feedback from others to inform personal dance performance goals.	DA:Cr2A.4b b.Develop a dance study that expresses and communicates a main idea. Discuss the reasons and effectiveness of the movement choices. DA:Re7A.4a a. Find patterns of movement in dance works that create a style or theme. DA:Cn11A.4a a. Select and describe movements in a specific genre or style and explain how the movements relate to the culture, society, historical period, or community from which the dance originated.