



St. Mel's Catholic School

Music Guidelines
Diocese of Sacramento
Fourth Grade
Artistic Perception

1. Students listen to and analyze music critically, using the vocabulary and language of music. Students identify simple forms and elements of music, when presented aurally.

Dynamics

1.1 Understand dynamic contrast.

Tone Color

1.2 Understand timbre in instruments and voices.

1.3 Know the meaning of timbre.

1.4 Be able to identify instruments by sight and sound.

1.5 Be able to identify by sound all voice timbres.

Pitch

1.6 Understand key tonal center.

1.7 Be able to determine by sound if a key tonal center is present.

Rhythm

1.8 Understand the basic elements of tempo.

Form

1.9 Understand musical phrase form.

2. Students demonstrate perceptual skills by moving to music, answering questions about

music, and describing aural examples of music.

Dynamics

2.1 Be able to explain clearly the effect of dynamic contrast.

Pitch

2.2 Be able to explain clearly the feeling differences between tonal and atonal.

Rhythm

2.3 Be able to hear and react with movement to tempo changes.

Form

2.4 Be able to identify repeated phrases and say and write letters to indicate forms.

2.5 Be able to recognize Rondo form (ABACA) and identify the separate phrases.

2.6 Be able to identify AABA form in folk and pop music and identify the separate phrases.

2.7 Be able to improvise movement to identify and respond to separate phrases.

3. Students read and notate music. Students use a system to read simple rhythms, patterns, and pitch notations.

Pitch

3.1 Understand the treble and bass clefs.

3.2 Be able to read and play notes on the staff and be able to draw and name the parts of the staff.



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Rhythm

3.3 Know sixteenth, eighth, quarter, dotted quarter, half, dotted half, and whole notes and rests.

3.4 Be able to read and react to sixteenth, eighth, quarter, dotted quarter, half, dotted half, and whole notes in $\frac{3}{4}$, $\frac{4}{4}$, and $\frac{6}{8}$ meters and in rhythmic patterns.

Creative Expression

4. Students sing or perform on an instrument on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo. Students improvise melodies, variations, and accompaniments.

Dynamics

4.1 Be able to sing and play with different dynamics.

Rhythm

4.2 Be able to sing or play rhythmic patterns with tempo markings.

Harmony

4.3 Be able to sing in rounds.

4.4 Be able to sing and/or play ostinato patterns with a melody.

4.5 Be able to sing and/or play descant and pattern songs.

Performance Skills

4.6 Be able to play the recorder.

4.7 Be able to properly finger recorder from low C to high D.

4.8 Be able to play on the recorder simple songs in a group.

4.9 Be able to play on the recorder a three-part harmony.

4.10 Be able to work for good group singing, playing, and performing, including practice and basic rehearsal etiquette.

Historical and Cultural Context

5. Students listen to and describe aural examples of music of various styles representing diverse cultures. Students develop knowledge and understanding of the relationship of music to history and culture.

5.1 Understand some styles of music and how they originated.

5.2 Be able to identify by ear some basic examples of the styles.

5.3 Be able to explain how the styles originated.

5.4 Be able to explain with a clear basis a reaction to or evaluation of the style.

5.5 Be able to say in simple musical terms how the styles are different.

5.6 Know the basic facts (name, life dates, home nation or place, historical status) and be

able to recognize a few of the famous compositions of [1-3 major composers].



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5.7 Know about music that expresses Catholic beliefs and is used in Church ceremonies and traditions.

Aesthetic Valuing

6. Students are able to take care of equipment and be a good audience.

Performance Skills

6.1 Be able to use and store classroom equipment/materials properly and assemble and care for the recorder.

Audience Skills

6.2 Be able to show quiet appreciative attention to the performance of others.

6.3 Be able to express appreciation for performance with proper clapping and with compliments.