

Music: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Analyzing and Responding			
Benchmark A: Identify and demonstrate elements of music using developmentally appropriate music vocabulary.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Identify and demonstrate elements of music using developmentally appropriate vocabulary and music terms (e.g., quarter note, piano, forte).			

Music: Grade Four

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2. Identify how elements of music communicate ideas or moods.			

Music: Grade Four

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3. Identify and respond to music forms (e.g., round, canon, partner songs, call-response).			

Music: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Analyzing and Responding			
Benchmark B: Identify the sounds of a variety of instruments including orchestra, band and classroom instruments.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Classify instruments by the four families of the orchestra.			

Music: Grade Four

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<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Describe the way sound is produced on various instruments and with the human voice.			

Music: Grade Four

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Content Standard: Analyzing and Responding			
Benchmark C: Discuss and evaluate individual and group music performance.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Discuss and evaluate individual and group music performance.			

Music: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Connections, Relationships and Applications			
Benchmark A: Explain ways that music interrelates with other arts disciplines and with various disciplines outside the arts.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Interpret music through dance, drama and visual art.			

Music: Grade Four

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Benchmark. A: Explain ways that music interrelates with other arts disciplines and with various disciplines outside the arts.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Identify the use of similar elements (e.g., form, rhythm) in music and other art forms.			

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Content Standard: Connections, Relationships and Applications			
Benchmark. A: Explain ways that music interrelates with other arts disciplines and with various disciplines outside the arts.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
<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>			

Music: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Connections, Relationships and Applications			
Benchmark B: Describe how music is used in various cultures in the United States			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Identify similarities and differences in music of the United States and various cultures.			

Music: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Connections, Relationships and Applications			
Benchmark C: Identify and describe roles of musicians in various music settings.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Describe roles of musicians in various music settings.			

Music: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Creative Expression and Communication			
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.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Sing, alone and with others, a varied repertoire of songs with accurate rhythm and pitch and appropriate expressive qualities.			

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Content Standard: Creative Expression and Communication			
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.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Use the head voice to produce a light, clear sound employing breath support and maintaining appropriate posture.			

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<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Play, alone and with others, a variety of classroom instruments with proper technique.			

Music: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Creative Expression and Communication			
Benchmark B: Read, write, improvise and compose melodies and accompaniments.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Improvise and compose short compositions using a variety of classroom instruments and sound sources.			

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<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
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.			

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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 Gdo, F-do and C-do using a system (e.g., solfege, numbers or letters).			

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7. Read, write and perform melodies in treble clef.			

Music: Grade Four

**Adams County/Ohio Valley
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Content Standard: Historical, Cultural and Social Contexts			
Benchmark A: Identify and demonstrate basic music forms.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Identify and demonstrate partner songs and rondo form.			

Music: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Historical, Cultural and Social Contexts			
Benchmark B: Identify and respond to music of historical and cultural origins.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Sing and respond to music from world cultures.			

Music: Grade Four

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Benchmark B: Identify and respond to music of historical and cultural origins.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Discuss the lives and times of composers from various historical periods.			

Music: Grade Four

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Benchmark B: Identify and respond to music of historical and cultural origins.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Identify, listen and respond to music of different composers.			

Music: Grade Four

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Course of Study**

Content Standard: Historical, Cultural and Social Contexts			
Benchmark C: Recognize the interaction of people in music.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Recognize and describe ways that music serves as an expression in regional cultures.			

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**Adams County/Ohio Valley
Course of Study**

Content Standard: Valuing Music/Aesthetic Reflection			
Benchmark A: Reflect on their own performances and the performances of others.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Participate in developmentally appropriate music activities.			

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Content Standard: Valuing Music/Aesthetic Reflection			
Benchmark A: Reflect on their own performances and the performances of others.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Develop criteria for reflecting on their performances and the performances of others.			

Music: Grade Four

**Adams County/Ohio Valley
Course of Study**

Content Standard: Valuing Music/Aesthetic Reflection			
Benchmark B: Demonstrate audience behavior appropriate for the context and style of music performed.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Attend live music performances and demonstrate audience behavior appropriate for the context and style of music performed.			

Music: Grade Four

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Course of Study**

Content Standard: Valuing Music/Aesthetic Reflection			
Benchmark C: Demonstrate how music communicates meaning of text, feelings, moods or images, and influences personal preferences.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Respond physically, emotionally and/or intellectually (e.g., movement, written/oral description) to a variety of age-appropriate music.			

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<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Demonstrate how music communicates meaning of text, feelings and moods or images.			

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Course of Study**

Content Standard: Valuing Music/Aesthetic Reflection			
Benchmark C: Demonstrate how music communicates meaning of text, feelings, moods or images, and influences personal preferences.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Identify and describe personal preferences for specific music selections.			