

4th Grade : General Music : AKS

{ A : skills and techniques/performances }

AKS	sing, alone and with others, a varied repertoire of music	perform on instruments, alone and with others, a varied repertoire of music	read and notate music
GCPS CODE	(GPS) (4GM_A2011-1)	(GPS) (4GM_A2011-2)	(GPS) (4GM_A2011-3)
Indicators of Achievement	<p>1a - sing melodies expressively using appropriate head voice (accompanied and unaccompanied) demonstrating awareness of the tonal center</p> <p>1b - perform vocally with attention to appropriate posture, breath support, dynamic level, articulation, diction, blend, and balance</p> <p>1c - sing within the framework of a steady beat</p> <p>1d - perform speech canons and create harmony through rounds, echo-songs, partner songs, and ostinato</p> <p>1e - sing from memory multiple songs representing various genres, tonalities, meters, and cultures including at least one song in a foreign language</p> <p>1f - respond with appropriate dynamics, phrasing, and interpretation to the cues of a conductor</p>	<p>2a - perform within the framework of a steady beat</p> <p>2b - distinguish between steady beat and rhythm patterns and perform simultaneously</p> <p>2c - perform simple melodic patterns from a major scale with appropriate technique</p> <p>2d - perform rhythmic patterns using body percussion as well as a variety of instruments using appropriate technique</p> <p>2e - perform instrumental parts while other students play or sing contrasting parts</p> <p>2f - perform instrumental parts expressively matching dynamics and tempo while responding to the cues of a conductor</p> <p>2g - perform multiple songs representing various genres, tonalities, meters, and cultures</p>	<p>3a - demonstrate understanding of the relationship of the shortest unit of sound to longer units of sound using standard notation</p> <p>3b - read rhythmic patterns that include the use of quarter notes, eighth notes, sixteenth notes, half notes, dotted half notes, whole notes, and corresponding rests using traditional symbols in 2/4, 3/4 and 4/4 meter</p> <p>3c - decode rhythmic patterns including the use of quarter notes, eighth notes, sixteenth notes, half notes, dotted half notes, whole notes, and corresponding rests in response to listening examples</p> <p>3d - identify the names of line and space notes on the treble staff</p> <p>3e - read simple melodies within a treble clef staff</p> <p>3f - identify and perform examples of melodic direction (up, down, same) and interval size (step-skip-same) with appropriate technique</p> <p>3g - explore notation of melodic patterns within a treble clef staff</p> <p>3h - identify traditional symbols and markings (e.g. D.C. al Fine, repeat sign, treble clef, fermata, time signature, first and second endings) that relate to formal structures</p> <p>3i - follow text for multiple stanza songs</p>

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{ B : creative Expression and communication }

AKS	Improvise melodies, variations, and accompaniments	Compose and arrange music within specified guidelines
GCPS CODE	(GPS) (4GM_B2011-4)	(GPS) (4GM_B2011-5)
Indicators of Achievement	<p>4a - improvise rhythmic patterns using a variety of sound sources and answers to given rhythmic questions</p> <p>4b - improvise simple pentatonic melodies and accompaniments that demonstrate awareness of the tonal center</p> <p>4c - improvise simple sound compositions, accompaniments, and/or sound stories using body percussion, environmental, and classroom instrument sounds</p>	<p>5a - create rhythmic and/or melodic motives to enhance literature</p> <p>5b - create simple songs using any of the following: quarter note, quarter rest, eighth note, half note, dotted half note or whole note within a pentatonic scale using simple meter</p> <p>5c - compose simple melodic patterns that demonstrate an awareness of the tonal center (key)</p> <p>5d - arrange rhythmic and melodic patterns creating simple form and instrumentation</p> <p>5e - create new texts for familiar songs and/or original melodies</p>

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{ C : Critical Analysis/Investigation }

AKS	listen to, analyze, and describe music	evaluate music and music performances
GCPS CODE	(GPS) (4GM_C2011-6)	(GPS) (4GM_C2011-7)
<p>Indicators of Achievement</p>	<p>6a - distinguish between repeating and contrasting sections, phrases, and simple formal structures (e.g. AB, ABA, AAB, AABA, rondo, introduction, coda)</p> <p>6b - describe music using appropriate music vocabulary, (allegro, moderato, adagio, forte, mezzo, piano, crescendo, decrescendo, upward, downward, step, skip) mood, and timbre adjectives</p> <p>6c - identify simple meters (beat groupings)</p> <p>6d - explore the difference between music in major and minor keys aurally</p> <p>6e - explore chord sequence and tonal structure (major, minor, I, V)</p> <p>6f - identify and classify orchestral and folk instruments by sight and sound and aurally distinguish between a band and an orchestra</p> <p>6g - aurally distinguish between soprano, alto, tenor, and bass voices</p> <p>6h - demonstrate an increasing awareness of ways musical elements, such as melody, rhythm, harmony, form, timbre, expression, and style, contribute to the character of the musical composition</p>	<p>7a - evaluate musical performances of themselves and others</p> <p>7b - explain personal preferences for specific musical works and styles using appropriate Vocabulary</p> <p>7c - connect musical elements, such as melody, harmony, rhythm, form, timbre, expression, style, notation, and movement, when performing</p> <p>7d - describe how melody, rhythm, timbre, form, and texture affect the style of music</p>

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{ D : cultural and Historical context }

AKS	understand relationships between music, the other arts, and disciplines outside	understand music in relation to history and culture	move, alone and with others, to a varied repertoire of music
GCPS CODE	(GPS) (4GM_D2011-8)	(GPS) (4GM_D2011-9)	(GPS) (4GM_D2011-10)
Indicators of Achievement	<p>8a - describe the relationship between music and the other arts through participation in song stories, singing games, poems, chants, simple folk dances, and musical dramatizations</p> <p>8b - describe the relationship between music and disciplines outside the arts</p>	<p>9a - perform, listen, move and/or distinguish between music from various historical periods, styles, and cultures (e.g., Baroque, Classical, Romantic, and Contemporary periods and recognize prominent composers from each period)</p> <p>9b - demonstrate an increasing knowledge of selected famous composers and compositions</p> <p>9c - describe the role of music and musicians in various historical time periods</p> <p>9d - demonstrate appropriate audience behavior for the context and style of music performed</p>	<p>10a - respond to melodic contour, contrasts, and events in music with gross and fine locomotor and non-locomotor movements</p> <p>10b - demonstrate steady beat through movement</p> <p>10c - perform choreographed and non-choreographed (improvised, creative) movements</p> <p>10d - perform dances from various cultures including traditional folk dances with and without a partner</p>