

Grade Level Expectations for the Sunshine State Standards

Music Fourth Grade



FLORIDA DEPARTMENT OF EDUCATION

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**Sunshine State Standards
Grade Level Expectations
Music
Fourth Grade**

The fourth grade student:

Skills and Techniques

- sings melodic patterns and songs, matching pitch, with an extended range (D-F¹).
- echoes simple melodic patterns using sol¹, do, re, mi, fa, sol, la, ti, and do¹.
- demonstrates healthy singing techniques, including posture, breath support, voice placement, unified vowels, and articulated consonants.
- sings unison songs, partner songs, rounds, ostinati, and other songs with two independently moving lines, with and without accompaniment, using accurate pitch and rhythm.
- sings, with stylistic accuracy, a diverse repertoire representing various cultures, historical periods, and genres.
- sings with expression and style appropriate to the music performed.
- sings with others, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.
- performs a song independently on a melodic instrument within the pentatonic scale with tonal and rhythmic accuracy.
- performs rhythmic, melodic, and harmonic instrumental accompaniments.
- produces a characteristic instrumental tone using appropriate performance techniques (for example, breath support, posture, hand position).
- performs on pitched and non-pitched instruments, with stylistic accuracy, a diverse repertoire representing various cultures, historical periods, and genres.
- performs on classroom and ethnic instruments with expression and style appropriate to the music.
- performs on instruments in an ensemble, maintaining a common tempo, blending instrumental timbres, and matching dynamic levels.
- responds to the tempo and dynamics cues of a conductor.
- echoes rhythmic and melodic phrases on pitched and non-pitched instruments.
- sight reads rhythm patterns, including quarter notes, quarter rests, half notes, half rests, eighth notes, whole notes, whole rests, dotted half notes, dotted quarter notes, and simple syncopated patterns, in duple and triple meter.
- sight reads short patterns and melodies within the pentatonic scale.
- interprets music symbols and terms in repertoire that refer to dynamics, tempo, articulation, and expression (for example, crescendo, fermata, andante, legato) when performing.
- writes notation for rhythmic patterns, including quarter notes, quarter rests, half notes, half rests, eighth notes, whole notes, and dotted half notes that have been performed by someone else.
- writes notation for melodic patterns presented aurally, using steps, repeated tones, and skips based triads using do, re, mi, fa, sol, la, ti, and do¹ within the diatonic scale.

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Music
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Creation and Communication

- improvises short rhythmic and melodic “answer phrases” in the same style as given “question phrases.”
- improvises rhythmic and melodic patterns and creates simple variations on familiar melodies.
- arranges short songs for classroom performance (for example, changing dynamics, timbre, and form).
- creates short vocal and instrumental works containing contrasting musical ideas (for example, unity, repetition) using traditional and nontraditional sound sources.
- identifies musical characteristics of a selection (for example, dynamics, timbre, tempo) that enhance lyrics and communicate an idea or emotion.

Cultural and Historical Connections

- classifies selected exemplary works from various historical periods by genre, style, and composer.
- explains how use of specific musical elements (for example, rhythm, melody, timbre, expressive devices) is characteristic of music from various world cultures.
- identifies music that represents the history and diverse cultures of Florida.
- identifies important composers and performers who influenced various genres of American music (for example, Foster, Copland, Estefan).

Aesthetic and Critical Analysis

- listens to and analyzes a composition to identify meter (duple, triple, or compound), rhythmic and melodic elements (for example, syncopation, melodic contour), and form (for example, ABA, rondo, theme and variation).
- identifies solo voices (for example, soprano, alto, tenor, bass).
- identifies and classifies instruments, instrumental families, and ensembles (for example, orchestra, band).
- describes diverse styles of music found in Florida using appropriate vocabulary (for example, vocal quality, instrumentation, rhythmic and melodic patterns, form).
- creates and applies criteria for evaluating one’s own and others’ performances and compositions.
- evaluates one’s own and others’ performances, describes what was successful and what should be changed, and adjusts performance accordingly.

Applications to Life

- identifies and describes elements within and among dance, theatre, music, and the visual arts (for example, movement, form, repetition).
- describes ways in which the subject matter of other disciplines is related to music (for example, folk songs and connections to history).

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Fourth Grade

- describes the use of music in the media (for example, television commercials).
- demonstrates audience behavior appropriate to the context, setting, and style of the music performed (for example, appropriate times to enter or leave a concert setting, applause after jazz solos).
- explains how musical preferences reflect one's personal experiences.
- identifies and respects differing values and tastes in music.
- describes the roles and importance of musicians in various settings and cultures.