

PARENT GUIDE FOR FINE ARTS CURRICULUM: MUSIC

GRADE FOUR

DIOCESE OF CLEVELAND

Below is a list of the skills your child will be taught in Grade Four.

As parents, you are encouraged to support the work of your child's teacher in helping your child acquire each of these skills.

Capacities of the Literate Individual	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose, and discipline.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
OH: Fine Arts - Music: Enduring Understandings	
	Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through music.
	Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine musical works in conventional and innovative ways and to understand the works produced and performed by others.
	Authentic Application and Collaboration: Students work individually and in groups to focus ideas, create and perform music to address genuine local and global community needs.
	Literacy: As consumers, critics and creators, students evaluate and understand visual and performing artworks and other texts produced in the media forms of the day.
OH: Fine Arts - Music: Progress Points	
	Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.
	Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works.
	Identify and classify voices, musical instruments, roles and careers of musicians.
	Relate historical information from the study of music to other art forms and disciplines outside the arts.
	Develop criteria to evaluate solo and group performances of music.
OH: Fine Arts - Perceiving/Knowing/Creating (CE)	
	Classify instruments by the four families of the orchestra.
	Describe the way sound is produced by various instruments and the human voice.
	Listen, identify and respond to music of different composers and world cultures.
	Discuss the lives and times of composers from various historical periods.
	Identify and respond to basic music forms (e.g., AABA and rondo).
	Identify elements of music using developmentally appropriate vocabulary.
	Describe the roles of musicians in various music settings.
	Describe the use of technology and digital tools in music.

OH: Fine Arts - Producing/Performing (PR)	
	Sing a varied repertoire with accurate rhythm and pitch and expressive qualities individually and with others.
	Use the head voice to produce a light, clear sound employing breath support and maintaining appropriate posture.
	Play a variety of classroom instruments with proper technique.
	Sing, move and respond to music from world cultures and different composers.
	Improvise and compose short compositions using a variety of classroom instruments and sound sources.
	Read, write and perform using sixteenth through whole note values including syncopated rhythms in 2/4, 3/4 and 4/4 meter.
	Read, write and perform in treble clef extended pentatonic melodies G, F and C.
	Demonstrate appropriate audience etiquette at live performances.
OH: Fine Arts - Responding/Reflecting (RE)	
	Explain how the elements and subject matter of music connect with disciplines outside the arts.
	Describe the connection between emotion and music in selected musical works.
	Explain classification of musical instruments, voices, composers and forms using appropriate music vocabulary.
	Discuss the roles of musicians heard in various performance settings.
	Interpret a selected musical work using dance, drama or visual art.
	Use constructive feedback to improve and refine musical performance and response.
OH: CCSS: Literacy in History/Social Studies: Speaking and Listening	
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
OH: CCSS: Literacy in History/Social Studies: Language	
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OH: CCSS: Literacy in History/Social Studies: Writing	
	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
OH: CCSS: Literacy in History/Social Studies: Reading: Informational Text	
	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Notes: _____
