

Montana Instructional Alignment HPS Critical Competencies

Music
Grade 4

Content Standards

Content Standard 1 Students create, perform/exhibit, and respond in the Arts.

Content Standard 2 Students apply and describe the concepts, structures, and processes in the Arts

Content Standard 3 Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.







Content Standard 4 Students analyze characteristics and merits of their work and the work of others.

Content Standard 5 Students understand the role of the Arts in society, diverse cultures, and historical periods.

Content Standard 6 Students make connections among the Arts, other subject areas, life, and work.

Montana Instructional Alignment HPS Critical Competencies

Music Grade 4


| Content Standard 1 - Students create, perform/exhibit, and respond in the Arts. | | | |
|---|---|--|---|
| State Established Benchmark At the end of 4th grade, a proficient student will: | OPI Essential Learning Expectation (ELE) (HPS Critical Competencies) | Vocabulary (for instructional purposes) | Technology Profile |
| 1.1 identify their own ideas and images based on themes, symbols, events and personal experiences | <ul style="list-style-type: none"> Students will share ideas and impressions from their own imaginations based on music they hear | Imagery |  1 |
| 1.2 use a variety of materials and sources to experiment with an art form | <ul style="list-style-type: none"> Students will use classroom instruments, found objects, recordings, music texts, and computer/technology to experiment with music | Composing, performing, improvisation |  5 |
| 1.3 identify their own ideas and images based on themes, symbols, events and personal experiences | <ul style="list-style-type: none"> Students will perform their own musical ideas/compositions and those of others | Performing, |  4,10 |
| 1.4 present their own work and works of others | <ul style="list-style-type: none"> Students will participate in group performances | Ensemble performance |  2,10 |
| 1.5 collaborate with others in the creative process | <ul style="list-style-type: none"> Students will perform their own musical ideas/compositions and those of others | Critique |  2,6 |
| 1.6 describe how a variety of materials, techniques and processes cause different responses | <ul style="list-style-type: none"> Students will respond to a variety of musical stimuli | Critique Aural skills |  2,6 |

Montana Instructional Alignment

HPS Critical Competencies

Music Grade 4

Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.

| State Established Benchmark At the end of 4th grade, a proficient student will: | OPI Essential Learning Expectation (ELE) (HPS Critical Competencies) | Vocabulary (for instructional purposes) | Technology Profile |
|--|---|---|--|
| 2.1 Composition: apply the elements of rhythm, melody, harmony, timbre/tone color, and form. | <ul style="list-style-type: none"> • Rhythm: experience recognize, and respond to: <ul style="list-style-type: none"> - beat, no beat - beat and rhythm - effect of fermata on steady beat <i>f</i> - steady beat and silent beat from notation - meter: strong and weak beat in duple and triple meter accent (>) to show strong beat - meter signature and function with emphasis on top number @ # \$ - duration: long and short sounds, relationships of note values: q h w n e Q y T - identify note and rest values by name and by relationship: whole, half, quarter, quarter rest (w hd qn ey T Q W H E) - rhythm patterns: all note and rest values above in repeated and recurring patterns - syncopation patterns e q e, q h q • Melody: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - pitch relationships on a staff - upward/downward motion - steps, skips, repeats between pitches - intervals to include Sol-Mi (5-3), Do-La-Sol (1-6-5), Do'-La-Sol (8-6-5) Sol-Do'(5-8), Mi-Re-Do (3-2-1) - intervals of the diatonic/major scale: Do (1) Re (2) Mi (3) Fa (4) Sol (5) La (6) Ti (7) Do' (8) - notation of pitch relationships and musical alphabet (A-G) of the treble clef - sequences within a melody - musical alphabet (pitch names A-G) | Beat Rhythm Fermata Steady beat Duple and triple meter Time signature Note value Syncopation Rhythmic patterns Melody Staff Intervals Solfege Scales |  4,10 |

Montana Instructional Alignment

HPS Critical Competencies

Music Grade 4


Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.

| State Established Benchmark At the end of 4th grade, a proficient student will: | OPI Essential Learning Expectation (ELE) (HPS Critical Competencies) | Vocabulary (for instructional purposes) | Technology Profile |
|--|--|---|--------------------|
| 2.1 Continued - Composition: apply the elements of rhythm, melody, harmony, timbre/tone color, and form. | <ul style="list-style-type: none"> - musical alphabet (pitch names A-G) - lines and spaces of the treble clef - major and minor scales - notation and effects of sharps and flats • Harmony: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - melody alone or with accompaniment - vocal or instrumental accompaniments - layers of sound, two pitches occurring simultaneously - partner songs, ostinati, rounds, countermelodies, descants, 2-part harmony • Timbre/Tone color: experience, respond to ,and explore: <ul style="list-style-type: none"> - a variety of sound qualities - instrumental and vocal sound qualities - sound qualities (non-musical, vocal, instrumental, electronic) - identify (visually and aurally) families of instruments: Strings, Woodwind, Brass, Percussion, Electronic - differentiate vocal sound qualities (woman, man, children, vocal ensembles) - differentiate instrumental ensembles (band, orchestra) • Form: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - whole and parts of a song (note-phrase-section-whole) - same and different elements of songs(repetition/contrast, A.B) - phrases, phrase lengths - AB, ABA, AABA, AABB forms, rondo, and theme and variations - verse and refrain within a song - call-response and solo-chorus forms - repeat signs, DC al fine, DC al coda, 1st and 2nd endings - cumulative songs | Musical alphabet Treble clef Bass clef Major Minor Harmony Unison Accompaniment Texture Ostinato Round or Canon Partner songs Timbre Chord Instrument families Form Verse and refrain Call/response Rondo Repeat signs | |

Montana Instructional Alignment

HPS Critical Competencies

Music Grade 4





| Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts. | | | |
|---|---|---|---|
| State Established Benchmark At the end of 4th grade, a proficient student will: | OPI Essential Learning Expectation (ELE) (HPS Critical Competencies) | Vocabulary (for instructional purposes) | Technology Profile |
| 2.2 Techniques: identify and apply the techniques of expressive devices, dynamics, tempo, phrasing, accompaniment, interpretation, and improvisation. | <ul style="list-style-type: none"> • Expressive Devices: identify and relate: <ul style="list-style-type: none"> - mood and meaning of lyrics to expressive performance; - musical articulation by term and symbol (legato, slur, staccato) • Dynamics: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - dynamic terms and symbols (ff - fortissimo, f-forte, mf-mezzo forte, mp-mezzo piano, p-piano, pp-pianissimo) - select appropriate dynamics for a song - gradual changes in dynamics (crescendo, decrescendo) • Tempo: experience, respond to, differentiate between: <ul style="list-style-type: none"> - tempo terms: largo, adagio, andante, moderato, allegro, presto - change in tempo of a song: allargando, ritardando - hold: fermata f • Phrasing: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - whole and parts of a song (note-phrase-section-whole) - same and different elements of songs(repetition/contrast, A/B) - phrases, phrase lengths • Accompaniment: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - melody alone or with accompaniment - vocal or instrumental accompaniments • Interpretation: respond to: <ul style="list-style-type: none"> - a variety of musical styles - emotional content of music: - mood and meaning of lyrics in relation to expressive performance • Improvisation: identify and respond to: <ul style="list-style-type: none"> - call/response phrases - improvised responses | Mood Articulation Legato Slur Staccato Dynamic vocabulary Tempo vocabulary Phrase Tone color Style Genre Improvise |  7 |

Montana Instructional Alignment

HPS Critical Competencies

Music Grade 4

Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.





| State Established Benchmark At the end of 4th grade, a proficient student will: | OPI Essential Learning Expectation (ELE) (HPS Critical Competencies) | Vocabulary (for instructional purposes) | Technology Profile |
|--|---|---|--|
| 2.3 Medium: perform vocal and/or instrumental solos, or in ensembles. | <ul style="list-style-type: none"> • Students will sing, alone and with others, a varied repertoire of music: <ul style="list-style-type: none"> - sing ostinatos, canons, partner songs, countermelodies, descants, 2-part harmony - develop pitch-matching abilities • Sing in groups, blending vocal timbre and matching dynamic levels in response to the conductor. | Solo Ensemble Descant Pitch matching |  2 |
| 2.4 Function: identify examples of music (e.g., ceremonial, celebration, concerts, theater, dance, film, social, community, entertainment) | <ul style="list-style-type: none"> • Identify traditional children's songs and experience music from cultures around the world, including Montana historical and indigenous cultures | Folk songs Musical periods |  3 |
| 2.5 Style: identify examples of music (e.g., folk, jazz, ethnic, popular, classical, time-period). | <ul style="list-style-type: none"> • Students will be presented with a wide variety of age-appropriate listening experiences including music from diverse cultures and time periods | Aural skills |  3,9 |
| 2.6 Presentation: participate in performances | <ul style="list-style-type: none"> • Students will participate in individual and group performances • Students will develop skills as an audience member | Audience Performance etiquette |  6,8,10 |

Montana Instructional Alignment

HPS Critical Competencies

Music Grade 4



Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

| State Established Benchmark At the end of 4th grade, a proficient student will: | OPI Essential Learning Expectation (ELE) (HPS Critical Competencies) | Vocabulary (for instructional purposes) | Technology Profile |
|---|--|---|---|
| 3.1 Use art materials, techniques, technologies, and processes to create general responses | <ul style="list-style-type: none"> Students will utilize visual images (charts, art examples, student created art) to direct and inspire responses to music | Listening maps |  2 |
| 3.2 Communicate meaning through the art forms from selected subject matter | <ul style="list-style-type: none"> Students will express feeling and ideas inspired by listening examples | Imagery |  6 |
| 3.3 Explore potential solutions to a given problem through the Arts. | <ul style="list-style-type: none"> Students will express feeling and ideas inspired by listening examples | Imagery |  6 |
| 3.4 Use technical skills – sing and play music using dynamics, phrasing, and interpretation | <ul style="list-style-type: none"> Expressive Devices: relate mood and meaning of lyrics to expressive performance; identify musical articulation by term and symbol (legato, slur, staccato); Dynamics: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - dynamic terms and symbols (ff - fortissimo, f-forte, mf-mezzo forte, mp-mezzo piano, p-piano, pp-pianissimo) - select appropriate dynamics for a song - gradual changes in dynamics (crescendo, decrescendo) Phrasing: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - whole and parts of a song (note-phrase-section-whole) - same and different elements of songs(repetition/contrast, A/B) - phrases, phrase lengths Accompaniment: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - melody alone or with accompaniment - vocal or instrumental accompaniments Interpretation: respond to: <ul style="list-style-type: none"> - a variety of musical styles - emotional content of music: - mood and meaning of lyrics in relation to expressive performance | Tempo Tempo vocabulary Dynamic vocabulary Phrasing Breath control Interpretation Lyrics Composing Improvisation |  1 |

Montana Instructional Alignment HPS Critical Competencies

Music Grade 4

Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

| State Established Benchmark At the end of 4th grade, a proficient student will: | OPI Essential Learning Expectation (ELE) (HPS Critical Competencies) | Vocabulary (for instructional purposes) | Technology Profile |
|--|--|---|---|
| 3.5 phrasing, and interpretation | <ul style="list-style-type: none"> • Phrasing: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - whole and parts of a song (note-phrase-section-whole) - same and different elements of songs (repetition/contrast, A/B) - phrases, phrase lengths • Interpretation: respond to: <ul style="list-style-type: none"> - a variety of musical styles - emotional content of music: - mood and meaning of lyrics in relation to expressive performance | Phrasing Interpretation |  2,6,8 |
| 3.6 Identify and use appropriate symbol system – use standard symbols to identify meter, rhythm, pitch, and dynamics | <ul style="list-style-type: none"> • Rhythm: experience recognize, and respond to: <ul style="list-style-type: none"> - beat, no beat - beat and rhythm - effect of fermata on steady beat f - steady beat and silent beat from notation - meter: strong and weak beat in duple and triple meter accent (>) to show strong beat - meter signature and function with emphasis on top number @ # \$ - duration: long and short sounds, relationship of note values: q h w n e Q y T - identify note and rest values by name and by relationship: whole, half, quarter, quarter rest (w hd qn ey T Q W H E) - rhythm patterns: all note and rest values above in repeated and recurring patterns - syncopation patterns e q e, q h q | Rhythm vocabulary Duration Syncopation Melody Pitch vocabulary Sequence Notation Range Harmony Dynamic Vocabulary Tempo vocabulary Articulation vocabulary Expression Mood Tone Color |  6,9 |

Montana Instructional Alignment HPS Critical Competencies

Music Grade 4

Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.





| State Established Benchmark At the end of 4th grade, a proficient student will: | OPI Essential Learning Expectation (ELE) (HPS Critical Competencies) | Vocabulary (for instructional purposes) | Technology Profile |
|--|--|--|--------------------|
| 3.6 Continued - Identify and use appropriate symbol system – use standard symbols to identify meter, rhythm, pitch, and dynamics | <ul style="list-style-type: none"> • Melody: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - pitch relationships on a staff - upward/downward motion - steps, skips, repeats between pitches - intervals to include Sol-Mi (5-3), Do-La-Sol (1-6-5), Do'-La-Sol (8-6-5) Sol-Do'(5-8), Mi-Re-Do (3-2-1) - intervals of the diatonic/major scale: Do (1) Re (2) Mi (3) Fa (4) Sol (5) La (6) Ti (7) Do' (8) - notation of pitch relationships and musical alphabet (A-G) of the treble clef - sequences within a melody - musical alphabet (pitch names A-G) - lines and spaces of the treble clef - major and minor scales - notation and effects of sharps and flats • Dynamic: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - dynamic terms and symbols (ff - fortissimo, f-forte, mf-mezzo forte, mp-mezzo piano, p-piano, pp-pianissimo) - select appropriate dynamics for a song - gradual changes in dynamics (crescendo, decrescendo) | | |

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HPS Critical Competencies

Music Grade 4

Content Standard 4 - Students analyze characteristics and merits of their work and the work of others.







| State Established Benchmark At the end of 4th grade, a proficient student will: | OPI Essential Learning Expectation (ELE) (HPS Critical Competencies) | Vocabulary (for instructional purposes) | Technology Profile |
|--|--|--|---|
| 4.1 Use vocabulary of the discipline (music) to describe a variety of works in art | <ul style="list-style-type: none"> Students will describe works using words such as largo, andante, adagio, allegro, presto, accelerando and ritardando to indicate tempo; high and low, treble and bass to indicate pitch level; ascending, descending and repeated tones to indicate melody; and the full range of dynamic terms (ppp to fff) as well as crescendo and diminuendo to indicate loudness or softness. | Appropriate musical vocabulary Style |  4,9 |
| 4.2 Describe personal works to others | <ul style="list-style-type: none"> Students will use grade level appropriate vocabulary of the discipline and everyday language to describe their personal works | Appropriate musical vocabulary Style |  4,9 |
| 4.3 Devise criteria for evaluation | <ul style="list-style-type: none"> Students will use grade level appropriate vocabulary, musical terminology, and everyday language to evaluate musical works. Establishing specific criteria for qualitative judgments about music is a subjective matter as the appeal of a particular work is determined by individual taste | Critique Rubric |  4,8,9 |
| 4.4 Recognize a variety of different responses to specific works of art | <ul style="list-style-type: none"> Students will recognize emotional and cognitive responses to music and express them through appropriate verbal and kinesthetic means | Expression |  5,6 |

Montana Instructional Alignment

HPS Critical Competencies

Music Grade 4

Content Standard 5 - Students understand the role of the Arts in society, diverse cultures, and historical periods.

| State Established Benchmark At the end of 4th grade, a proficient student will: | OPI Essential Learning Expectation (ELE) (HPS Critical Competencies) | Vocabulary (for instructional purposes) | Technology Profile |
|--|---|--|---|
| 5.1 Recognize ways in which the Arts have both a historical and distinctive relationships to various cultures (e.g., American Indian) and media expression | <ul style="list-style-type: none"> Students will be exposed to age-appropriate recordings and performances of musical examples from genres such as classical, jazz, rock, folk, and ethnic music and they will discuss the cultural and historical significance in grade level appropriate terminology | Genre Style Aural skills |  3,5,8 |
| 5.2 Identify and describe specific works of art belonging to particular cultures, times and places | <ul style="list-style-type: none"> Students will study works that will pique students' interest, which relate to their lives and understanding of the world. Traditional children's song literature, music from other cultures around the world, and traditional music from Montana historical and indigenous cultures will be studied and experienced in a variety of auditory, visual and kinesthetic ways | Style Genre Folk songs Pop music |  3,5,8 |
| 5.3 Recognize various reasons for creating works of art | <ul style="list-style-type: none"> Students will use methods such as rhythmic experimentation, call and response, iconic notion, traditional notation, and improvisation to recognize and create works of music | Composing |  2,6 |
| 5.4 Recognize common emotions, experiences, and expressions in art | <ul style="list-style-type: none"> Students will experience and recognize basic emotional qualities in music such as happy, sad, energetic, and peaceful through a variety of listening and music making experiences. The complexity level of these experiences will be adjusted to fit the age and ability of the students | Mood |  1 |
| 5.5 Demonstrate appropriate audience behavior for the context and style of art presented | <ul style="list-style-type: none"> Through discussions in music class, students will become aware of basic audience courtesy and behavior expectations. Students will learn appropriate appreciation responses, e.g., remaining quiet during a performance, clapping at the end of the entire composition rather than at the end of each movement, or clapping after each jazz solo, depending on particular musical style | Audience etiquette |  10 |
| 5.6 Explore their own culture as reflected through the Arts. | <ul style="list-style-type: none"> The teacher will present many and frequent opportunities to hear, learn, sing, and discuss the cultural significance of examples from the great body of classic American songs and works by American composers, including Montana historical and indigenous cultures | Musical origins |  8 |

Montana Instructional Alignment

HPS Critical Competencies

Music Grade 4

Content Standard 6 - Students make connections among the Arts, other subject areas, life, and work.

| State Established Benchmark At the end of 4th grade, a proficient student will: | OPI Essential Learning Expectation (ELE) (HPS Critical Competencies) | Vocabulary (for instructional purposes) | Technology Profile |
|--|---|--|--------------------|
| <ul style="list-style-type: none"> Identify similarities and differences in the meanings of common terms/elements used in the various Arts. | | | |
| <ul style="list-style-type: none"> Identify interrelated elements among the Arts and other subject areas. | | | |
| <ul style="list-style-type: none"> Identify the role of the Arts in the world of work | | | |
| <ul style="list-style-type: none"> Identify how art reflects life | | | |

