

4th Grade MUSIC

Benchmarks

- 3-1-1 Sing Melodies (Rounds, Two Part Songs, Partners, Ostinatos)
- 3-1-2 Play Simple Songs (Playing Simple Songs)
- 3-2-3 Use Appropriate Pitch Recognition (Pitch Recognition)
- 3-2-4 Interpret Musical Symbols, Terms and Signs (Musical Symbols)
- 3-2-2 Recognize and Interpret Patterns (Rhythms)
- 3-3-3 Identify Instruments and Families (Instruments)
- 3-3-1 Identify Musical Forms (Musical Forms)
- 3-4-1 Recognize the Value of Participating in Programs (Music Program Participation)
- 3-5-2 Identify and Be Discriminating About Various Types of Music (Types of Music)
- 3-5-1 Respond to Music Through Activities (Responding to Music)

The student completes the performance task. The teacher will score the student's performance. The performance will be rated:

X = Satisfactory Participation = Mastery

N = Needs Improvement = Nonmastery

**Garden City Public Schools
USD 457
Garden City, Kansas**

***Rounds, Two Part Songs
Partners And Ostinatos***



Benchmarks

3-1-1 Sing melodies which could include rounds, two-part songs, partners, and ostinatos, using proper “production standard”

**4th Grade
Performance Assessments
Music**

Rounds, Two Part Songs, Partners and Ostinatos 4th Grade

Music



K - 4 5 - 8 9 - 12

LOCAL BENCH MARKS

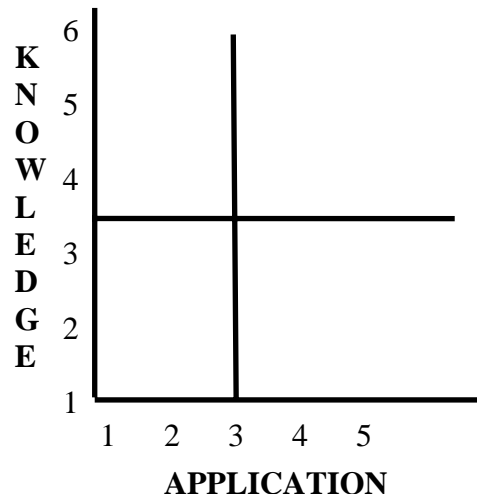
3-1-1 Sing melodies which could include rounds, two-part songs, partners and ostinatos using proper “production standard”

PERFORMANCE TASK

The student will maintain tune while singing melodies and using proper production standards in the classroom and in a group performance with students of the same grade level.

KNOWLEDGE/SKILLS

- Discriminate between:
 high/low
 up/down
 speaking/singing voice
- Head voice
- Follow directions
- Echo process
- Text vocabulary
- Music vocabulary - round



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X = Satisfactory Participation

N = Needs Improvement

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Garden City, Kansas**

Playing Simple Songs

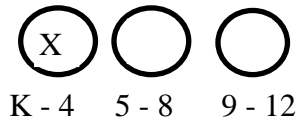


**Benchmarks
3-1-2 Play simple songs**

**4th Grade
Performance Assessments
Music**

Playing Simple Songs 4th Grade

Music



LOCAL BENCH MARKS

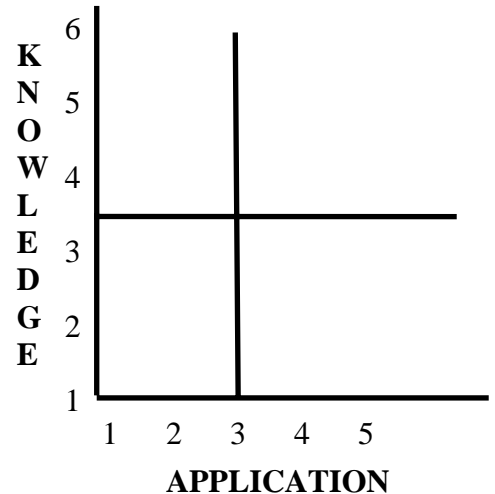
3-1-2 Play simple songs

PERFORMANCE TASK

The student will play rhythmic and or melodic instrument.

KNOWLEDGE/SKILLS

- Instrument use and care
- General theory
- Repertoire of songs



SCORING GUIDE

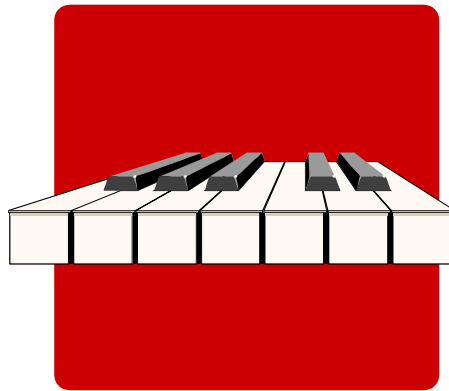
Y = Satisfactory Performance

N = Needs Improvement

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USD 457
Garden City, Kansas

Pitch Recognition



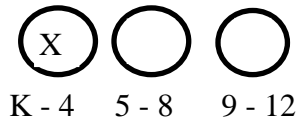
Benchmarks

3-2-3 Use appropriate pitch recognition

4th Grade
Performance Assessments
Music

Pitch Recognition 4th Grade

Music



K - 4 5 - 8 9 - 12

LOCAL BENCH MARKS

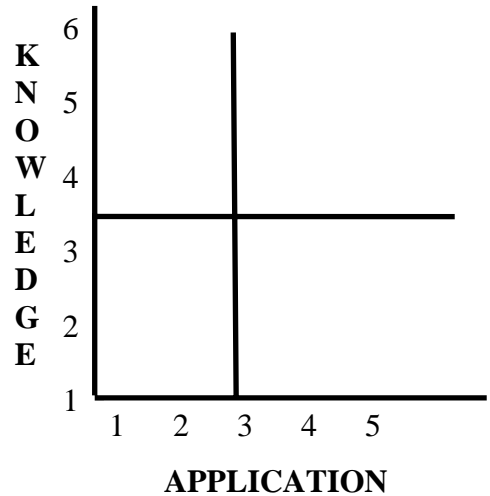
3-2-3 Use appropriate pitch recognition

PERFORMANCE TASK

The student will read simple melodies using echoing, reading (numbers, syllables: D - R - M - S - L - D: letter names), using hand signs or body scale and writing from dictation.

KNOWLEDGE/SKILLS

- Echo process
- Line/space differentiation
- Read simple rhythms
- High/low
- Up/down
- Follow directions
- Spatial awareness (body space)



SCORING GUIDE

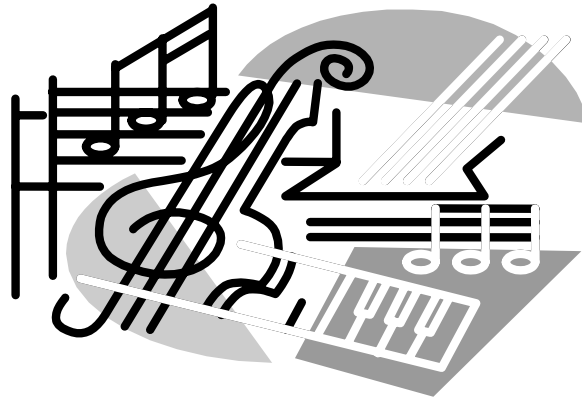
X = Satisfactory Performance

N = Needs Improvement

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USD 457 Garden City, Kansas

Musical Symbols



Benchmarks

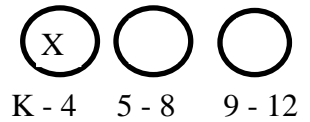
3-2-4 Recognize musical symbols, terms and signs

4th Grade Performance Assessments Music

LOCAL BENCHMARKS

**Musical Symbols
4th Grade**

Music



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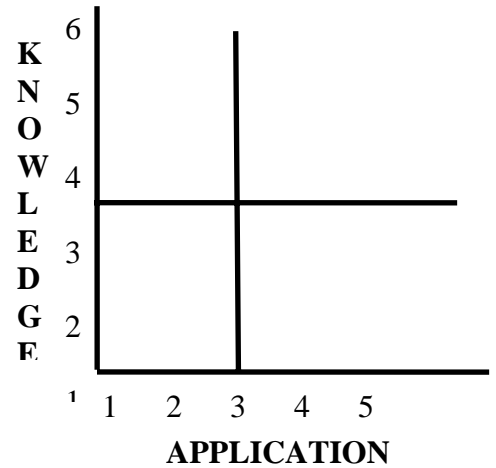
3-2-4 Interpret musical symbols, terms, and signs as found in graded materials.

PERFORMANCE TASK

1. The student will identify the following musical symbols, terms and signs: dynamics, D.C. al fine, Fine, phrase marks, bar line, measure, double bar, treble clef and letter names (line and space note).
2. The student will demonstrate understanding by correctly applying and responding to the above list.

KNOWLEDGE/SKILLS

- Follow directions



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X = Satisfactory Participation
N = Needs Improvement

**GARDEN CITY PUBLIC SCHOOLS
USD 457**

Garden City, Kansas

Rhythms



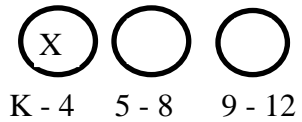
Benchmarks

3-2-2 Recognize and interpret rhythmic patterns which correspond with graded materials

4th Grade Performance Assessments Music

Rhythms 4th Grade

Music



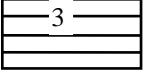
LOCAL BENCH MARKS

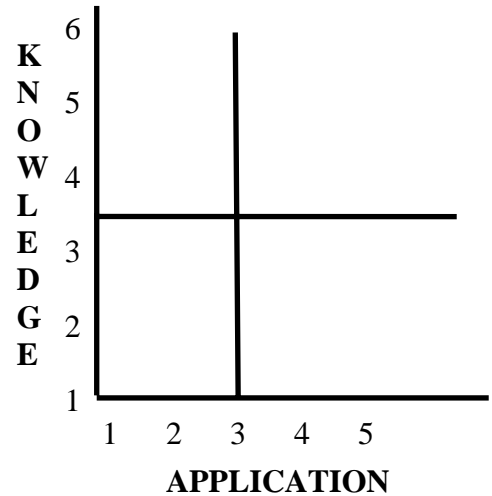
3-2-2 Recognize and interpret rhythmic patterns which correspond with “graded” materials

PERFORMANCE TASK

The student will recognize and interpret rhythmic patterns from dictation using: whole note and rest, dotted half note, quarter note and rest, eighth note and rest, half note and rest.

KNOWLEDGE/SKILLS

- 2/4 4/4 3/4 6/8 Measure(s) rest ex: 
- Syncopation ~ Beat: continuation/pulse
- Introduce dotted quarter note, two sixteenth notes, sixteenth rest, dotted eighth note, one sixteenth note
- Discriminate between long/short sound and sound/silence
- Identify notes and rests in performance task



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X = Satisfactory Performance

N = Needs Improvement

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Instruments



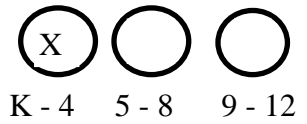
Benchmarks

3-3-3 Identify instruments and families

4th Grade Performance Assessments Music

Instruments 4th Grade

Music



LOCAL BENCH MARKS

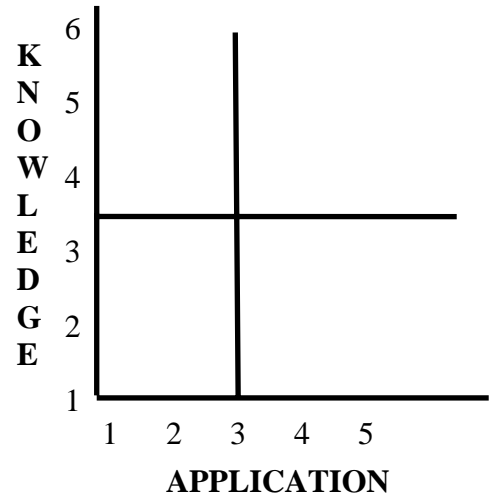
3-3-3 Identify the four families of instruments by sight and sound

PERFORMANCE TASK

1. The student will identify specific instruments by sight and sound: trumpet, tuba, trombone, oboe, violin, organ, string (double) bass, piano and autoharp, guitar, flute, clarinet, harp
2. The student will identify the four families of instruments and classify individual instruments into correct families.

KNOWLEDGE/SKILLS

- Keyboard/electronic instrument family
- Vocabulary
- Listening



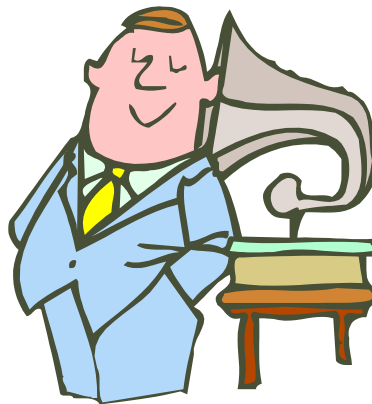
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Garden City, Kansas**

Musical Forms

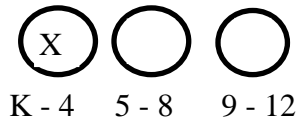


**Benchmarks
3-3-1 Identify musical forms**

**4th Grade
Performance Assessments
Music**

Musical Forms 4th Grade

Music



LOCAL BENCH MARKS

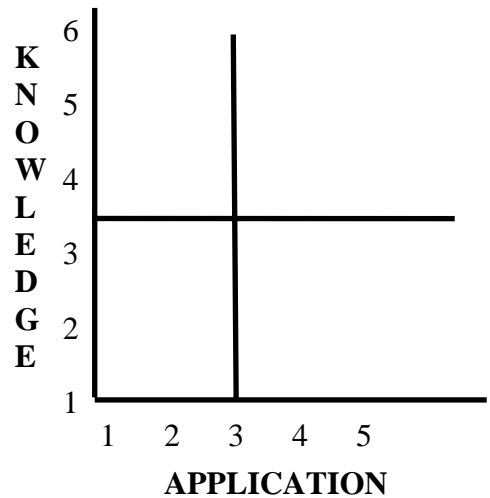
3-3-1 Identify musical forms which could include two-part (AB), three-part (ABA<ABC), descants and theme and variations.

PERFORMANCE TASK

The student will identify musical forms such as two-part (AB), three-part (ABA<ABC), descants, theme and variations, while singing, playing, listening and/or moving.

KNOWLEDGE/SKILLS

- Vocabulary
- (Prior) forms



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Repertoire In 4th Grade Book

AB

Cielito lindo 100
Cuckoo 24
Don't Count Your Chickens 72
Even/Uneven Rhythm Dance 93
Happiness Runs 47
Here We Come A-Wassailing 222
La cucaracha 28
Minuetto in D Major 70
Pinata Sone (Al quebrar la pinata) 218
River 70
Silver Bells 214
So Long 26
What Do You Hear? 7 (Form) 76

ABA

Bergerette 73
Galop 73
Great Day 74
Walk in Jerusalem 107

ABC

Dry Bones 78
Ballad. See Ballads.
Call and Response. See also (in this section) Solo and Chorus.
Gonna Ride Up in the Chariot 20
Great Day 74
Li'l Liza Jane 274a
Who Built the Ark? 295

Theme & Variation

Phrases: Same and Different
Breathe Easy Blues 14, 58
Feasting by the Ocean 60
Happiness Runs 47, 58
Happy Days 62
I Ride an Old Paint 160
I'm Gonna sing 58
Oh, Susanna 172
Over the Rainbow 38, 58
Stars of the Heavens (Las Estrellitas del cielo) 66

Sweet Betsy from Pike 166
also use instrumental excerpts

Countermelodies & Descants

Amazing Grace 302
America 196
America, the Beautiful 194
Canoe Song 248
Cotton-Eye Joe 248b
Gone Forever 235
Grandma Grundt 243
Here We Come A-Wassailing 222
Hush, Little Baby 274
In the Silent Forest 262
Inchworm, The 116
Land of the Silver Birch 252
Let's Make Each Day Earth Day 238
 Paddy Works on the Railway 118
So Long 26
Song Without Words 295
Stars and Stripes Forever, The 121
Symphony No. 7, Mvt. 2 35
Three Kings (Los Tres Santos Reyes) 226
Worksheet - 41 295

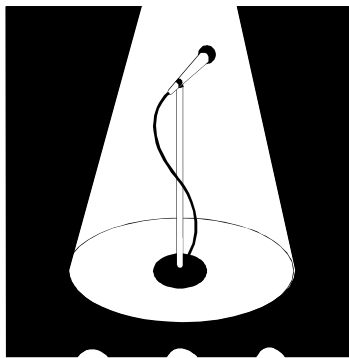
List these instruments and families on the board or provide them with the evaluation on a separate page.

flute	brass
cowbell	woodwind
tuba	string
gong	percussion
maracas	
harp	(Keyboard)
guitar	
oboe	
autoharp	
rhythm sticks	
trumpet	
triangle	
clarinet	
tambourine	
trombone	
cymbals	
tone block	
string bass	
piano	
finger cymbals	
violin	

Students write name of instrument and family it is in on lines by each pictured instrument.

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Music Program Participation

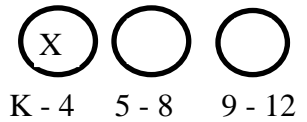


Benchmarks
3-4-1 Recognize the value of participating in classroom music programs

**4th Grade
Performance Assessments
Music**

Music Program Participation 4th Grade

Music



LOCAL BENCH MARKS

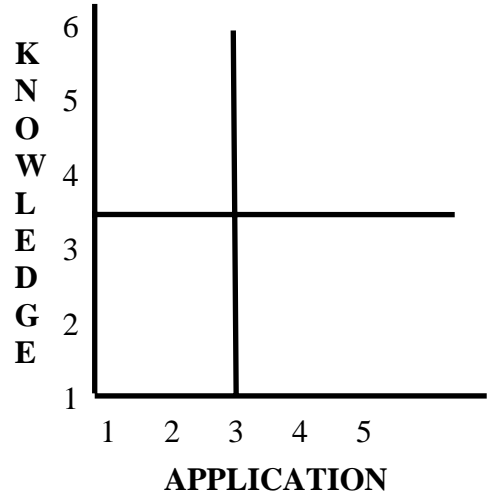
3-4-1 Recognize the value of participating in the classroom music programs

PERFORMANCE TASK

The student will participate in classroom music programs.
 The student will demonstrate knowledge of rules.
 The student will use equipment safely and properly.
 The student will practice specific skill as assigned until the teacher signals the end of practice.
 The student works in a group setting without interfering with others.

KNOWLEDGE/SKILLS

- Performance behavior
- Audience response



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**Garden City Public Schools
USD 457
Garden City, Kansas**

Types of Music



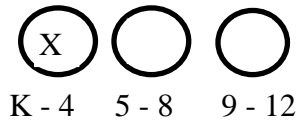
Benchmarks

3-5-2 Identify and be discriminating about various types of music

**4th Grade
Performance Assessments
Music**

Types of Music 4th Grade

Music



LOCAL BENCH MARKS

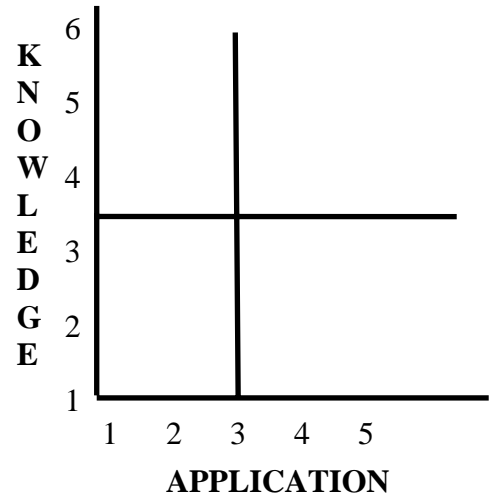
3-5-2 Identify and be discriminating about various types of music

PERFORMANCE TASK

1. The student will listen to and/or perform various styles/types of music

KNOWLEDGE/SKILLS

- Styles/types
- Listening skills
- Repertoire
- Moods
- Vocabulary: instruments
- Cooperative groups



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N = Needs Improvement

**Garden City Public Schools
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Garden City, Kansas**

Responding to Music



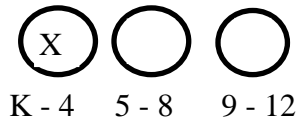
Benchmarks

3-5-1 Respond to music through activities

**4th Grade
Performance Assessments
Music**

Responding to Music 4th Grade

Music



K - 4 5 - 8 9 - 12

LOCAL BENCH MARKS

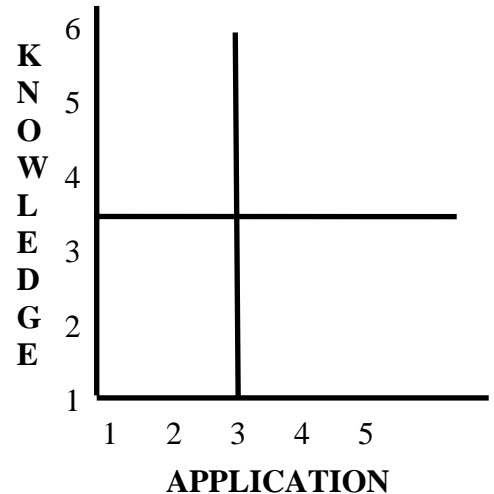
3-5-1 Respond to music through activities which could include movement, dance, pantomime, and dramatization

PERFORMANCE TASK

1. The student will respond with appropriate body movements to music.
2. The student will use dance, pantomime, and/or dramatization to music.

KNOWLEDGE/SKILLS

- Feelings/moods
- Spatial awareness
- Vocabulary
- Cooperative behavior



SCORING GUIDE

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