

GRADE FOUR

Standards Comparison Recommendations

Music and English Language Arts CCSS

Connections

- Composing and reading grade level repertoire and vocabulary fluently and expressing comprehension of content
- Knowing and applying grade-level phonics and/or rhythmic values in decoding regular and irregular combinations and phrasing in literary and musical phrase structure
- Learning and/or researching stories about songs or styles of both popular and historical significance in order to share research publicly and support musical examples with reference to literary or informational texts

Suggestions

- Set to simple original melodies original poems or lyrics based on reading material
- Speak grade-level vocabulary out-loud alone or in groups, and write/apply rhythmic values for each syllable using music notation
- Compose and sing a song about a fictional or historical character, accompanied by a section of the class playing an ostinato on melodic instruments, or singing an ostinato using solfege

Music and Mathematics CCSS

Connections

- Decomposing a whole number, fraction, or musical note value into a sum of fractions with the same denominator or lesser note values in more than one way, recording each decomposition with an equation.
- Adding/subtracting mixed numbers less than or equal to 4 beats in a measure of music, with like denominators, or its equivalent value in musical notation.

Suggestions

- Sing or play a simple melody using solfege, e.g. la, sol, mi, and compose rhythmic variations using proper musical notation
- Add/subtract mixed numbers, less than or equal to the number 4 with like denominators, e.g. by replacing each mixed number with its equivalent value in musical notes and express the remaining beats (or parts of one beat) by writing the correct musical rest or rests

Music and History/Social Science State Standards

Connections

- Recognizing and describing the various political, cultural, and economic aspects of California from the pre-Columbian period through the 19th century, and identifying the musical genres that reflect the influence of those aspects, including some of the characteristics of each genre
- Explaining the influence of economic growth in California over the last two centuries and influence it had on music making and the music business in California

Suggestions

- Create a chart that identifies the time period of a musical piece by genre, historical period, instrumentation, region or area of origin within California, subject of lyrics (if applicable)
- Discuss the impact of movies, radio, and amplified music on the music of early 20th century California and the impact of the personal computer on the music of late 20th century California, and how these technological changes created new businesses, demand for new skills, and jobs in California

When Participating In Music Activities, Students Should:

- Perform music from various cultures and time periods
- Analyze social and cultural function of music, referring to the text to justify assertions
- Perform music from memory and from notation
- Perform music by oneself and with others
- Identify and analyze the form of a musical composition
- Express comprehension of musical form and function both verbally and in writing, referring to the text to justify assertions