

4TH GRADE MUSIC CHECKLIST
Fine Arts Goals 25 – 27
Illinois Learning Standards A – B
Performance Descriptors

PRINCIPLES OF MUSIC

- _____ Describe the tempo(s) and dynamic level(s) in a simple musical example.
- _____ Identify tone colors (timbres) of a variety of musical instruments.
- _____ Replicate the rhythm pattern of a given musical example.
- _____ Demonstrate duple and triple meter.
- _____ Identify major and minor tonalities in musical examples.
- _____ Identify melodies going upward, going downward, and staying the same in a written musical example.
- _____ Define melody and harmony.
- _____ Describe the repetition and contrast in form in a musical example.
- _____ Explain the selection of organizational and sensory elements to express a particular mood, emotion, or idea in an original composition with environmental sounds, body sounds, or classroom instruments.

CONNECTIONS TO THE ARTS

- _____ Use the vocabulary of elements, principles, and tools when describing a work of art.
- _____ Plan and create a work of art that expresses a specific idea, mood, or emotion using defined elements, principles, and tools.

PROCESSES, TOOLS, AND TECHNOLOGIES

- _____ Classify voices by range (e.g., soprano/alto).
- _____ Identify orchestral/band instruments from aural examples.
- _____ Describe how selected instruments produce their sound.
- _____ Demonstrate basic vocal and/or instrumental production techniques (e.g., breath support, posture, bowing).
- _____ Notate simple rhythmic and melodic patterns.

_____ Sing or play accurately simple rhythmic and melodic patterns from a written score.

_____ Identify general groupings of instruments and voices (e.g., chorus, band, and/or orchestra).

CREATION AND PERFORMANCE

_____ Sing or play music that has a difficulty level of 1 (on a scale of 1 to 6) on pitch; in rhythm; with appropriate timbre; with a steady tempo; with good breath, bow, mallet or fingering control; and with clear articulation/diction.

_____ Improve simple rhythmic variations or simple melodic embellishments on familiar themes.

_____ Create short songs or instrumental pieces within specified guidelines.

HISTORY, SOCIETY AND THE ARTS

_____ Evaluate audience behaviors of self and others.

_____ React to performances/ art works in a respectful, constructive, and supportive manner.

_____ Describe the roles of artists in society (e.g. historian, critic, entertainer, inventor).

_____ Describe a variety of places where the arts are produced, performed, or displayed.

_____ Explain ways dance, drama, music, and visual art play a part in everyday life (e.g., architecture, landscape design, political cartoons, fashion design, background music, television).

_____ Explain how the arts are used in commercial applications (e.g., posters, TV commercials, package design, industrial design).

_____ Describe occupations that are related to the arts (e.g., landscape architect, political cartoonist, fashion designer, sound engineer).

_____ Investigate the ways various people (present and past) use the arts to celebrate similar events (e.g., celebrations, festivals, seasons).

_____ List significant contributions made by artists in several art forms.