Resources*

Making Music Series, Silver Burdett
http://www.nafme.org/my-classroom/standards/core-music-standards/

* List your recommended resources.

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Superintendent

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Many thanks to... the teachers and administrators who helped develop and revise the pacing guides.

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<tr>
<th>Fourth Grade</th>
<th>Music</th>
<th>First Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Perform</strong></td>
<td>Create</td>
<td><strong>Analyze in Context</strong></td>
</tr>
<tr>
<td>Standard I</td>
<td>Standard II</td>
<td>Standard IV</td>
</tr>
<tr>
<td>Apply skills and knowledge to perform in the arts.</td>
<td>Apply skills and knowledge to create in the arts.</td>
<td>Understand, analyze, and describe the arts in historical, social, and cultural contexts.</td>
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<td><strong>Analyze and Make Connections</strong></td>
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<td>Standard II</td>
<td>Standard III</td>
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<tr>
<td><strong>ART.M.I.4.1</strong></td>
<td><strong>ART.M.II.4.6</strong></td>
<td><strong>ART.M.III.4.7</strong></td>
</tr>
<tr>
<td>☐ I CAN learn new music.</td>
<td>☐ I CAN add vocal, instrumental, and physical responses to music.</td>
<td>☐ I CAN describe how I respond to music using music vocabulary.</td>
</tr>
<tr>
<td><strong>ART.M.I.4.4</strong></td>
<td><strong>ART.M.II.4.8</strong></td>
<td></td>
</tr>
<tr>
<td>☐ I CAN sing a melody in a small group.</td>
<td>☐ I CAN play instrumental parts while other students sing a contrasting part.</td>
<td></td>
</tr>
<tr>
<td><strong>ART.M.I.4.8</strong></td>
<td><strong>ART.M.II.4.9</strong></td>
<td></td>
</tr>
<tr>
<td>☐ I CAN read quarter notes and rests, eighth notes and rests, half notes and rests, whole notes and rests</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ART.M.I.4.9</strong></td>
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### Fourth Grade Music

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<td><strong>Standard IV</strong>&lt;br&gt;Understand, analyze, and describe the arts in historical, social, and cultural contexts.</td>
<td><strong>Standard V</strong>&lt;br&gt;Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.</td>
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</tbody>
</table>

#### ART.M.I.4.1
- I CAN sing and play in a small group with accuracy and good technique within various music settings.

#### ART.M.I.4.3
- I CAN sing and play with understanding, expressively with appropriate dynamics, phrasing and interpretation.

#### ART.M.I.4.5
- I CAN blend timbres and match dynamic levels in the group in response to the cues of the conductor.

#### ART.M.I.4.6
- I CAN play rhythmic, melodic, and harmonic instruments.

#### ART.M.I.4.7
- I CAN perform rhythmic and melodic patterns with accuracy.

#### ART.M.I.4.10
- I CAN read pitch notation for a minor scale.

#### ART.M.II.4.3
- I CAN describe music by moving, drawing, or other appropriate responses.

#### ART.M.III.4.4
- I CAN discuss music in small groups using music vocabulary.

#### ART.M.V.4.1
- I CAN identify similarities and differences in the meanings of vocabulary used in the various arts.

#### ART.M.V.4.3
- I CAN discuss the reasons for using music in daily experiences.
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Music

Introduction to Your Music Pacing Guide

Fourth Grade • Third Quarter
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**ART.M.I.4.11**
- **I CAN** recognize the basic expressive markings of music.

**ART.M.II.4.1**
- **I CAN** create rhythmic and melodic ostinati accompaniments.

**ART.M.II.4.2**
- **I CAN** create answers that are rhythmic and melodic.

**ART.M.II.4.3**
- **I CAN** create melodic embellishments on familiar melodies.

**ART.M.III.4.5**
- **I CAN** identify the timbre of instruments from other parts of the world.

**ART.M.IV.4.1**
- **I CAN** describe the instrumentation of different kinds of music.

**ART.M.IV.4.2**
- **I CAN** describe how elements of music are used in music from world cultures.
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<td>- I CAN arrange songs in various ways.</td>
<td>- I CAN use different sound sources and electronic media when composing, arranging, and improvising.</td>
<td>- I CAN identify different forms when listening to music.</td>
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<td>- I CAN create a fair system for evaluating music.</td>
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<tr>
<td></td>
<td></td>
<td>ART.M.V.4.2</td>
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<td></td>
<td></td>
<td>- I CAN identify cross-curricular connections.</td>
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