Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade 4 Music Learning Targets

|  |  |  |
| --- | --- | --- |
| I can… | Evidence | **Done** |
| Shift smoothly between my head and chest voice. | 1 2 3 |  |
| Sing with appropriate vocal expression, phrasing, articulation, tempo and dynamics. | 1 2 3 |  |
| Keep a slow/accented beat to a song with meter in 4. | 1 2 3 |  |
| Perform a rhythm that is different than the melodic rhythm while the group is singing. | 1 2 3 |  |
| Perform the rhythm of a Grade 4 chant or song. | 1 2 3 |  |
| Perform a 5-pitch song, with whole, half and quarter notes and rests, on a melodic instrument. | 1 2 3 |  |
| Compose a song based on a major or minor scale. | 1 2 3 |  |
| Compose a variation on a theme. | 1 2 3 |  |
| Read, decode, write & perform whole notes, whole rests, dotted half notes, half notes, half rests, dotted quarter note/8th note patterns, quarter notes, quarter rests, barred 8th notes grouped in twos and barred 16th notes grouped in fours. | 1 2 3 |  |
| Label one line and space above and one line and space below the treble clef staff with their pitch/letter names. | 1 2 3 |  |
| Notate a simple melody. | 1 2 3 |  |
| Explain the purpose of the bottom number of a time signature. | 1 2 3 |  |
| Identify and define *Introduction* and *Coda*. | 1 2 3 |  |
|  |  |  |
| Identify, define and use *accelerando* and *ritardando*. | 1 2 3 |  |
| Tell whether the music is getting faster or slower. | 1 2 3 |  |
| Recognize Theme and Variations when I hear it. | 1 2 3 |  |
| Recognize partner songs and rounds when I hear them. | 1 2 3 |  |
| Recognize classical, jazz and rock ‘n’ roll styles when I hear them. | 1 2 3 |  |
| Tell whether the music is major or minor. | 1 2 3 |  |
| Hear the beginning and end of a phrase. | 1 2 3 |  |
| Describe the creative problem solving steps for learning new music. | 1 2 3 |  |
| Apply the creative problem solving steps for learning new music. | 1 2 3 |  |
| Explain how music was important to the ethnic groups that settled Maine. | 1 2 3 |  |
| Compare the purposes of music from long ago to the purposes of music today. | 1 2 3 |  |
| Compare the skill of reading music to the skill of reading in ELA. | 1 2 3 |  |
| Demonstrate the personal character skills necessary to learn to play an instrument. | 1 2 3 |  |
| Demonstrate appropriate time management skills in class and at home. | 1 2 3 |  |
| Behave as a positive and contributing member of the group. | 1 2 3 |  |