
Music Standards of Learning

**for
Virginia
Public Schools**



**Board of Education
Commonwealth of Virginia**

June 2013

Grade Four General Music

The standards for Grade Four General Music emphasize a deeper understanding of musical concepts, including singing, playing instruments, listening, creating, composing, and performing. Students continue to expand their knowledge of orchestral instruments and music from various cultures. Students gain understanding of music styles and listen to, analyze, and describe music.

Music Theory/Literacy

- 4.1 The student will read and notate music, including
1. reading melodies based on a hexatonic scale;
 2. using traditional notation to write melodies containing stepwise motion;
 3. reading two-note accompaniment patterns (bordon);
 4. reading and notating rhythmic patterns that include dotted quarter note followed by an eighth note;
 5. using a system to sight-read melodic and rhythmic patterns;
 6. identifying the meaning of the upper and lower numbers of simple time signatures ($\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$); and
 7. identifying dynamic markings (e.g., *p*, *mp*, *mf*, *f*).

Performance

- 4.2 The student will sing a varied repertoire of songs alone and with others, including
1. singing with a clear tone quality and correct intonation;
 2. singing diatonic melodies;
 3. singing melodies written on the treble staff;
 4. singing with expression, using dynamics and phrasing;
 5. singing in simple harmony; and
 6. demonstrating proper posture for singing.
- 4.3 The student will play a variety of pitched and nonpitched instruments alone and with others, including
1. playing music of increasing difficulty in two-part ensembles;
 2. playing melodies of increasing difficulty written on the treble staff;
 3. playing a given melody on a recorder or other similar instrument;
 4. playing with expression, using dynamics and phrasing;
 5. accompanying songs and chants with I, IV, and V(V^7) chords; and
 6. demonstrating proper playing techniques.
- 4.4 The student will perform rhythmic patterns that include dotted quarter note followed by an eighth note.
- 4.5 The student will respond to music with movement by
1. performing nonchoreographed and choreographed movements;
 2. performing traditional folk dances and other music activities; and
 3. creating movement to illustrate rondo (ABACA) musical form.
- 4.6 The student will create music by
1. improvising melodies and rhythms, using a variety of sound sources;
 2. composing short melodic and rhythmic phrases within specified guidelines; and
 3. using contemporary media and technology.

Music History and Cultural Context

- 4.7 The student will explore historical and cultural aspects of music by
 - 1. describing four music compositions from four different periods of music history and identifying the composers;
 - 2. placing musical examples into categories of style;
 - 3. listening to and describing music from a variety of world cultures; and
 - 4. examining how music from popular culture reflects the past and influences the present.
- 4.8 The student will demonstrate audience and participant behaviors appropriate for the purposes and settings in which music is performed.
- 4.9 The student will compare the relationships between music and other fields of knowledge.

Analysis, Evaluation, and Critique

- 4.10 The student will analyze music by
 - 1. identifying instruments from a variety of music ensembles visually and aurally;
 - 2. distinguishing between major and minor tonality;
 - 3. listening to, comparing, and contrasting music compositions from a variety of cultures and time periods;
 - 4. identifying elements of music through listening, using music terminology; and
 - 5. identifying rondo form (ABACA).
- 4.11 The student will evaluate and critique music by
 - 1. reviewing criteria used to evaluate compositions and performances; and
 - 2. describing performances and offering constructive feedback.
- 4.12 The student will identify characteristics and behaviors that lead to success as a musician.

Aesthetics

- 4.13 The student will explain personal preferences for musical works and performances, using music terminology.
- 4.14 The student will explain how criteria used to value music may vary from one culture to another.
- 4.15 The student will describe how personal beliefs influence responses to music.