



San Diego City Schools – Visual and Performing Arts Department
California State Content Standards – Music
Core Learnings – Instrumental Music – Grades 4– 5

1.0 Artistic Perception		
Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music.		
<i>Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.</i>		
	4 th Grade	5 th Grade
1.1	<p>Read, write, and perform melodic notation for simple songs in major keys, using solfege.</p> <ul style="list-style-type: none"> • Perform melodies written in the major keys of G, D, and A on strings or recorders, or Concert Bb and Eb on wind or percussion instruments. • Transcribe melodic dictation of simple, short phrases in keys and range appropriate to instrument played. • Create, write, and perform original melodic patterns in keys and range appropriate to instrument played. 	<p>Read, write, and perform simple melodic notation in treble clef in major and minor keys.</p> <ul style="list-style-type: none"> • Differentiate between major and minor tonality in aural and written examples. • Perform melodies written in G major, A major, d minor and e minor on strings or recorders, or Concert F major and c minor on wind or percussion instruments.
1.2	<p>Read, write, and perform diatonic scales.</p> <ul style="list-style-type: none"> • Read, write and perform major scales of G, D, and A on strings or recorders, or Concert Bb and Eb on wind or percussion instruments, within an appropriate range for each instrument. 	<p>Read, write and perform major and minor scales.</p> <ul style="list-style-type: none"> • Read, write and perform G and A major scales and the first five notes of d and e minor scales on strings or recorders, or Concert F major scale and the first five notes of Concert c minor scale on wind or percussion instruments, emphasizing the difference between major and minor (3rd).
1.3	<p>Read, write, and perform rhythmic notation, including sixteenth notes, dotted notes, and syncopation (e.g., eighth/quarter/eighth note and eighth-rest/quarter/eighth note).</p> <ul style="list-style-type: none"> • Identify and perform rhythm patterns including whole, half, quarter, eighth, sixteenth, dotted-half, dotted-quarter and dotted-eighth—sixteenth notes and rests, including syncopation. • Perform on instrument syncopated and sixteenth rhythmic patterns on one pitch and reinforce through rhythm syllables and clapping/tapping. • Illustrate strong and weak beat patterns and even and uneven rhythm patterns through movement. • Differentiate between 2/4, 4/4, and 3/4 meters in aural and written examples. 	<p>Read, write, and perform rhythmic notation, including quarter-note triplets and tied syncopation.</p> <ul style="list-style-type: none"> • Identify and perform eighth-note and quarter-note triplets and syncopation, including eighth—quarter—eighth, eighth—two tied eighths—eighth, and eighth—eighth tied to quarter syncopated patterns. • Perform syncopated and sixteenth rhythmic patterns on more than one pitch and in literature. • Analyze the relationship of note value to time signature in 4/4, 2/4 and 3/4.

1.4	<p>Describe music according to its elements, using the terminology of music.</p> <ul style="list-style-type: none"> Expand music vocabulary to include an understanding of the following terms: measure, clef (treble, bass or alto), staff, key signature, time signature, meter, melody, harmony, accent, fermata, breath mark, up/down bow, bow lift, articulation, staccato, legato, dynamics (piano, forte), tempo (andante, allegro), leger line, embouchure, balance, tone, timbre, improvisation, syncopation, repeat sign, 1st and 2nd endings, and phrase. 	<p>Analyze the use of music elements in aural examples from various genres and cultures.</p> <ul style="list-style-type: none"> Identify similarities and differences in the rhythms, tempos, dynamics, and harmonies in music from a variety of cultures and historical periods. Expand musical vocabulary to include crescendo, decrescendo, mezzo-forte, mezzo-piano, D.C. al fine, slur, pizzicato, natural sign, ritardando, pick-up (anacrusis), blues and folk song.
1.5	<p>Classify how a variety of instruments from diverse cultures produce sound (e.g., idiophone, aerophone, chordophone, membranophone).</p> <ul style="list-style-type: none"> Explore instruments from various cultures and classify them by the way they produce sound through vibration (e.g., percussion that are scraped or shaken—idiophone, or struck—membranophone; wind instruments— aerophone; and, string instruments—chordophone). Identify instrument families (strings, woodwinds, brass and percussion) through visual and aural examples, and know how sounds are produced in each family. 	<p>Identify vocal and instrumental ensembles from a variety of genres and cultures.</p> <ul style="list-style-type: none"> Distinguish tone colors heard in large instrumental ensembles (e.g., band, symphony and chamber orchestra, etc.), chamber ensembles (e.g., brass, woodwind, percussion, and string duets, trios, quartets, etc.), and jazz ensembles (e.g., big band, quintets, etc.). Compare instrumental quartet voicings (e.g., a string quartet) to vocal voicings (e.g., soprano, alto, tenor, bass).
1.6	<p>Recognize and describe aural examples of musical forms, including rondo.</p> <ul style="list-style-type: none"> Identify round, call and response, AB, ABA, and AABA forms from listening and notation. Demonstrate how to follow repeat signs in expanded forms. Identify similar and contrasting sections in rondo form (e.g., ABACA). 	<p>Identify and describe music forms, including theme and variations and twelve-bar blues.</p> <ul style="list-style-type: none"> Identify theme and variation in a variety of musical selections. Identify how a composer changes a theme to create theme and variation form. Analyze the chord progression that forms a basic twelve-bar blues in aural and written examples.
<p>2.0 Creative Expression Creating, Performing, and Participating in Music <i>Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.</i></p>		
4 th Grade		5 th Grade
2.1	<p>Sing a varied repertoire of music from diverse cultures, including rounds, descants, and songs with ostinatos, alone and with others.</p> <ul style="list-style-type: none"> Sing simple melodies using words, note names and solfege, reinforcing music learned on instruments. 	<p>Sing a varied repertoire of music, including rounds, descants, and songs with ostinatos and songs in two-part harmony, by oneself and with others.</p> <ul style="list-style-type: none"> Identify unison and harmony parts in visual and aural examples. Demonstrate an understanding of harmony through singing and playing two-part rounds and partner songs.

2.2	<p>Use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and ostinatos, by oneself and with others.</p> <ul style="list-style-type: none"> Perform rounds, descants, ostinatos, echo songs, and easy instrumental songs consisting of full scale within appropriate range, whole, half, dotted-half, quarter, eighth notes and rests, simple syncopations, repeat and D.C. signs, staccato, legato and slurs (Publisher-graded scale: 1). 	<p>Use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and ostinatos and two-part harmony, by oneself and with others.</p> <ul style="list-style-type: none"> Perform complex melodies and instrumental literature consisting of expanded range within a key, longer phrases, even and uneven rhythms, sixteenths, triplets, D.S. and ending markings, and extended dynamics and articulations (Publisher-graded scale: 1.5).
2.3	<p>Compose and improvise simple rhythmic and melodic patterns on classroom instruments.</p> <ul style="list-style-type: none"> Compose and improvise a melody that completes a musical idea or question (e.g., teacher plays a two-measure phrase and student composes or improvises the next two measures). 	<p>Compose, improvise, and perform basic rhythmic, melodic, and chordal patterns independently on classroom instruments.</p> <ul style="list-style-type: none"> Compose and improvise a rhythmic and melodic variation that completes a musical idea (e.g., teacher plays a four-measure phrase and student composes or improvises a rhythmic or melodic variation). Perform chord tones from I, IV, and V chordal patterns to create an instrumental accompaniment. Compose and improvise simple melodies over a basic twelve-bar blues chord progression using one to five pitches.
<p>3.0 Historical and Cultural Context Understanding the Historical Contributions and Cultural Dimensions of Music <i>Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.</i></p>		
<p><i>Historical and cultural context should be imbedded throughout the curriculum (all materials studied should represent different cultures and time periods).</i></p>		
4 th Grade		5 th Grade
3.1	<p>Explain the relationship between music and events in history.</p> <ul style="list-style-type: none"> Discuss how music reflects, foreshadows and recalls events in history. Explore ways that music influences society and how society influences musical traditions. 	<p>Describe the social functions of a variety of musical forms from various cultures and time periods (e.g., folk songs, dances).</p> <ul style="list-style-type: none"> Discuss the connection between music and dance to celebrations, rituals, work, traditions, storytelling, and socializing among different cultures. Recognize different folk songs from various times in American history and identify their social function (e.g., Native American ceremonial songs and dances, colonial songs, etc.).
3.2	<p>Identify music from diverse cultures and time periods.</p> <ul style="list-style-type: none"> Identify music from different cultures and time periods and explain what makes each distinct. Identify types of instruments and styles of music representative of cultures found in California. 	<p>Identify different or similar uses of musical elements in music from diverse cultures.</p> <ul style="list-style-type: none"> Listen to and play music from a variety of cultural traditions representative of the regions of the United States (Northeast, Southeast, Midwest, Southwest, and West) and compare and contrast melody, style, tempo, dynamics, rhythm and form.

3.3	Sing and play music from diverse cultures and time periods. <ul style="list-style-type: none"> • Demonstrate an understanding of how performance is influenced by culture, tradition and time through performing music of a variety of cultures representative of California history. 	Sing and play music from diverse cultures and time periods. <ul style="list-style-type: none"> • Demonstrate an understanding of how performance is influenced by culture, tradition and time through performing music from a variety of cultures representative of the regions of the United States.
3.4	Compare musical styles from two or more cultures. <ul style="list-style-type: none"> • Identify three songs from different cultures that have a similar theme (e.g., celebration songs from Native American, Mexican, and Asian traditions) and compare and contrast style, rhythm, instrumentation, and language. 	Describe the influence of various cultures and historical events on musical forms and styles. <ul style="list-style-type: none"> • Research regions of the United States and discuss the musical forms and styles that were developed and influenced by local cultures.
3.5	Recognize the influence of various cultures on music in California. <ul style="list-style-type: none"> • Explore American musical traditions through performing, discussing, listening, identifying, comparing, and describing music related to Spanish exploration and colonization of California, California Native Americans, Gold Rush period, immigration and migration to California. • Perform songs from Native American, Hispanic, Asian, Pacific Island, African, and European cultural traditions. 	Describe the influences of various cultures on the music of the United States. <ul style="list-style-type: none"> • Explore American musical traditions through performing, discussing, listening, identifying, comparing, and describing music of the regions of the United States.
4.0 Aesthetic Valuing Responding to, Analyzing, and Making Judgments About Works of Music <i>Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.</i>		
	4 th Grade	5 th Grade
4.1	Use specific criteria when judging the relative quality of musical performances. <ul style="list-style-type: none"> • Develop a rubric identifying the criteria to assess personal and professional musical performances (e.g., performers are expected to be focused, well rehearsed, quiet on or off stage, prepared, perform with good tone and expression, etc.). • Evaluate and discuss personal and professional musical performances using a rubric and describe what was liked about the performance (e.g., accuracy of notes and rhythms, steady beat, awareness of intonation, proper tone, correct posture/position, how the music makes you feel, etc.). 	Identify and analyze differences in tempo and dynamics in contrasting music selections. <ul style="list-style-type: none"> • Listen and identify contrasts in tempo (allegro, andante, and largo) and dynamics (forte, mezzo-forte, mezzo-piano, piano, crescendo and decrescendo) in contrasting musical examples.
4.2	Describe the characteristics that make a performance a work of art. <ul style="list-style-type: none"> • Discuss how a performance becomes a work of art (e.g., lasting impact, artistry, etc.). • View a variety of recorded performances and predict which might become a significant work of art. 	Develop and apply appropriate criteria to support personal preferences for specific musical works. <ul style="list-style-type: none"> • Describe responses (likes and dislikes) to a variety of musical examples, based on familiarity, distinguishing between beat (tempo) and rhythm, use of syncopation, and consonant and dissonant harmonies.

5.0 Connections, Relationships, Applications**Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers**

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

	4 th Grade	5 th Grade
5.1	Identify and interpret expressive characteristics in works of art and music. <ul style="list-style-type: none">• Demonstrate an understanding of expressive devices (e.g., dynamics, color, tempo, texture, etc.) used in visual art and music.	Explain the role of music in community events. <ul style="list-style-type: none">• Discuss how instrumental music adds to occasions and is used for entertainment, ceremonies, processions, community events and festivals.• Explore how playing an instrument can contribute to school and community events.
5.2	Integrate several art disciplines (dance, music, theatre, or the visual arts) into a well-organized presentation or performance. <ul style="list-style-type: none">• Demonstrate an understanding that art forms can combine to create new genres (e.g., opera, musicals and movies).	Identify ways in which the music professions are similar to or different from one another. <ul style="list-style-type: none">• Identify musical professionals (e.g., performer, conductor, teacher, composer, music publisher, engineer, piano tuner or technician, music store owner, etc.).• Discuss what singers, instrumentalists, and conductors have in common (e.g., warm up, practice, receive feedback, refine skills and technique, perform, etc.).• Discuss what music teachers, composers, and performers have in common (e.g., plan, create, problem-solve, revise, manage time, etc.).
5.3	Relate dance movements to express musical elements or represent musical intent in specific music. <ul style="list-style-type: none">• Demonstrate knowledge of musical elements through appropriate movement (e.g., style, form, melodic direction, tempo and meter grouped in twos and threes).	
5.4	Evaluate improvement in personal musical performances after practice or rehearsal. <ul style="list-style-type: none">• Reinforce musical independence through the ability to identify problems, chunk difficult passages and move towards musical fluency using the following strategies: finger and name notes, finger and say rhythms (syllable and number system), finger and sing or shadow-bow articulations, and SPLOT (Scan, Play it through, Locate difficulties, Operate—slow down and chunk difficult parts, Try again demonstrating accuracy and fluency).• Participate in partner and small group practice, reinforcing correct notes and rhythms, steady beat and correct posture.	