

A Guide to the Colorado Academic Standards



Working Together

To support families and teachers in realizing the goals of the Colorado Academic Standards, this guide provides an overview of the learning expectations for Fourth Grade Music. This guide offers some learning experiences students may engage in during this school year, experiences that may also be supported at home.

Why Standards?

Created by Coloradans for Colorado students, the Colorado Academic Standards provide a grade-by-grade road map to help ensure students are successful in college, careers, and life. The standards aim to improve what students learn and how they learn in ten content areas – emphasizing critical-thinking, creativity, problem solving, collaboration, and communication as important life skills in the 21st century.

Music Education for Elementary Schools (k-5)

The music standards in the elementary years focus on General Music knowledge and skills to ensure a solid foundation for more specialized musical study in later years (band, choir, orchestra, composing, arranging). In each elementary grade, students investigate and perform various music styles and genres, examine the language of music through identifying and writing simple music notation, consider simple musical composition processes, and develop the ability to describe their own musical preferences as well as critique the music of others.

Where can I learn more?

- Contact your school district regarding local decisions related to standards, curriculum, resources, and instruction.
- Colorado Academic Standards Booklets: <http://www.cde.state.co.us/standardsandinstruction/GradeLevelBooks.asp>
- Karol Gates, Colorado Arts Content Specialist at 720-202-9268, Gates_k@cde.state.co.us



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At the end of
Fourth Grade,
students can...

The Colorado Academic Standards in Music are organized by elements of the Creative Process:
Perform/Present → Create → Know/Comprehend → Critique/Evaluate/Refine

Music Learning Expectations for Fourth Grade

Expression of Music (Perform/Present)

Perform using appropriate technique to include expressive details such as varied dynamics (loud/soft) and tempo (moderate/fast).

Creation of Music (Create)

Follow criteria for composing and or adapting a short musical phrase (segment of music).

Theory of Music (Know/Comprehend)

Read, write and demonstrate knowledge of various music notation symbols.

Aesthetic Valuation of Music (Critique/Evaluate/Refine)

Talk about local and regional music groups as meaningful sources of culture; discuss how experiences with a variety of musical styles develop an expanded range of personal musical preferences.

Throughout the Fourth Grade, you may find students successfully applying the elements of the creative process by...

- Following a conductor while singing and playing various musical styles, such as songs that depict a time in Colorado's History, patriotic pieces, or personal favorites.
- Exploring different ways to change a musical phrase, such as slowing it down or speeding it up for a specific intention (making the mood happier or more intense).
- Identifying music notation symbols on a piece of music such as tempo (rate of speed to perform), dynamic (how loud or soft to perform), meter (how many beats per measure).
- Identifying specific sections of a piece of music such as a verse, chorus, theme or variation.
- Discussing the cultural influence of a musical selection; analyzing/evaluating a variety of musical selections by comparing and contrasting.

