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Approved by the State Board of Education July 8, 2020

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Components: *[Enter Components]*

# Standards Map Template–2021 Arts Education AdoptionGrade Four Music

(Download and use to cite where instructional resources fully address each standard)

| **Standard** | Standard Language | **Publisher Citations** | **Met****Y** | **Met****N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| **CREATING** | Generate and conceptualize artistic ideas and work. | n/a | n/a | n/a | n/a |
| 4.MU:Cr1a | Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural). |  |  |  |  |
| 4.MU:Cr1b | Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters. |  |  |  |  |
| 4.MU:Cr2a | Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context. |  |  |  |  |
| 4.MU:Cr2b | Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas. |  |  |  |  |
| 4.MU:Cr3.1 | Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback to show improvement over time. |  |  |  |  |
| 4.MU:Cr3.2 | Present the final version of personal created music to others and explain connection to expressive intent. |  |  |  |  |
| **PERFORMING** | Select, analyze, and interpret artistic work for presentation. | n/a | n/a | n/a | n/a |
| 4.MU:Pr4.1 | Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill. |  |  |  |  |
| 4.MU:Pr4.2a | Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance. |  |  |  |  |
| 4.MU:Pr4.2b | When analyzing selected music, read and perform using iconic and/or standard notation. |  |  |  |  |
| 4.MU:Pr4.2c | Explain how context (such as personal, social, and cultural) informs a performance. |  |  |  |  |
| 4.MU:Pr4.3 | Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre). |  |  |  |  |
| 4.MU:Pr5a | Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances. |  |  |  |  |
| 4.MU:Pr5b | Rehearse to refine technical accuracy and expressive qualities, and address performance challenges. |  |  |  |  |
| 4.MU:Pr6a | Perform music with expression, technical accuracy, and appropriate interpretation. |  |  |  |  |
| 4.MU:Pr6b | Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre. |  |  |  |  |
| **RESPONDING** | Perceive and analyze artistic work. | n/a | n/a | n/a | n/a |
| 4.MU:Re7.1 | Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. |  |  |  |  |
| 4.MU:Re7.2 | Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as personal, social, and cultural). |  |  |  |  |
| 4.MU:Re8 | Demonstrate and explain how expressive qualities (such as dynamics, tempo, and timbre) are used in performers’ personal interpretations to reflect creators’ expressive intent. |  |  |  |  |
| 4.MU:Re9 | Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context. |  |  |  |  |
| **CONNECTING** | Synthesize and relate knowledge and personal experiences to make art. | n/a | n/a | n/a | n/a |
| 4.MU:Cn10 | Describe and demonstrate how personal interests, experiences, ideas, and knowledge relate to creating, performing, and responding to music. |  |  |  |  |
| 4.MU:Cn11 | Describe and demonstrate connections between music and societal, cultural, and historical contexts. |  |  |  |  |

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