

**HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT**  
**HILLSBOROUGH TOWNSHIP ELEMENTARY SCHOOLS**  
**MUSIC CURRICULUM**  
**GRADE 4 GENERAL MUSIC**  
**AUGUST 2019**

# Grade 4 General Music

## Course Overview

Fourth Grade General Music is a year-long course for all fourth-grade students. The class meets for 40 minutes, once every six days for a total of 30 classes per year.

The fourth-grade general music curriculum provides our students with entry level music experience and content knowledge. This includes a strong focus in the areas of steady beat and rhythm, melody and vocal production, expression, and instruments. All fourth-grade students are provided the opportunity to perform in a district sponsored performance once a year.

The curriculum is aligned with the National Core Arts Standards and New Jersey Core Curriculum Standards as follows:

### National Core Arts Standards

#### Creating

**MU:Cr1.1.4a** Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).

**MU:Cr1.1.4b** Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.

**MU:Cr2.1.4a** Demonstrate selected and organized musical ideas for improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.

**MU:Cr2.1.4b** Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.

**MU:Cr3.1.4a** Evaluate, refine, and document revisions to personal music, applying teacher- provided and collaboratively- developed criteria and feedback to show improvement over time.

**MU:Cr3.2.4a** Present the final version of personal created music to others and explain connection to expressive intent.

#### Performing

**MU:Pr4.1.4a** Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.

**MU:Pr4.2.4a** Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.

**MU:Pr4.2.4b** when analyzing selected music, read and perform using iconic and/or standard notation music, using iconic and/or standard notation.

**MU:Pr4.2.4c** Explain how context (such as social and cultural) informs a performance.

**MU:Pr4.3.4a** Demonstrate & explain how intent is conveyed through interpretive decisions & expressive qualities such as dynamics, tempo, & timbre.

**MU:Pr5.1.4a** Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.

**MU:Pr5.1.4b** Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.

**MU:Pr6.1.4a** Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.

**MU:Pr6.1.4b** Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.

#### Responding

**MU:Re7.1.4a** Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

**MU:Re7.2.4a** Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).

**MU:Re8.1.4a** Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.

**MU:Re9.1.4a** Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.

#### Connecting

**MU:Cn10.0.4a** Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.

**MU:Cr2.1.4a** Demonstrate selected and organized musical ideas for improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.

**MU:Cr3.2.4a** Present the final version of created music for others and explain connection to expressive intent.

**MU:Pr4.1.4a** Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.

**MU:Pr4.3.4a** Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).

**MU:Re7.1.4a** Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

### New Jersey Core Curriculum Standards

**1.1 The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

**1.2 History of the Arts and Culture:** All students will understand the role, development, & influence of the arts throughout history and across cultures.

**1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art

**1.4 Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music,

2019 HTPS Performing Arts Curriculum Map – Grade 4 General Music

Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Life & Career Standards
<b>Rhythm and Meter</b>		MU:Cr1.1.4a, MU:Cr1.1.4b MU:Cr2.1.4a, MU:Cr2.1.4a, MU:Cr3.1.4a, MU:Cr3.2.4a, MU:Pr4.2.4a, MU:Pr4.2.4b, MU:Pr5.1.4b, MU:Pr5.1.4b, MU:Pr6.1.4b, MU:Re7.2.4a MU:Cr2.1.4a, MU:Cr3.2.4a	How do musicians make creative decisions?  How do musicians improve the quality of their creative work and/or their performance?  How do performers interpret musical works?  How does understanding the structure and context of music inform a response?  How do we judge the quality of musical work(s) and performance(s)?  How does developing our sense of beat and rhythmic skills make us stronger musicians?	Musicians' creative choices are influenced by their expertise, context, and expressive intent.  Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.  Musicians' presentation of creative work is the culmination of a process of creation and communication.  Performers make interpretive decisions based on their understanding of context and expressive intent.  Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.  Response to music is informed by analyzing	Identify and perform rhythm patterns using quarter notes, paired eighth notes, quarter rests, half notes, whole notes, sixteenth notes, dotted quarter with eighth note, and dotted half notes in songs and rhythmic patterns.  Perform rhythms and rhythm patterns in a variety of contexts.  Aurally and kinesthetically respond to rhythmic concepts in various styles, cultures and genres.  Compose and improvise rhythmic patterns using quarter notes, paired	Teacher will assess students' understandings through performance assessments utilizing verbal and kinesthetic responses.	<b>Literacy</b> - Describe how culture is expressed through and influenced by the behavior of people  <b>Health</b> - Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.  <b>Science</b> - Actively participate in discussions about student data, questions, and understandings.  <b>Social Studies</b> - Describe how the world is divided into many nations that have their own governments,	9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.  9.1.4.A.2 Evaluate available resources that can assist in solving problems.  9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.  9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.  9.1.4.C.1 Practice collaborative skills in groups and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).

			<p>How do musicians use rhythm to express their ideas?</p>	<p>context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>Rhythm is one of the building blocks for the creation of music.</p> <p>The manipulation of elements allows the musician to create meaningful music.</p> <p>Music has rhythm which can be felt, perceived, performed and notated.</p> <p>Music has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate it.</p>	<p>eighth notes, quarter rests, half notes, whole notes, and sixteenth notes, dotted quarter with eighth note, and dotted half notes.</p> <p>Identify, describe and perform songs in triple and duple meters.</p>		<p>languages, customs and laws.</p> <p><b>Technology Integration -</b> Determine the benefits of a wide range of digital tools by using them to solve problems</p>	<p>9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.</p> <p>9.1.4.D.3 Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.</p> <p>9.1.4.F.2 Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>
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								<p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>
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<b>Melody, Harmony, and Vocal Production</b>		MU:Cr1.1.4a,	How do musicians make creative decisions?	Musician's creative choices are influenced by their expertise, context, and expressive intent.	Sing, alone and with others, melodies using rhythmic and melodic accuracy from a variety of cultures and historical periods.	Teacher will assess students' understandings through performance assessments utilizing verbal and kinesthetic responses.	<b>Literacy -</b> Describe how culture is expressed through and influenced by the behavior of people.  <b>Health -</b> Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.  <b>Science -</b> Actively participate in discussions about student data, questions, and understandings  <b>Social Studies -</b> Describe how the world is divided into many nations that have their own governments,	9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
		MU:Cr1.1.4b						9.1.4.A.2 Evaluate available resources that can assist in solving problems.
		MU:Cr2.1.4a,	How do musicians improve the quality of their creative work and/or their performance?	Musician's evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	Develop audiation skills through kinesthetic and aural processes.			9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.
		MU:Cr3.1.4a,						
		MU:Cr3.2.4a,						
		MU:Pr4.2.4a,	How do performers interpret musical works?		Demonstrate progress in pitch matching.			
		MU:Pr4.2.4b,						
		MU:Pr5.1.4b,	How does understanding the structure and context of music inform a response?	Musician's presentation of creative work is the culmination of a process of creation and communication.	Develop music literacy on a treble clef staff.			
		MU:Pr5.1.4b,						
		MU:Pr6.1.4b,						
		MU:Re7.2.4a	How do we judge the quality of musical work(s) and performance(s)?	Performers make interpretive decisions based on their understanding of context and expressive intent.	Use appropriate terminology when describing melody, harmony.			9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
		MU:Cr2.1.4a,						
		MU:Cr3.2.4a	Why do people sing?	Musician's judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented	Develop appropriate vocal techniques.			9.1.4.C.1 Practice collaborative skills in groups and explain how these skills assist in completing tasks in different settings
			How can I use my voice to make sounds and music?					
			How can i change the sound of my voice to match the					

			<p>sounds I hear in music?</p>	<p>influence the audience response.</p> <p>Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>Melody is one of the building blocks for the creation of music.</p> <p>The manipulation of melody allows the musician to create meaningful music.</p> <p>Music has melodies which can be felt, perceived, performed and notated.</p> <p>Music can evoke an emotional response.</p>	<p>Develop singing skills in harmony through simple ostinato, partner songs and rounds.</p>		<p>languages, customs</p> <p><b>Technology Integration -</b> Determine the benefits of a wide range of digital tools by using them to solve problems</p>	<p>(at home, in school, and during play).</p> <p>9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.</p> <p>9.1.4.D.3 Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.</p> <p>9.1.4.F.2 Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and</p>
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				Music has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate music.				effectively and with reason.  CRP6. Demonstrate creativity and innovation.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
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Expression		MU:Pr4.1.4a, MU:Pr4.2.4a, MU:Pr4.2.4c, MU:Pr4.3.4a, MU:Pr5.1.4a, MU:Pr5.1.4b, MU:Pr5.1.4b, MU:Pr6.1.4b, MU:Re8.1.4a, MU:Pr4.3.4a	How do musicians make creative decisions?  How do musicians improve the quality of their creative work and/or their performance?  How do performers interpret musical works?  How does understanding the structure and context of music inform a response?  How do we judge the quality of musical work(s) and performance(s)?  How can we use tempo, dynamics and timbre to evoke expression?  How does developing an understanding for tempo and dynamics make us	Musicians' creative choices are influenced by their expertise, context, and expressive intent.  Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.  Musicians' presentation of creative work is the culmination of a process of creation and communication.  Performers make interpretive decisions based on their understanding of context and expressive intent.  Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.  Response to music is informed by analyzing context (social, cultural,	Demonstrate proficiency of internalizing steady beat in singing and playing activities.  Use appropriate terminology when describing expressive elements.  Identify, sing and play a variety of songs accurately using expressive elements.  Analyze and describe moods and styles of musical performances using appropriate terminology.	Teacher will assess students' understandings through performance assessments utilizing verbal and kinesthetic responses.	<b>Literacy</b> - Describe how culture is expressed through and influenced by the behavior of people  <b>Health</b> - Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.  <b>Science</b> - Actively participate in discussions about student data, questions, and understandings  <b>Social Studies</b> - Describe how the world is divided into many nations that have their own governments,	9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.  9.1.4.A.2 Evaluate available resources that can assist in solving problems.  9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.  9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.  9.1.4.C.1 Practice

			<p>a stronger musician?</p> <p>How do we interpret music and why are multiple interpretations acceptable?</p>	<p>and historical) and how creators and performers manipulate the elements of music.</p> <p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>Expression manipulates the building blocks for the creation of music.</p> <p>The manipulation of these elements allows the musician to create meaningful music.</p> <p>Music has expressive elements which can be felt, perceived, performed and notated.</p> <p>Music can evoke an emotional response.</p> <p>Music has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate music.</p>			<p>languages, customs and laws.</p> <p><b>Technology Integration</b> - Determine the benefits of a wide range of digital tools by using them to solve problems</p>	<p>collaborative skills in groups and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).</p> <p>9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.</p> <p>9.1.4.D.3 Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.</p> <p>9.1.4.F.2 Establish and follow performance goals to guide</p>
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								<p>progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>
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Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Life & Career Standards
<b>Instruments</b>		MU:Cr1.1.4a, MU:Cr1.1.4b, MU:Cr2.1.4a, MU:Cr2.1.4b, MU:Cr3.1.4a, MU:Cr3.2.4a, MU:Cr3.2.4a, MU:Pr4.2.4b, MU:Pr5.1.4b MU:Pr5.1.4b, MU:Pr6.1.4b, MU:Re8.1.4a, MU:Re9.1.4a, MU:Cr3.2.4a, MU:Pr4.3.4a	How do musicians make creative decisions?  How do musicians improve the quality of their creative work and/or their performance?  How do performers interpret musical works?  How does understanding the structure and context of music inform a response?  How do we judge the quality of musical work(s) and performance(s)?  How does developing our playing skills make us stronger musicians?	Musicians' creative choices are influenced by their expertise, context, and expressive intent.  Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.  Musicians' presentation of creative work is the culmination of a process of creation and communication  Performers make interpretive decisions based on their understanding of context and expressive intent.  Musicians judge performance based on criteria that	Demonstrate proper playing technique on a variety of classroom instruments.  Develop proper playing technique on recorder.  Develop ensemble skills through playing classroom instruments and recorders in small and large group settings.  Demonstrate proper care and use of classroom instruments and recorders.  Play quarter notes, paired eighth notes, quarter rests, half notes, whole notes, sixteenth notes, dotted quarter with eighth note, and dotted half notes in songs and rhythmic patterns on recorders.	Teacher will assess students' understandings through performance assessments utilizing verbal and kinesthetic responses.	<b>Literacy</b> - Describe how culture is expressed through and influenced by the behavior of people  <b>Health</b> - Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.  <b>Science</b> - Actively participate in discussions about student data, questions, and understandings.  <b>Social Studies</b> - Describe how the world is divided into many nations that have their own governments,	9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.  9.1.4.A.2 Evaluate available resources that can assist in solving problems.  9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.  9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.  9.1.4.C.1 Practice collaborative skills in groups and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).

			<p>How can we use instruments to add new elements to other art forms?</p> <p>What is proper playing technique to create a good tone?</p> <p>How do I classify instruments by technique?</p>	<p>vary across time, place, and cultures. The context and how a work is presented influence the audience response.</p> <p>Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>Instrumental music has expressive elements which can be felt, perceived, performed and notated.</p> <p>Instrumental music has its own accepted vocabulary that provides a means</p>	<p>Play simple melodies, alone and with others, on classroom instruments and recorders.</p> <p>Create and Improvise melodies on classroom instruments and recorders.</p>		<p>languages, customs and laws.</p> <p><b>Technology Integration -</b> Determine the benefits of a wide range of digital tools by using them to solve problems</p>	<p>9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.</p> <p>9.1.4.D.3 Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.</p> <p>9.1.4.F.2 Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>
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				to discuss, analyze, and evaluate music.				<p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>
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### **BIBLIOGRAPHY**

150 American Folk Songs to Sing, Read, and Play by Katalin Komlos

150 Rounds for Singing and Teaching by Edward Bolkovac and Judith Johnson

American Folk Songs for Children by Ruth Crawford Seeger

Conversational Solfege Level I by John M. Feierabend

Dalcroze Eurhythmics in Today's Music Classroom by Virginia Hoge Mead.

Making Music series, published by Silver, Burdett and Ginn

The Music Connection series, Published by Silver, Burdett and Ginn

### **WEBLIOGRAPHY**

[www.classicsforkids.com](http://www.classicsforkids.com)

[www.classicsforkids.com/games/](http://www.classicsforkids.com/games/) (Music Games)

[www.creatingmusic.com](http://www.creatingmusic.com)

[www.dsokids.com](http://www.dsokids.com) (Dallas Symphony Orchestra Kids)

[www.onlinesequencer.net](http://www.onlinesequencer.net)

[www.sfskids.org](http://www.sfskids.org) (San Francisco Symphony Orchestra)

[www.sphinxkids.org](http://www.sphinxkids.org)

[www.oyunlar1.com/musicgames.asp](http://www.oyunlar1.com/musicgames.asp) (Music Games)

[www.agame.com/games/music/music.html](http://www.agame.com/games/music/music.html) (Music Creation Game)

**ASSOCIATED JOBS LIST BY UNIT**

<b>Topic I:</b> Rhythm and Beat	Performer, Instrument Repair, Music Historian, Ethnomusicologist Music theorist, Composer, Music critic, Music Teacher,
<b>Topic II:</b> Melody and Vocal Production	Performer, Instrument Repair, Music Historian, Ethnomusicologist Music theorist, Composer, Music critic, Music Teacher,
<b>Topic III:</b> Expression	Performer, Instrument Repair, Music Historian, Ethnomusicologist Music theorist, Composer, Music critic, Music Teacher,
<b>Topic IV:</b> Instruments	Performer, Instrument Repair, Music Historian, Ethnomusicologist Music theorist, Composer, Music critic, Music Teacher



**COMMON ASSESSMENT**

Students will be assessed while performing “Ode to Joy,” or repertoire with the same rhythmic, melodic, elements.

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<b>Rhythm</b>	Student performs rhythms accurately with a consistent steady beat throughout	Student performs most rhythms accurately with a mostly consistent steady beat throughout	Student performs some rhythms accurately without a consistent steady beat	Student performs rhythms inaccurately without a consistent steady beat
<b>Melody</b>	Student performs melodic elements accurately with correct pitches	Student performs most melodic elements accurately with mostly correct pitches	Student performs some melodic elements accurately with some correct pitches	Student performs melodic elements inaccurately with few correct pitches
<b>Technique</b>	Student performs technical elements accurately with correct hand position	Student performs most technical elements accurately with mostly correct hand position	Student performs some technical elements accurately with inconsistent hand position	Student performs technical elements inaccurately with inconsistent hand position

<b>Rhythmic Elements</b>	<b>Melodic Elements</b>	<b>Technical Elements</b>
Steady Beat Quarter Notes Dotted Quarter Notes Eighth Notes Half Notes 4/4 Time Signature	Pitches: G, A, B, C, D Treble Clef Staff Stepwise Movement Skipwise Movement Repeated Movement	Hand Position Fingerings Embouchure/Tonguing Breathe Support Posture Tone

