General Music
Grade 5

Students in Grade 5 are experiencing rapid emotional and social development. As they become more aware of their surroundings, their interest in the expanded environment begins to emerge. Students need guidance to recognize relationships between music and other disciplines as they develop a more sophisticated sense of music, using it to reflect their feelings and emotions. The fifth-grade music classroom provides a positive learning environment that encourages students to participate in classroom activities. Throughout the four Artistic Processes, students will experience the following six concepts of music: rhythm (; meter $\frac{5}{4}$ $\frac{6}{8}$), melody (low *ti*, whole and half steps), form, timbre, harmony (texture, major/minor, three-part round, I-IV-V), and expression (slurs versus ties). These concepts will be experienced through the following skills: performing (singing and playing instruments), creating, reading/writing, and listening/responding/evaluating. The skill of connecting is embedded throughout all standards and grade levels. See Appendix F for Essential Questions and Enduring Understandings.

Students can:

CREATING

Imagine

1. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific social, cultural, and historical purposes and contexts.
   Example: Improvise using culture-appropriate instruments to create a sound carpet for a Native American folk tale.

2. Generate musical ideas within specific related tonalities, meters, and simple chord changes.
   Example: Create music combining rhythms and melodies, as well as various tonalities and meters.

Plan and Make

3. Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.

4. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.

Evaluate and Refine

5. Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.

Present

6. Present to others the final version of personal created music that demonstrates craftsmanship, and explain connection to expressive intent.

PERFORMING

Select

7. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their own and others' technical skill.

Analyze

8. Demonstrate understanding of the formal and harmonic structure created by the elements of music in music selected for performance.
   Example: Compose music in the jazz style and include syncopated rhythms.

9. When analyzing selected music, read and perform using standard notation.

Interpret

10. Explain how context (such as social, cultural, and historical) informs performances.

11. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities that reflect stylistic performance practices.
    Example: Perform dynamic and articulation markings in known pieces.

Rehearse, Evaluate, and Refine

12. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.

13. Rehearse to refine technical accuracy and expressive qualities in order to address challenges and show improvement over time.

Present

14. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

15. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

RESPONDING

Select

16. Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

Analyze

17. Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context.

Interpret

18. Demonstrate and explain how expressive qualities, including dynamics, tempo, and articulation, are used in performers' and personal interpretations to reflect expressive intent.
    Example: Sing music with expressive qualities and summarize expressive intent.

Evaluate

19. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.
    Example: Write a detailed review of a live musical performance including specific musical elements.

CONNECTING

A. Connecting standards 1 and 2 are to be embedded while teaching the Creating, Performing, and Responding standards. See page 86.