
Coal City Unit District #1
Fifth Grade Music
Fine Arts Curriculum

FA.M5:1 Students will create music and artistic ideas. (ISAS Music 1, 2, 3)

- FA.M5:1-1 Compose simple rhythmic, melodic, and harmonic phrases within a given form that conveys expressive intent. **(1)**
- FA.M5:1-2 Demonstrate selected and developed musical ideas to express intent, and explain connection to purpose and context. **(2)**
- FA.M5:1-3 Use notation and recording technology to document personal rhythmic, melodic, and increasingly complex harmonic ideas. **(2)**
- FA.M5:1-4 Interpret and apply personal, peer, and teacher feedback in refining musical ideas and explain rationale for changes. **(3)**
- FA.M5:1-5 Present a final version of personal musical ideas to peers and explain connection to expressive intent. **(3)**

FA.M5:2 Students will perform music and artistic work. (ISAS Music 4, 5, 6)

- FA.M5:2-1 Demonstrate and state personal interest, context and musicianship in varied musical selections. **(4)**
- FA.M5:2-2 Demonstrate awareness of musical contrasts in a variety of music by performing and using the terminology for long/short (notation), high/low (pitch), major/minor (tonality), largo/andante/allegro/presto (tempo), pp/p/mp/mf/f/ff/crescendo/decrescendo (dynamics), AB/ABA/ABACA (form), accompanied/A Capella voice, instrument families (tone color). **(4)**
- FA.M5:2-3 Demonstrate awareness of expressive qualities by using a singing voice, imitating pitch, using instruments correctly, tonality, tempo, dynamics, and emotion/mood. **(4)**
- FA.M5:2-4 Analyze music by reading and performing simple rhythmic and melodic patterns using iconic notation, standard notation, and Kodaly syllables. **(4)**
- FA.M5:2-5 Interpret and apply personal, peer, and teacher feedback to evaluate accuracy and expressiveness of a performance. **(5)**
- FA.M5:2-6 Perform music with expression, technical accuracy, and appropriate interpretation. **(6)**
- FA.M5:2-7 Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. **(6)**

FA.M5:3 Students will respond to music. (ISAS Music 7, 8, 9)

- FA.M5:3-1 Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. **(7)**
- FA.M5:3-2 Demonstrate and describe, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (e.g. social, historical) **(7)**
- FA.M5:3-3 Demonstrate and explain how the expressive qualities (e.g. dynamics, tempo, timbre) are used in performers' and personal interpretations to reflect expressive intent. **(8)**
- FA.M5:3-4 Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music. **(9)**

FA.M5:4 Students will connect music to oneself, cultures and other subjects. (ISAS Music 10, 11)

- FA.M5:4-1 Demonstrate how interests, knowledge, and skills relate to personal choices when creating, performing and responding to music. **(10)**
- FA.M5:4-2 Identify relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate. **(11)**