General Music
5th Grade

Course Overview:
Fifth Grade music students begin elemental composition using elements such as chord progression, theme and variation, and mixed meter. Complexity of rhythm and melody increases.

Vocabulary:
Chord, Descant, Dotted quarter, Flat, Legato, Mezzo, Mixed meter, Sharp, Sixteenth/Eighth note Combinations, Staccato, Theme, Variation, 1st and 2nd ending.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and works.

- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question:** How do musicians generate creative ideas?

MU:Cr1.1.5a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).

- I can read patterns using sharps and flats on the treble clef staff.
- I can create, say, move, and play a rhythm using whole notes, dotted half notes, half notes, quarter notes, eighth notes, sixteenth notes, triplets, eighth/sixteenth note combinations, dotted quarter notes, quarter rests, and half rests, and whole rests.
- I can create an eight-measure melody using suggested rhythm.
- I can create variations on a theme.

MU:Cr1.1.5b Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.

- I can create and play musical answers to questions that reflect the same style.
- I can improvise or compose on a recorder using the pentatonic scale.
- I can improvise or compose a variation on a theme.

Anchor Standard 2: Organize and develop artistic ideas and work.

- Select and develop musical ideas for defined purposes and contexts.
- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context and expressive intent.
- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.5a Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.

- I can create a story to accompany my music composition.

- I can make and perform a dynamic plan for a song using *mezzo-piano* and *mezzo-forte*.

MU:Cr2.1.5b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.

- I can create a song (and write it down) using specified guidelines.
- I can create a piece for an instrument (and write it down) using specified guidelines.
- I can create simple forms such as repetition and contrast, AB, ABA, ABC Rondo form, AA'A, and theme and variations.

Anchor Standard 3: Refine and complete artistic work.

- Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.
- **Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3.1.5a Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.

- I can make rhythmic and melodic revisions to my piece to meet my own standards and explain my rationale for the changes in musical terms.

- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- **Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Enduring Question:** When is creative work ready to share?

MU:Cr3.2.5b Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.

- I can perform my piece and explain my musical choices as well as receive feedback on the quality of my performance.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- Select varied musical work to present based on interest, knowledge, technical skill, and context.
- **Enduring Understanding:** Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- **Essential Question:** How do performers select repertoire?

MU:Pr4.1.5a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.

- I can identify and perform holiday, patriotic, seasonal, multi-cultural, folk songs and popular music and select songs and music for each occasion appropriately.
- I can select instrumental music for a specific purpose based on tempo, expressive marks (accents, legato, staccato), dynamics, tonality (major and minor) and tone color (instruments families of the orchestra and folk instruments).

- Analyze the structure and context of varied musical works and their implications for performance.
- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:Pr4.2.5a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

- I can perform in Theme and Variations form.
- I can recognize a first and second ending.
- I can accompany a song with the roots of I-IV-V chords.
- I can perform mixed meter songs and pieces.
- I can sing descant lines.

MU:Pr4.2.5b When analyzing selected music, read and perform using standard notation.

- I can identify and perform dotted quarter note-eighth note rhythms.
- I can identify and perform eighth-sixteenth note combinations.
- I can perform music in mixed or compound meter.
- I can perform BAGED, C'D', F# C F on the soprano recorder using the treble staff.

MU:Pr4.2.5c Explain how context (such as social, cultural, and historical) informs performances.

- I can perform holiday, patriotic, seasonal, classical, multi-cultural, folk songs, and popular music and select songs and music for each occasion appropriately.

- Develop personal interpretations that consider creators' intent.
- **Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question:** How do performers interpret musical works?

MU:Pr4.3.5a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).

- I can perform using dynamics (forte and piano; crescendo and decrescendo; pianissimo, fortissimo and mezzo forte).
- I can select simple, broken, level, rhythmic, or crossover bordun to accompany a piece.
- I can perform I-V, I-IV-V and I-VII ostinati to accompany a song.
- I can play instruments in varied ensembles.
- I can sing with correct diction, pitch and rhythm.

- I can breathe in the correct places between phrases in a song.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- **Enduring Understanding:** To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:Pr5.1.5a Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.

- I can evaluate my small group or solo performance using a teacher supplied rubric.

MU:Pr5.1.5b Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.

- I can identify areas that need improvement and suggest ways to improve my class's performance.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures.
- **Essential Question(s):** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:Pr6.1.5a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

- I can compare qualities in different solo and ensemble pieces that show that a piece is ready for performance.
- I can identify the appropriate context to perform patriotic, seasonal, multi-cultural, folk, and popular songs.

MU:Pr6.1.5b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

- I can list the differences in audience etiquette when comparing concert hall and popular music performances.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- Choose music appropriate for a specific purpose or context.
- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question:** How do individuals choose music to experience?

MU:Re7.1.5a Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

- I can give specific examples of how a song may be used (such as coyote songs in the winter, minor songs for a scary story, rhythms/melodies that illustrate a particular non-musical concept).

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **Essential Question:** How does understanding the structure and context of music inform a response?

MU:Re7.2.5a Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).

- I can describe the mood created by a piece of music and list musical characteristics that create that mood.
- I can listen to many different styles of music and decide what the original purpose of the music might be based on elements in the music.
- I can recognize and use patterns using sharps and flats on the treble clef staff.
- I can recognize and use rhythms using whole notes, dotted half notes, half notes, quarter notes, eighth notes, sixteenth notes, triplets, eighth/sixteenth combinations, dotted quarter notes, quarter rests, and half rests, and whole rests.
- I can recognize and use variations on a theme.
- I can recognize and describe elements of Montana American Indian music including traditional powwow music.

Anchor Standard 8: Interpret intent and meaning in artistic works.

- Support interpretations of musical works that reflect creators'/performers' intent.
- **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- **Essential Question:** How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.5a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.

- I can identify when music uses crescendo, decrescendo, accelerando, ritardando, accents, or legato to express the composer's intent.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

- **Enduring Understanding:** The personal evaluation of musical work(s) and performances(s) is informed by analysis, interpretation, and established criteria.
- **Essential Question:** How do we judge the quality of musical work(s) and performances(s)?

MU:Re9.1.5a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

- I can reflect on my own performance by using phrases such as "I really liked", "next time", "I was surprised" and "because".
- I can compare different pieces and decide which is most appropriate for a specific event or occasion and tell why.
- I explain why songs in a performance or in class are my favorite by using grade appropriate musical terms.
- I can give positive and constructive comments using musical terms to evaluate music I hear or perform.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal knowledge and personal experiences to make art.

- Synthesize and relate knowledge and personal experiences to make music.
- **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.0.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- I can explain why I prefer one variation over another in theme and variation form.
- I can explain why I prefer one style of music over another.
- I can perform in a style and explain why it is a good choice.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- Relate musical ideas and works with varied context to deepen understanding.
- **Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.
- **Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

MU:Cn11.0.5a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- I can create choreography that helps audience understanding of a song when appropriate for the piece.
- I can describe/write interesting facts about songs, such as who, what, where, how, and why.

- I know what audience response is appropriate with different styles of music.
- I can represent themes or sections of music using arts such as drama, visual art, dance, or writing and describe elements of each that are similar.
- I can describe a connection between music I hear or perform and experiences in my life.
- I can find similarities between music and other arts, such as visual art, media art, drama, and dance.
- I can list jobs in music, art, dance, and drama.
- I can recognize differences between styles of music including Montana American Indian music.