Colorado Arts

Music: Grade 5

Expression of Music MU.5.1

1 **Perform/Demonstrate music that exhibits learned rhythmic, melodic, and accompaniment components.** MU.5.1.1

- a Demonstrate and compare and contrast harmonic changes in songs (e.g., major vs. minor, blues, chord progressions, etc.). MU.5.1.1.A
- b Demonstrate learned melodic, rhythmic, and harmonic patterns using expressive elements. MU.5.1.1.B
- c Demonstrate songs in major and minor keys. MU.5.1.1.C

2 **Perform/Demonstrate extended notated songs with accurate pitch, rhythm, tone, harmony and expressive elements.** MU.5.1.2

- a Demonstrate multi-layered rhythmic and melodic pieces and songs (e.g., rounds, partner songs, descants) learned from notation. MU.5.1.2.A
- b Demonstrate following the director's indications for expressive elements. MU.5.1.2.B

3 **Apply teacher and peer critique and self-reflection to refine individual and ensemble technique and performance.** MU.5.1.3

- a Engage in refinement and feedback processes to prepare music for performance. MU.5.1.3.A
- b Self-evaluate to refine musical performance. MU.5.1.3.B
- c Critique expressive elements performed by others. MU.5.1.3.C

Creation of Music MU.5.2

1 **Compose, improvise, and arrange a musical idea using rhythm and pitches with accompaniment.** MU.5.2.1

- a Create and document a melodic and/or rhythmic composition with accompaniment to present a chosen style or mood. MU.5.2.1.A
- b Generate and improvise musical ideas over an accompaniment (e.g., 12-bar blues, changing chord ostinati or other accompaniment, vocal ostinati). MU.5.2.1.B
- c Arrange an accompaniment to go with a melody MU.5.2.1.C

Theory of Music MU.5.3

1 **Identify and demonstrate complex notated melodic, rhythmic, and harmonic patterns.** MU.5.3.1

- Melody: Identify and demonstrate awareness of whole/half steps. MU.5.3.1.A
- Rhythm: Identify and demonstrate syncopated rhythms. MU.5.3.1.B

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c Harmony: Identify, perform, or respond to extended harmonic patterns (e.g., I-V, V-I, I-IV-V-I). MU.5.3.1.C

2 **Identify and demonstrate new and learned tempos, dynamics, and articulations.** MU.5.3.2

a Tempo: Identify and demonstrate written tempo symbols. MU.5.3.2.A

b Dynamics: Identify and demonstrate the written symbols for dynamic changes. MU.5.3.2.B

c Articulation: Identify and demonstrate learned written articulations. MU.5.3.2.C

3 **Identify and apply complex form, meter, and timbre elements.** MU.5.3.3

a Form/Structure: Identify D.S. al Coda, D.C. al fine, 1st/2nd endings. MU.5.3.3.A

b Meter/Beat Groupings: Identify the purpose of the top and bottom number in a time signature. MU.5.3.3.B

c Timbre: Aurally identify 3+ parts, and various world instruments. MU.5.3.3.C

Response to Music MU.5.4

1 **Create and use specific criteria in responding to a musical performance.** MU.5.4.1

a Discriminate between both musical (rhythm, melody, tempo) and nonmusical (text, feelings) elements that influence musical performance and preference. MU.5.4.1.A

b Discuss the difference between preference versus quality of musical works. MU.5.4.1.B

2 **Identify differences and commonalities in music from a variety of sources and intentions (e.g. historical periods, cultures, genres).** MU.5.4.2

a Describe the use of various timbres and rhythmic patterns and their uses in various historical periods and cultures. MU.5.4.2.A

b Communicate similarities and differences in music from various historical periods. MU.5.4.2.B

c Communicate ways in which music has been important to people throughout historical periods. MU.5.4.2.C