Florida Fine Arts

Music: Grade 5

Adopted 2010

Skip to main content

Critical Thinking and Reflection

Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

1. Discuss and apply listening strategies to support appreciation of musical works. MU.5.C.1.1
2. Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work. MU.5.C.1.2
3. Identify, aurally, selected instruments of the band and orchestra. MU.5.C.1.3
4. Identify, aurally, the four primary voice parts, i.e., soprano, alto, tenor, bass, of a mixed choir. MU.5.C.1.4

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify and use appropriate sensory skills to support appreciation of musical works. MU.5.C.1.IN.A
b. Identify the musical intent of the composer for a specific musical work. MU.5.C.1.IN.B
c. Identify families of orchestral and band instruments. MU.5.C.1.IN.C
d. Identify the four primary voice parts: soprano, alto, tenor, and bass. MU.5.C.1.IN.D

Supported

a. Recognize and use teacher-selected sensory skills to support appreciation of musical works. MU.5.C.1.SU.A
b. Match the musical intent of the composer to a specific musical work. MU.5.C.1.SU.B
c. Identify a variety of orchestral and band instruments. MU.5.C.1.SU.C
d. Recognize differences between different voice parts. MU.5.C.1.SU.D

Participatory

a. Use sensory strategies to support appreciation of musical works. MU.5.C.1.PA.A
b. Recognize that music examples convey meaning. MU.5.C.1.PA.B
c. Recognize selected orchestral and band instruments. MU.5.C.1.PA.C
d. Distinguish between two voices. MU.5.C.1.PA.D

Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

1. Define criteria, using correct music vocabulary, to critique one's own and others' performance. MU.5.C.2.1

Describe changes, using correct music vocabulary, in one's own and/or others' performance over time. MU.5.C.2.2

Skip to main content

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Use defined criteria to analyze one's own and others' performance. MU.5.C.2.IN.A

b. Use defined criteria to analyze and revise one's own performance. MU.5.C.2.IN.B

Supported

a. Use a teacher-selected criterion to analyze one's own and others' performance. MU.5.C.2.SU.A

b. Use a teacher-selected criterion to analyze and revise one's own performance. MU.5.C.2.SU.B

Participatory

a. Use a teacher-selected criterion to evaluate performances of familiar music. MU.5.C.2.PA.A

b. Use a teacher-selected criterion to analyze and revise personal performances with guidance from teachers and peers. MU.5.C.2.PA.B

The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

1. Develop criteria to evaluate an exemplary musical work from a specific period or genre. MU.5.C.3.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Use defined criteria to respond to musical work of a specified period or genre. MU.5.C.3.IN.A

Supported

a. Use a teacher-selected criterion to respond to musical work of a specified period or genre. MU.5.C.3.SU.A

Participatory

a. Select preferred musical work of a specified period or genre. MU.5.C.3.PA.A

Skills, Techniques, and Processes

The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

1. Improvise rhythmic and melodic phrases to create simple variations on familiar melodies. MU.5.S.1.1
2. Compose short vocal or instrumental pieces using a variety of sound sources. MU.5.S.1.2
3. Arrange a familiar song by manipulating specified aspects of music. MU.5.S.1.3

Skip to main content

Sing or play simple melodic patterns by ear with support from the teacher. MU.5.S.1.4

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Improvise rhythmic or melodic phrases to create variations on familiar melodies. MU.5.S.1.IN.A

Supported

a. Improvise simple rhythmic or melodic patterns to create variations on familiar melodies. MU.5.S.1.SU.A

Participatory

a. Participate in simple rhythmic or melodic patterns. MU.5.S.1.PA.A

b. Imitate simple rhythmic or melodic patterns. MU.5.S.1.PA.B

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

1. Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance. MU.5.S.2.1
2. Apply performance techniques to familiar music. MU.5.S.2.2
3. Perform simple diatonic melodies at sight. MU.5.S.2.3

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Re-create musical patterns from familiar music. MU.5.S.2.IN.A

a. Sing rounds, canons, or ostinati in an appropriate range using head voice and maintaining pitch. MU.5.S.2.IN.A

b. Play melodies and accompaniments on classroom instruments. MU.5.S.2.IN.B

c. Notate simple rhythmic phrases using traditional notation. MU.5.S.2.IN.C

Supported

a. Imitate a variety of musical patterns. MU.5.S.2.SU.A

a. Sing simple songs in a group using head voice and maintaining pitch. MU.5.S.2.SU.A

b. Play simple melodies and/or accompaniments on classroom instruments. MU.5.S.2.SU.B

Participatory

a. Match musical patterns to a model. MU.5.S.2.PA.A

a. Contribute to the performance of group songs. MU.5.S.2.PA.A

b. Sing or play songs or patterns from memory. MU.5.S.2.PA.B

Skip to main content

ırough purposeful practice, artists learn to manage, master, and refine simple, ıen complex, skills and techniques.

1. Sing part songs in an appropriate range, using proper vocal technique and maintaining pitch. MU.5.S.3.1
2. Play melodies and accompaniments, using proper instrumental technique, on pitched and unpitched instruments. MU.5.S.3.2
4. Play melodies and accompaniments, by ear, using classroom instruments. MU.5.S.3.4
5. Notate rhythmic phrases and simple diatonic melodies using traditional notation. MU.5.S.3.5

Access Point for Students with Significant Cognitive Disabilities

---

Organizational Structure

Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

1. Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process. MU.5.O.1.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify the musical elements in various styles of music using correct music vocabulary. MU.5.O.1.IN.A

Supported

a. Recognize basic elements in various styles of music. MU.5.O.1.SU.A

Participatory

a. Recognize a selected element in a piece of music. MU.5.O.1.PA.A
a. Recognize a selected element in a piece of music. MU.5.O.1.PA.A

The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

1. Create a new melody from two or more melodic motifs. MU.5.O.2.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Rearrange melodic or rhythmic patterns to generate new phrases. MU.5.O.2.IN.A

Supported

a. Rearrange simple melodic or rhythmic patterns to generate new phrases. MU.5.O.2.SU.A

Participatory

a. Select preferred simple melodic or rhythmic patterns. MU.5.O.2.PA.A

Skip to main content

very art form uses its own unique language, verbal and non-verbal, to document nd communicate with the world.

1. Examine and explain how expressive elements, when used in a selected musical work, affect personal response. MU.5.O.3.1
2. Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor. MU.5.O.3.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Discuss how expressive elements can change the mood or emotion of a piece of music. MU.5.O.3.IN.A
b. Practice performing expressive elements in a vocal or instrumental piece. MU.5.O.3.IN.B

Supported

a. Identify the mood or emotion of a piece of music. MU.5.O.3.SU.A

Participatory

a. Respond to music to demonstrate how it makes one feel. MU.5.O.3.PA.A
a. Respond to music to demonstrate how it makes one feel. MU.5.O.3.PA.A

Historical and Global Connections

Through study in the arts, we learn about and honor others and the worlds in which they live(d).

1. Identify the purposes for which music is used within various cultures. MU.5.H.1.1
2. Compare and describe the compositional characteristics used by two or more composers whose works are studied in class. MU.5.H.1.2
3. Compare stylistic and musical features in works originating from different cultures. MU.5.H.1.3

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify the purpose for which specified music is used within various cultures. MU.5.H.1.IN.A
b. Identify similarities and differences between styles and features of music produced by different cultures. MU.5.H.1.IN.B

Supported

a. Recognize the purpose for which specified music is used within various cultures. MU.5.H.1.SU.A
b. Recognize similarities or differences between styles or features of music produced by different cultures. MU.5.H.1.SU.B

Participatory

a. Recognize the purpose of specified music. MU.5.H.1.PA.A
b. Recognize similarities or differences in musical compositions. MU.5.H.1.PA.B

Skip to main content

The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

1. Examine the contributions of musicians and composers for a specific historical period. MU.5.H.2.1
2. Describe how technology has changed the way audiences experience music. MU.5.H.2.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify musicians and composers for a specific historical period. MU.5.H.2.IN.A
b. Identify and use a variety of technologies to experience music. MU.5.H.2.IN.B

Supported

a. Recognize selected music for a specific historical period. MU.5.H.2.SU.A
b. Recognize and use selected technologies to experience music. MU.5.H.2.SU.B

Participatory

a. Explore music from a specific historical period. MU.5.H.2.PA.A
b. Use a selected technology to experience music. MU.5.H.2.PA.B

Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

1. Examine critical-thinking processes in music and describe how they can be transferred to other disciplines. MU.5.H.3.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Examine the steps of a critical-thinking process in music and apply them to another teacher-selected discipline. MU.5.H.3.IN.A

Supported

a. Examine selected steps in critical-thinking processes in music and apply them to another teacher-selected discipline. MU.5.H.3.SU.A

Participatory

a. Explore the use of pattern, line, and form in music and other teacher-selected contexts. MU.5.H.3.PA.A

Innovation, Technology, and the Future

Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

1. Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements. MU.5.F.1.1

Skip to main content

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Select and use visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements. MU.5.F.1.IN.A

Supported

a. Use selected visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements. MU.5.F.1.SU.A

Participatory

a. Explore selected visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements. MU.5.F.1.PA.A

Careers in and related to the arts significantly and positively impact local and global economies.

1. Describe jobs associated with various types of concert venues and performing arts centers. MU.5.F.2.1
2. Explain why live performances are important to the career of the artist and the success of performance venues. MU.5.F.2.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify two or more community opportunities in or related to music for employment and leisure. MU.5.F.2.IN.A

Supported

a. Recognize two or more community opportunities in or related to music for employment or leisure. MU.5.F.2.SU.A

Participatory

a. Recognize a community opportunity in or related to music for employment or leisure. MU.5.F.2.PA.A

The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

1. Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom. MU.5.F.3.1
2. Practice safe, legal, and responsible acquisition and use of music media, and describe why it is important to do so. MU.5.F.3.2

Skip to main content

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify personal qualities that support success in music that can be applied to other fields. MU.5.F.3.IN.A

b. Follow safe, legal, and responsible practices to use a variety of technology tools to produce and listen to music. MU.5.F.3.IN.B

Supported

a. Recognize selected personal qualities that support success in music that can be applied to other fields. MU.5.F.3.SU.A

b. Follow safe, legal, and responsible practices to use a technology tool to produce or listen to music. MU.5.F.3.SU.B

Participatory

a. Recognize a personal quality that supports success in music that can be applied to other fields. MU.5.F.3.PA.A

b. Recognize and respect the property of others. MU.5.F.3.PA.B