

Music: General Music: Grade 5

Adopted 2015

Creating – Conceiving and developing new artistic ideas and work.

- 1. Imagine: Generate musical ideas for various purposes and contexts. CR.1**
 - a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical). CR.1.5.A
 - b. Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes. CR.1.5.B

- 2. Plan and Make: Select and develop musical ideas for defined purposes and contexts. CR.2**
 - a. Demonstrate selected and developed musical ideas for improvisations arrangements, or compositions to express intent, and explain connection to purpose and context. CR.2.5.A
 - b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas. CR.2.5.B

- 3. Evaluate and Refine: Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. CR.3**
 5. Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes. CR.3.5

- 4. Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality. CR.4**
 5. Present the final version of personal created music to others that demonstrates craftsmanship, and explains connection to expressive intent CR.4.5

Performing – Realizing artistic ideas and work through interpretation and presentation.

- 1. Select: Select varied musical works to present based on interest, knowledge, technical skill, and context. PR.1**
 5. 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. PR.1.5

- 2. Analyze: Analyze the structure and context of varied musical works and their implications for performance. PR.2**
 - a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance. PR.2.5.A

- b. When analyzing selected music, read and perform using standard notation. [PR.2.5.B](#)
 - c. Explain how context (such as social, cultural, and historical) informs performances. [PR.2.5.C](#)
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3. Interpret: Develop personal interpretations that consider creators' intent. [PR.3](#)

- 5. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style). [PR.3.5](#)
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4. Rehearse, Evaluate, and Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others. [PR.4](#)

- a. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances. [PR.4.5.A](#)
 - b. Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time. [PR.4.5.B](#)
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5. Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. [PR.5](#)

- a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation. [PR.5.5.A](#)
 - b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. [PR.5.5.B](#)
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**Responding –
Understanding and
evaluating how the arts
convey meaning.**

1. Select: Choose music appropriate for a specific purpose or context. [RE.1](#)

- 5. Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. [RE.1.5](#)
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2. Analyze: Analyze how the structure and context of varied musical works inform the response. [RE.2](#)

- 5. 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). [RE.2.5](#)
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3. Interpret: Support interpretations of musical works that reflect creators'/performers' expressive intent. [RE.3](#)

- 5. 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. [RE.3.5](#)
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4. Evaluate: Support evaluations of musical works and performances based on analysis, interpretation, and established criteria. [RE.4](#)

- 5. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music. [RE.4.5](#)