

Grade 5

CONNECT: Explore and relate artistic ideas and works to past, present, and future societies and cultures. **CN**

1 Relate musical ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups. 5.CN.1

- 1 Describe styles and musicians who have influenced, or been influenced by, the customs and traditions of indigenous and other cultural groups in the United States. **5.CN.1.1**
 - 2 Describe how other disciplines inspire, and can be a part of, music creation or performance. **5.CN.1.2**
 - 3 Identify how music is used in the media to evoke emotions. **5.CN.1.3**
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2 Explore advancements in the field of music. 5.CN.2

- 1 Identify the characteristics and behaviors of musicians that connect to college, career, and post-secondary skills. **5.CN.2.1**
 - 2 Cite examples of musical works or musicians that were innovative for their time. **5.CN.2.2**
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CREATE: Create and adapt new artistic ideas and work individually or collaboratively. **CR**

1 Create original musical ideas and works, independently and collaboratively. 5.CR.1

- 1 Improvise a 4-12 measure melody over a changing harmonic accompaniment. **5.CR.1.1**
 - 2 Notate or record original rhythmic ideas and melodic ideas using several voices or instruments that incorporate grade-level appropriate rhythms and pitches. **5.CR.1.2**
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2 Adapt original musical ideas and works, and those of peers and other artists, independently and collaboratively. 5.CR.2

- 1 Accompany an existing melody with an original rhythmic or melodic ostinato. **5.CR.2.1**
 - 2 Cite artists correctly when utilizing or adapting their original music. **5.CR.2.2**
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PRESENT: Present, perform, produce, and develop artistic ideas and works. **PR**

1 Perform music from a variety of styles, cultures, and genres. 5.PR.1

- 1 Improve compositions and musical skills by applying feedback from peers or self based on student-generated criteria. **5.PR.1.1**
- 2 Read standard notation to sing or play music using any major or minor key, and syncopation in 2/4, 3/4, or common time meters, including rhythms in 6/8 meter. **5.PR.1.2**

- 3 Sing or play songs with two-part harmony. 5.PR.1.3
 - 4 Demonstrate the meaning of symbols and terminology for the continua of tempos and dynamics, and a variety of forms and articulations independently when performing music. 5.PR.1.4
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2 Develop musical presentations. 5.PR.2

- 1 Compare music to perform and the production elements needed to support the context and purpose of a performance, working collaboratively. 5.PR.2.1
 - 2 Evaluate the etiquette of the audience and performers in a variety of contexts. 5.PR.2.2
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RESPOND: Analyze and evaluate how the arts communicate. RE

1 Analyze musical works from a variety of styles, cultures, and genres including response through moving, singing, playing instruments, or content-specific vocabulary. 5.RE.1

- 1 Analyze symbols and terminology for the continua of tempos and dynamics, and a variety of forms and articulations in aural and written musical works. 5.RE.1.1
 - 2 Speculate on the composer's purpose in choosing specific qualities for a musical work using musical vocabulary. 5.RE.1.2
 - 3 Analyze the timbres of a variety of instruments and voices within a musical work. 5.RE.1.3
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2 Evaluate musical works using content-specific vocabulary. 5.RE.2

- 1 Defend personal preferences for particular musical works. 5.RE.2.1
- 2 Evaluate musical performances and compositions using student-generated criteria. 5.RE.2.2