

Fine Arts: Music (5th Grade)

Creating (CR) CR

1 Generate musical ideas through reading, notating, and/or interpreting music.

M.CR.1

- 1 Define and use correct terminology to identify and discuss the elements of music, including: A. Beat/Meter (meter in 2/4, 3/4, 4/4, 6/8, and syncopation) B. Pitch (high/middle/low) C. Tempo (accelerando and ritardando) D. Dynamics (mezzo forte/mezzo piano) E. Melody (diatonic scale) F. Harmony (descant and chordal changes (e.g., tonic, dominant and subdominant) G. Form (D.S. al Coda) H. Tone Color (duet, trio, quartet) 5.M.CR.1.1
 - A Beat/Meter (meter in 2/4, 3/4, 4/4, 6/8, and syncopation) 5.M.CR.1.1A
 - B Pitch (high/middle/low) 5.M.CR.1.1B
 - C Tempo (accelerando and ritardando) 5.M.CR.1.1C
 - D Dynamics (mezzo forte/mezzo piano) 5.M.CR.1.1D
 - E Melody (diatonic scale) 5.M.CR.1.1E
 - F Harmony (descant and chordal changes (e.g., tonic, dominant and subdominant) 5.M.CR.1.1F
 - G Form (D.S. al Coda) 5.M.CR.1.1G
 - H Tone Color (duet, trio, quartet) 5.M.CR.1.1H
- 2 Improvise melodic and rhythmic answers with or without a system of syllables, numbers or basic notation using voice, classroom instruments, or technology to demonstrate basic notation. 5.M.CR.1.2
- 3 Improvise movement (non-locomotor and locomotor) appropriate for the musical elements heard in various listening examples with and without partners or groups. 5.M.CR.1.3
- 4 Identify a system of syllables, numbers, or letters to demonstrate basic notation on a staff: Rhythmic (combination of sixteenth and eighth notes and dotted rhythms) Melodic (diatonic scale and treble clef) 5.M.CR.1.4
- 5 Experiment with variations in and demonstrate understanding of tempo, timbre or tone color, dynamics, and phrasing for expressive purposes. 5.M.CR.1.5

Performing (PR) PR

1 Present or demonstrate an existing work, formally or informally, with appropriate expressive and technical skills. M.PR.1

- 1 Participate in music through singing (individually and in groups, as well as accompanied and unaccompanied) and playing traditional and/or non-traditional instruments (i.e., found sounds). 5.PR.1.1

- 2 Match pitches, sing in tune (C, D, F, or G- pentatone), and use appropriate tone and expression. **5.M.PR.1.2**
 - 3 Perform ostinati using instruments or body percussion to accompany songs and rhythm activities. **5.M.PR.1.3**
 - 4 Perform simple patterns or melodies in group ensembles with voice or on pitched or unpitched traditional or non-traditional instruments. **5.M.PR.1.4**
 - 5 Sing two-part rounds, partner songs, and ostinatos. **5.M.PR.1.5**
 - 6 Sing with an acceptable tone quality throughout his/her singing ranges or play an instrument with an acceptable tone quality throughout an appropriate range. **5.M.PR.1.6**
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Responding (RE) **RE**

1 Respond to music while demonstrating respect for others' music preferences and music performances. **M.RE.1**

- 1 Respond to the beat or rhythm in music by using non-locomotor or locomotor movement, body percussion, and playing classroom instruments. **5.M.RE.1.1**
 - 2 Recognize and practice appropriate audience and performer behavior appropriate for the context and style of music performed and demonstrate respect for music performed by others. **5.M.RE.1.2**
 - 3 Respond to basic features (dynamics, tempo, form, etc.) of familiar and unfamiliar songs. **5.M.RE.1.3**
 - 4 Label basic elements of familiar and unfamiliar songs. **5.M.RE.1.4**
 - 5 Compare students' likes and dislikes of music of different styles and identify criteria for evaluating a musical composition or a music performance. **5.M.RE.1.5**
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Connecting (CN) **CN**

1 Recognize the development of music from a social, cultural, and historical context. **M.CN.1**

- 1 Sing and perform songs, chants, rhymes, singing games, and dances from a variety of cultures. **5.M.CN.1.1**
- 2 Recognize, describe, and listen to music from a variety of styles, periods, and cultures. **5.M.CN.1.2**
- 3 Identify music and instruments from different cultures. **5.M.CN.1.3**
- 4 Identify and describe the various roles musicians have in various musical settings and cultures. **5.M.CN.1.4**
- 5 Identify uses of music in everyday life (e.g., film, television, background music, commercials, and video games). **5.M.CN.1.5**