Oklahoma Fine Arts

Music: Fifth Grade

Creating (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: 5.M.CR.1.1

A Beat/Meter (meter in 2/4, 3/4, 4/4, 6/8, and syncopation) 5.M.CR.1.1.A

B Pitch (high/middle/low) 5.M.CR.1.1.B

C Tempo 5.M.CR.1.1.C

D Dynamics 5.M.CR.1.1.D

E Melody (diatonic scale) 5.M.CR.1.1.E

F Harmony - descant and chordal changes (e.g., tonic, dominant and subdominant) 5.M.CR.1.1.F

G Form (D.S. al Coda) 5.M.CR.1.1.G

H Tone Color (duet, trio, quartet) 5.M.CR.1.1.H

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 Use an identified system of syllables, numbers, or letters to demonstrate basic notation on a staff: 5.M.CR.1.4

A Rhythmic (combination of sixteenth and eighth notes and dotted rhythms) 5.M.CR.1.4.A

B Melodic (diatonic scale and treble clef) 5.M.CR.1.4.B

Performing (PR)

1 **Present or demonstrate an existing musical 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.M.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

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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 or play an instrument in an appropriate range with acceptable tone quality. 5.M.PR.1.6

Responding (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 with movement to basic features (dynamics, tempo, form, etc.) of familiar and unfamiliar songs. 5.M.RE.1.3

4 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.1.4

Connecting (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

6 Identify ways in which music evokes sensory, emotional, personal, and intellectual responses, including ways in which music can be persuasive. 5.M.CN.1.6