Oregon Arts

Music: Grade 5

Adopted 2015

Generate and conceptualize artistic ideas and work.	**5a.**	**Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).** MU:CR1.1.5A
	5b.	**Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.** MU:CR1.1.5B
Organize and develop artistic ideas and work.	**5a.**	**Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.** MU:CR2.1.5A
	5b.	**Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.** MU:CR2.1.5B
Refine and complete artistic work.	**5a.**	**Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.** MU:CR3.1.5A
	5a.	**Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.** MU:CR3.2.5A
Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.	**MU:Pr4.1.5a**	**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.**
	MU:Pr4.2.5a	**Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.**
	MU:Pr4.2.5b	**When analyzing selected music, read and perform using standard notation.**
	MU:Pr4.2.5c	**Explain how context (such as social, cultural, and historical) informs performances.**
	:Pr4.3.5a	**Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre,**

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		and articulation/style).
Develop and refine artistic techniques and work for presentation.	MU:Pr5.1.5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.
	MU:Pr5.1.5b	Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.
Convey meaning through the presentation of artistic work.	MU:Pr6.1.5a	Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.
	MU:Pr6.1.5b	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
Perceive and analyze artistic work.	MU:Re7.1.5a	Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
	MU:Re7.2.5a	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).
Interpret intent and meaning in artistic work.	MU:Re8.1.5a	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.
Apply criteria to evaluate artistic work.	MU:Re9.1.5a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.
Synthesize and relate knowledge and personal experiences to make art.	MU:Cn10.1.5a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	MU:Cn11.1.5a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.