Rhode Island Arts

Music: Grades 5, 6

Adopted 2010

Artistic Processes – The human experience can be created and recreated through sound.

M1 (5-6)-1. Students show evidence of music literacy (reading, writing, and understanding of the symbols of sound) by… M1 (5-6)-1

a. reading, writing, and performing rhythmic patterns using standard notation, including: dotted eighth-sixteenth/sixteenth-dotted eighth, three barred-eighths, quarter-eighth & eighth-quarter in 6/8, and eight-note triplets

b. reading, writing, and performing patterns in a variety of meters, including: meter in 5, meter in 7, and mixed meter

c. reading, writing, and performing patterns of pitch (pentatonic and diatonic major and minor patterns) and known songs using solfege (e.g., Dona nobis pacem, The Water is Wide) and absolute pitch letter names (e.g., recorder low C to high C, barred instruments using treble clef patterns)

M1 (5-6)-2. Students show evidence of improvising, composing, and arranging by… M1 (5-6)-2

a. improvising simple rhythmic variations and melodic embellishments on familiar melodies

c. composing melodic variations or short original melodies based on specified parameters (e.g., specifying the starting/ending note on do, staying within pitches of Do-Sol, specifying rhythms)

Cultural Contexts – Music connects and expresses history and culture around the globe.

M2 (5-6)-1. Students show evidence of cultural and historical understanding of (familiar and unfamiliar) music by… M2 (5-6)-1

a. identifying instruments from a variety of cultures both visually and aurally

b. describing the social, religious, and celebratory functions of a variety of musical forms from various cultures and time periods (e.g., folk songs, dances)

M2 (5-6)-2. Students show evidence of connecting music to the arts and other disciplines by… M2 (5-6)-2

a. finding the connections between musical content and other disciplines (e.g., meter/note value to math, lyric content to ELA, cultural music to geographical origins)

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Communication – Music of diverse genres is performed in a variety of settings.

M3 (5-6)-1. Students perform music alone and with others in a variety of settings… M3 (5-6)-1

a. singing a varied repertoire including 2- and 3-part arrangements with musical accuracy

b. playing musical instruments with musical accuracy (e.g., guitar, keyboard, wind and string instruments)

Aesthetic Judgment – Music knowledge is applied through reflection and evaluation of the music of self and others.

M4 (5-6)-1. Students analyze and describe music by… M4 (5-6)-1

a. identifying, analyzing, and comparing the musical elements in aural examples from various genres and cultures emphasizing meter and rhythm

b. identifying and describing musical forms (e.g., theme and variations, 12-bar blues)

c. identifying timbres and matching the cultural context to the group/ensemble (e.g., Indonesian Gamelan, Latin salsa band, Mariachi band)

M4 (5-6)-2. Students evaluate music by… M4 (5-6)-2

a. developing and applying two specific criteria provided for critiquing music (e.g., dynamic contrast and balance: "It's a good performance because they played with crescendos and diminuendos.")

b. using aesthetic criteria to compare and contrast music examples to the provided exemplary model (e.g., "I liked the second version of the song better, because they sang with more energy")