Texas Fine Arts

Music: Grade 5

Adopted 2013

Elementary Music

1. **The student describes and analyzes musical sound. The student is expected to:** 5.1
   - A. distinguish among a variety of musical timbres, including those of children's voices and soprano, alto, tenor, and bass adult voices; 5.1.A
   - B. distinguish among a variety of musical timbres, including those of woodwind, brass, string, percussion, keyboard, electronic instruments, and instruments of various cultures; 5.1.B
   - C. use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound, to explain musical sounds presented aurally; and 5.1.C
   - D. identify and label small and large musical forms such as abac, AB, and ABA; rondo; and theme and variations presented aurally in simple songs and larger works. 5.1.D

2. **The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:** 5.2
   - A. read, write, and reproduce rhythmic patterns using standard notation, including syncopated patterns, and previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate; 5.2.A
   - B. read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation; and 5.2.B
   - C. identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound. 5.2.C

3. **The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:** 5.3
   - A. sing and play classroom instruments independently or in groups with accurate intonation and rhythm; 5.3.A
   - B. sing or play a varied repertoire of music such as American folk songs, patriotic music, and folk songs representative of local and world cultures independently or in groups; 5.3.B

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C. move alone and with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together; 5.3.C

D. perform various folk dances and play parties; 5.3.D

E. perform simple two-part music, including rhythmic and melodic ostinati, rounds, partner songs, and counter melodies; and 5.3.E

F. interpret through performance new and previously learned music symbols and terms referring to tempo, including accelarando and ritardando; dynamics; articulation; and meter, including simple and compound. 5.3.F

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4. The student creates and explores new musical ideas within specified guidelines. The student is expected to: 5.4

A. create rhythmic phrases through improvisation and composition; 5.4.A

B. create melodic phrases through improvisation and composition; and 5.4.B

C. create simple accompaniments through improvisation and composition. 5.4.C

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5. The student examines music in relation to history and cultures. The student is expected to: 5.5

A. perform a varied repertoire of songs, movement, and musical games representative of diverse cultures such as historical folk songs of Texas and America and European and African cultures in America; 5.5.A

B. perform music representative of Texas and America, including "The Star Spangled Banner"; 5.5.B

C. identify and describe music from diverse genres, styles, periods, and cultures; and 5.5.C

D. examine the relationships between music and interdisciplinary concepts. 5.5.D

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6. The student listens to, responds to, and evaluates music and musical performances. The student is expected to: 5.6

A. exhibit audience etiquette during live and recorded performances; 5.6.A

B. identify known rhythmic and melodic elements in aural examples using appropriate vocabulary; 5.6.B

C. describe specific musical events such as changes in timbre, form, tempo, dynamics, or articulation in aural examples using appropriate vocabulary; 5.6.C

D. respond verbally and through movement to short musical examples; 5.6.D

E. evaluate a variety of compositions and formal or informal musical performances using specific criteria; and 5.6.E

F. justify personal preferences for specific music works and styles using music vocabulary. 5.6.F