Virginia Fine Arts

Music: Grade 5

Creative Process

1 Apply creative thinking to composing and improvising music. Apply creative thinking by employing originality, flexibility, experimentation, individual voice, and imagination to improvise and compose music.

5.1 The student will improvise and compose music. 5.1

- a Improvise melodies and rhythms of increasing complexity. 5.1.A
- b Compose a short original composition within specified guidelines. 5.1.B

2 Understand and apply a creative process to develop ideas for creating and performing music. Understand and apply a creative process to guide the development of ideas and original work.

5.2 The student will apply a creative process for music. 5.2

- a Investigate music by documenting questions and conducting research on a musical topic of interest. 5.2.A
- b Explain the role of a creative process in developing a music product or performance. 5.2.B
- c Share finished works of music with a group. 5.2.C

Critical Thinking and Communication

3 Analyze, interpret, and evaluate music. Develop critical thinking skills in the analysis, interpretation, and evaluation of the work of self and others.

5.3 The student will analyze and evaluate music. 5.3

- a Group a variety of instruments into categories based on how their sounds are produced. 5.3.A
- b Experiment with the science of sound. 5.3.B
- c Analyze elements of music through listening using music terminology. 5.3.C
- d Explain theme-and variation form. 5.3.D
- e Apply accepted criteria when judging the quality of compositions and performances. 5.3.E

4 Formulate and justify personal responses and connections to music. Recognize, justify, and articulate personal responses, beliefs, and opinions regarding music and recognize the value in learning about diverse opinions and responses to music.

5.4 The student will analyze personal preferences among music compositions using music terminology. 5.4

5 Develop collaboration and communication skills for music rehearsal and performance. Identify and apply collaboration and communication skills for rehearsal and performance of music.

5.5 The student will apply collaboration and communication skills for music creation, rehearsal, and performance. 5.5

a Exhibit acceptable performance etiquette as a participant and/or listener in relation to the context and style of music performed. 5.5.A

b Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole. 5.5.B

History, Culture, and Citizenship

6 Understand cultural and historical influences of music. Demonstrate understanding of cultural and historical influences of music.

5.6 The student will explore historical and cultural aspects of music. 5.6

a Identify representative composers and music compositions from different periods of music history. 5.6.A

b Compare and contrast a variety of musical styles using music terminology. 5.6.B

c Examine factors that may inspire musicians to perform or compose. 5.6.C

7 Understand music as a form of community engagement. Identify and interact with music and develop a lifelong engagement as a performer, supporter, advocate, and audience member.

5.7 The student will describe how people may participate in music within the community as performers, consumers of music, and music advocates. 5.7

8 Ethical and legal considerations for music and intellectual property. Identify and understand ethical and legal considerations for engaging with music, resources, and source material as a responsible citizen.

5.8 The student will define intellectual property as it relates to music and the music industry. 5.8

Innovation in the Arts

9 College, career, and the 21st Century Workplace. Connect music content and skills to career options, college opportunities, and the 21st Century workplace.

5.9 The student will recognize various professional music careers (e.g., music producer, recording engineer, composer, arranger, music business, arts administrator, performer, music therapist, music teacher). 5.9

10 Understand and explore the impact of current and emerging technologies. Participate in a rapidly changing world of music and explore the impact of current and emerging technologies, media, and processes.

5.10 The student will investigate and explore innovative ways to make music. 5.10

11 Cultivate connections to other fine arts and fields of knowledge. Identify and cultivate connections between music and other fields of knowledge to develop

problem-solving skills.

5.11 The student will compare and contrast relationships between music and other fields of knowledge for the development of problem-solving skills. 5.11

Technique and Application

12 Music Literacy: Acquire the technical skills and artistic knowledge necessary for creative, expressive, and artistic performance. Demonstrate understanding of elements of music and ways they are used for artistic performance and creative expression

5.12 The student will demonstrate music literacy. 5.12

- a Identify the treble (G) and bass (F) clefs. 5.12.A
- b Use a system to sight-read melodies based on the diatonic scale. 5.12.B
- c Use traditional notation to write melodies containing skips and leaps. 5.12.C
- d Read and notate rhythmic patterns of increasing complexity. 5.12.D
- e Identify the meaning of the upper and lower numbers of compound time signatures (6/8). 5.12.E
- f Identify tempo markings. 5.12.F

13 Vocal Performance

5.13 The student will develop skills for individual and ensemble singing performance. 5.13

- a Sing with attention to blend, balance, intonation, and expression. 5.13.A
- b Sing melodies of increasing complexity notated in varying forms. 5.13.B
- c Sing in two- and three-part harmony. 5.13.C
- d Model proper posture for singing. 5.13.D

14 Instrumental Performance

5.14 The student will develop skills for individual and ensemble instrumental performance. 5.14

- a Play music of increasing difficulty in a variety of ensembles. 5.14.A
- b Play melodies and accompaniments of increasing difficulty notated in varying forms. 5.14.B
- c Play with expression. 5.14.C
- d Apply proper playing techniques. 5.14.D

15 Rhythm

5.15 The student will classify, perform, and count rhythmic patterns. 5.15

- a Use a counting system. 5.15.A
- b Include patterns that suggest duple and triple meter. 5.15.B
- c Use instruments, body percussion, and voice. 5.15.C
- d Increase complexity, including syncopations. 5.15.D

16 Meter

5.16 The student will demonstrate meter. 5.16

- a Apply accent. 5.16.A
- b Identify duple and triple meter. 5.16.B

17 Music and Movement

5.17 The student will respond to music with movement. 5.17

- a Perform non-choreographed and choreographed movements, including music in duple and triple meters. 5.17.A
- b Perform dances and other music activities. 5.17.B