



## Fifth Grade General Music

Music is an essential and enriching part of our lives. Performing, creating, and responding to music can connect communities and foster personal growth and meaning. As fifth graders engage in music instruction they will:

- Develop harmony through canon singing and simple part-songs
- Discover musical form through movement
- Expand skills and knowledge on the soprano recorder
- Read, write, perform, and create music using traditional musical notation
- Refine technique for playing barred instruments
- Demonstrate appropriate audience and performance etiquette
- Reflect and evaluate musical performance

<u>Reporting Topic</u>	<u>Grade Level Standard</u>	<u>Competency Statement</u>
<b>Compose and Perform</b>	<ul style="list-style-type: none"> <li>• Present the final version of personally created music to others that demonstrates craftsmanship and connection to expressive intent. <b>MU:Cr3.2.5</b></li> </ul>	Discuss decisions made during compositional processes.
<b>Structures and Elements of Music</b>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance. <b>MU:Pr4.2.5a</b></li> <li>• Read and perform rhythm and pitch using standard notation. <b>MU:Pr4.2.5b</b></li> <li>• Explain how context (such as social, cultural, and historical) informs performances. <b>MU:Pr4.2.5c</b></li> </ul>	Read and perform rhythm and pitch using notation.
<b>Performance Reflection</b>	<ul style="list-style-type: none"> <li>• Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of individual and group performances (formal or informal). <b>MU:Pr5.1.5a</b></li> <li>• Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. <b>MU:Pr5.1.5b</b></li> </ul>	Individually reflect on their performance using provided criteria and identify the feedback applied to improve.
<b>Performance Evaluation</b>	<ul style="list-style-type: none"> <li>• Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music. <b>MU:Re9.1.5</b></li> </ul>	Evaluate a performance noting evidence and using descriptive music elements.
<b>Standards being developed and reinforced in Fifth Grade</b>		
	<ul style="list-style-type: none"> <li>• Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation. <b>MU:Pr6.1.5a</b></li> <li>• Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. <b>MU:Pr6.1.5b</b></li> </ul>	Students will perform music alone or with others with appropriate interpretation.
	<ul style="list-style-type: none"> <li>• Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style). <b>MU:Pr4.3.5</b></li> </ul>	Students will perform and communicate: *pianissimo/ fortissimo *accelerando/ritardando *legato/staccato.
	<ul style="list-style-type: none"> <li>• Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes. <b>MU:Cr1.1.5b</b></li> <li>• Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions. to express intent, and explain connection to purpose and context. <b>MU:Cr2.1.5</b></li> <li>• Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain the rationale for changes. <b>MU:Cr3.1.5</b></li> </ul>	Students will create and perform musical ideas and explain decisions based on feedback.