Standards-Based Learning
Power Standards

Music

5th Grade

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

®Power Standards highlighted *All* standards must be taught and assessed. Power standards identify the standards that should receive the most instructional focus.

The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.	EALR 1
Understands and applies the concepts and vocabulary of music.	*1.1*

1.1.1	Analyzes, understands, and applies the elements beat and <u>rhythm</u> while creating, performing, and responding to music.
	    a. **Identifies** compositions with duple and triple meter.
	    b. Demonstrates **sixteenth**, eighth, quarter, half, and whole **notes** and corresponding **rests**.
	    c. Identifies **syncopation and syncopated rhythms** in selected compositions.
	    d. Demonstrates, experiences, and reads three **eighth notes/triplets** and **four sixteenth notes** in rhythmic patterns and song selections.

1.1.2	Analyzes, understands, and applies the elements <u>pitch and melody</u> while creating, performing, and responding to music.
	    a. Composes and performs basic melodic phrases.
	    b. Matches pitches within a musical composition when singing.
	    c. Matches pitches within a musical composition when playing an instrument.
	    d. Uses the names of notes when singing and playing.
	    e. Creates and performs **half** and **whole steps** in a composition in major keys
	    f. Identifies **treble**, **bass**, and alto **clef signs** (G, F, and C clefs).

1.1.3	Analyzes, understands, and applies the elements <u>harmony, texture, and timbre/tone color</u> while creating, performing, and responding to music.
	    a. Discriminates aurally between unison and harmony in examples of music.
	    b. Uses pitched, non-pitched, and world instruments to experience, create, perform, and respond to music.
	    c. Describes the texture of a piece of music.

1.1.4	Analyzes, understands, and applies the element <u>form</u> while creating, performing, and responding to music.
	    a. Creates and performs various musical forms physically, orally, and in written formats to communicate understanding.
	    b. Examines and identifies the forms of music taught, rehearsed, and/or performed.
	    c. Performs **two-part songs** and **harmonies**.
	    d. Identifies and expresses **interlude** in multiple musical forms.

	e. Composes and performs simple musical forms AB (verse/chorus, refrain), ABA, AABA, rondo form ABACA, and theme and variations.

1.1.5	Analyzes, understands, and applies the element expression (dynamics, style, tempo, phrasing) while creating, performing, and responding to music.
	
	    a. Performs using a variety of dynamic markings when singing and playing instruments.
	    b. Demonstrates accelerando and ritardando when singing, playing instruments, and moving to music.
	    c. Creates a four measure phrase of music using dynamics and tempo.
	    d. Identifies and understands uses of largo, andante, allegro, and presto tempos in a musical composition.

Develops the skills and techniques of music.	*1.2*

1.2.1	Analyzes, understands, and applies skills and techniques while creating, performing, and responding to music.
	
	    a. Demonstrates musical skills and techniques while working towards independence:
	o Reading music
	o Performing
	o Composing
	o Sight singing/reading
	o Playing instruments
	o Singing
	o Improvising
	o Conducting
	    b. **Explores musical skills and techniques by learning to play a band or orchestra instrument and/or singing in a choir**.
	    c. Demonstrates appropriate care of musical instruments

Understands and applies musical genres and styles of various artists, cultures, and times.	*1.3*

1.3.1	Understands and applies musical experiences of diverse genres, artists, cultures, and/or times. Identifies the musical elements of compositions of various genres, artists, cultures, and/or times.
	
	    a. Examines the use of a cultural and historical aspect in a musical performance or a piece of music
	    b. **Implements** cultural and historical aspects in a musical performance or a piece of music.

Understands and applies audience conventions in a variety of arts settings and performances of music.	*1.4*

1.4.1	Remembers and applies audience conventions in a variety of musical settings and performances. Demonstrates and models audience manners/etiquette.
	
	    a. Demonstrates audience manners, active listening, and viewing skills in a performance setting.
	    b. **Responds appropriately to various types of performances**.

The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in dance, music, theatre, and visual arts	EALR 2

Applies a creative process to music. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents/performs)

2.1	Understands and applies a creative process to create music. a. Demonstrates a creative process: o Explores musical elements to create music.

	o Gathers and uses musical elements and life experiences to create music. o Uses ideas, skills, fundamentals, and techniques to create music through guided exploration. o Implements choices of musical elements, principles, and skills to create music. o Reflects for the purposes of self-evaluation and improvement. o Refines music through feedback and self-reflection. o Performs music for self and others.

Applies a performance process to music. (Identifies, selects, analyzes, interprets, rehearses, adjusts, refines, presents, produces, reflects, and self-evaluates)	*2.2*

2.2.1	Applies a performance process—including analysis and evaluation— when creating a musical performance. a. Demonstrates a performance process: o Selects artistic resources, materials, and/or repertoire to create, perform, and present. o **Analyzes the structure and context of the music.** o Interprets meaning through personal understanding of the music and/or performance. o Rehearses, adjusts, and refines music through evaluation, reflection, and problem solving. o Presents and produces music and/or performance for others. o Reflects upon music and/or performance and self-evaluates to set goals.

Applies a responding process to a performance and/or presentation of music. (Engages, describes, analyzes, interprets, and evaluates)	*2.3*

2.3.1	Applies a responding process—including analysis and evaluation— when experiencing music. a. Demonstrates a responding process: o Engages the senses actively and purposefully while experiencing music. o Describes what is seen, felt, and/or heard (perceived/experienced) when responding to music. o Analyzes the use and organization of elements, principles, skills, fundamentals, and/or techniques. o Interprets meaning based on personal experiences and knowledge. o Evaluates and justifies using supportive evidence when responding to a piece of music.

The student communicates through the arts (dance, music, theatre, and visual arts).	EALR 3

Uses music to express feelings and present ideas	*3.1*

3.1.1	**Analyzes and evaluates** music and applies understanding to create music that expresses feelings and presents ideas.
	    a. Expresses ideas and feelings by using musical symbols and performing (with teacher's direction) in a variety of genres and styles.
	    b. Composes a piece of music to express one idea or feeling.

Uses music to communicate for a specific purpose.	*3.2*

3.2.1	Creates music that communicates for a specific purpose.
	    a. Creates, performs, and responds (with teacher's direction) to music that communicates for a given purpose.
	    b. Interprets, compares, and contrasts how musical styles and genres can communicate for a specific purpose.

Develops personal aesthetic criteria to communicate artistic choices in music.	*3.3*

3.3.1	Understands (with teacher's direction) how personal aesthetic choices are reflected in music and/or performances.

	a. • Explains (with teacher's direction) how personal aesthetic choices are reflected in music and/or performances. b. Experiences (with teacher's direction) how personal aesthetic choices in music are influenced by culture and history.

The student makes connections within and across the arts (dance, music, theatre, and visual arts) to other disciplines, life, cultures, and work.	EALR 4

Demonstrates and analyzes the connections among the arts disciplines (dance, music, theatre, and visual arts). **4.1**

4.1.1	**Analyzes** and applies understanding of skills, concepts, and vocabulary that music has in common with other arts disciplines. a. Describes skills, concepts, and vocabulary common among arts disciplines. a. Describes skills, concepts, and vocabulary common among arts disciplines.

Demonstrates and analyzes the connections among the arts and between the arts and other content areas. **4.2**

4.2.1	**Analyzes** and applies skills, concepts, and vocabulary that music has in common with other content areas. a. Examines and uses skills, concepts, and vocabulary common to the arts and other content areas.

Understands how the arts impact and reflect personal choices throughout life. **4.3**

4.3.1	**Analyzes** how music impacts personal choices, including choices made at home, in school, and in the community. a. Examines and responds to the ways music impacts personal choices, including choices made in the community.

Understands how the arts influence and reflect cultures/civilization, place, and time. **4.4**

4.4.1	**Analyzes and applies** understanding of how the specific attributes of a piece of music reflect its cultural and historical context. a. Examines and identifies the specific attributes of music that reflect culture

Understands how arts knowledge and skills are used in the world of work, including careers in the arts. **4.5**

4.5.1	Applies understanding of how musical knowledge, skills, and work habits are needed and used in the world of work, including careers in the **arts**. a. Identifies and defines career roles and explains how musical skills and work habits are used in the world of work. b. Demonstrates and reflects upon the arts skills used in the world of work. c. Examines the goals and practices needed to meet deadlines and complete work.