

GENERAL MUSIC: GRADE 5

ACADEMIC STANDARDS



CATALINA FOOTHILLS SCHOOL DISTRICT

Approved by Governing Board on June 27, 2017



STANDARDS FOR GENERAL MUSIC

GRADE 5

CREATING (Imagine)

Conceiving and developing new artistic ideas and work

MU.Cr1.1.5 Generate and improvise rhythmic (required: sixteenth notes, add dotted notes and single eighth notes) and melodic (required: add grand staff notation) and harmonic ideas (for example: add chords).

MU.Cr1.2.5 Generate musical patterns and ideas within a given tonality (for example: major scales), meter (for example: 6/8 time), and form (add introduction, coda, bridge).

CREATING (Plan and Make)

Conceiving and developing new artistic ideas and work

MU.Cr2.1.5 Utilize selected musical ideas for improvisations, arrangements, and/or compositions.

MU.Cr2.2.5 Organize personal musical ideas using notation and/or recording technology (for example: rhythmic, melodic, and two or three chord harmonic musical ideas).

CREATING (Evaluate and Refine – Present)

Conceiving and developing new artistic ideas and work

MU.Cr3.1.5 Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate and revise personal musical ideas.

MU.Cr3.2.5 Present the final version of personally or collaboratively created music to others and explain the creative process that was used.

PERFORMING (Select – Analyze – Interpret)

Realizing artistic ideas and work through interpretation and presentation

MU.Pr1.1.5 Demonstrate knowledge of musical concepts (for example: meter, form, harmony) and expressive qualities (for example: voice quality, dynamics, and tempo) in music from a variety of cultures.

MU.Pr1.2.5 Read and perform rhythmic patterns (for example: syncopation) and melodic phrases (for example: solfege and grand staff notation), and harmony (for example: voice and/or fretted, keyboard, or other instruments that create harmony) using standard notation.

PERFORMING (Rehearse – Evaluate and Refine)

Realizing artistic ideas and work through interpretation and presentation

MU.Pr2.1.5 Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy of performances (for example: class develops a list of criteria and uses it to evaluate performances).

MU.Pr2.2.5 Rehearse to refine technique and expression, and identify performance challenges (for example: visually record rehearsal and analyze for feedback).

PERFORMING (Present)

Realizing artistic ideas and work through interpretation and presentation

MU.Pr3.1.5 Perform music with appropriate expression and technique for the audience and occasion (for example: holiday concerts, school musicals, class presentations).

MU.Pr3.2.5 Demonstrate appropriate performance and audience behavior (for example: standing still in between songs or clapping after a song has been performed).

RESPONDING (Select – Analyze – Interpret)

Understanding and evaluating how the arts convey meaning

MU.Re1.1.5 Justify how music connects to and is influenced by personal interests, knowledge, purpose, and context.

MU.Re1.2.5 Describe how specific music concepts are used in various styles of music (for example: What musical elements are being used to help distinguish characters in an opera-leitmotif?).

MU.Re2.1.5 Explain how expressive qualities such as, voice quality, tempo, dynamics, mood, emotion, reflect a creator's or performer's expressive intent (for example: use pitch to create another character in an opera).

MU.Re2.2.5 Describe and demonstrate how intent is conveyed through interpretive decisions and expressive qualities (dynamics, tempo, timbre, articulation, style).

RESPONDING (Evaluate)

Understanding and evaluating how the arts convey meaning

MU.Re3.1.5 Apply teacher-provided and collaboratively-created criteria (for example: rhythm patterns, expressive qualities, and concepts) to evaluate musical works and performances (explain appropriateness to the context - social, cultural, historical).

- explain appropriateness to the context - social, cultural, historical

CONNECTING (Connect)

Relating artistic ideas and work with personal meaning and external context.

MU.Cn1.1.5 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- identify various uses of music in daily experiences (for example: songs for celebration, games; marches; TV shows, movies, video games soundtracks; dance music; work songs)
- identify pieces of music that are important to one's family or heritage (for example: patriotic music)

MU.Cn2.1.5 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- identify musical pieces that are important to a specific context (for example: pieces of music that are important to one's family or a life event)
- compare relationships between music and other content/subject areas (for example: dance, visual art, dramatic arts, literature, science, math, social studies, and language arts)
- identify how context (social, cultural, and historical) can inform a piece of music (for example: investigating a specific composer such as Rossini, how audiences responded to the Barber of Seville)