

## **Standard 1**

### **PERFORMING MUSIC: Singing alone and with others**

*Students sing a variety of repertoire expressively with attention to breath control, pitch, tone quality, diction, and posture. They sing partner songs, rounds, and two-part songs, and they follow the directions of a conductor.*

5.1.1 Sing independently and in ensembles maintaining good breath control, pitch, diction, tone quality, and posture.

5.1.2 Sing expressively with attention to dynamics, phrasing, and articulation.

5.1.3 Sing a varied repertoire of songs with sensitivity to diverse cultures, accurate use of languages, and appropriate movement.

5.1.4 Sing unison and two-part songs, partner songs, and rounds, a cappella and with varied accompaniment.

5.1.5 Follow the cues of a conductor.

## **Standard 2**

### **PERFORMING MUSIC: Playing an instrument alone and with others**

*Students play melodic, harmonic, and rhythmic parts independently or in ensembles with correct technique, steady tempo, and appropriate style and dynamics. They follow the directions of a conductor.*

5.2.1 Play melodic, rhythmic, and chordal patterns by rote and by reading.

5.2.2 Play pitched and non-pitched percussion, keyboard, string, and wind instruments using correct techniques for producing sound.

5.2.3 Play instruments independently or in a group to accompany singing.

5.2.4 Play melodies, accompaniments, and ensemble parts of various styles and cultures expressively with correct rhythms, tempos, and dynamics.

5.2.5 Maintain an independent part on an instrument in a group while following the cues of a conductor.

## **Standard 3**

### **CREATING MUSIC: Improvising melodies, variations, and accompaniments**

*Students improvise rhythmic, melodic, and harmonic accompaniments. They create melodies for existing accompaniments and variations on familiar melodies. They invent short compositions independently and cooperatively.*

5.3.1 Improvise rhythmic, melodic, and harmonic accompaniments to songs using pitched and non-pitched classroom instruments and electronic sound sources.

5.3.2 Improvise melodic phrases to be sung or played with an existing ostinato.

5.3.3 Improvise melodic and rhythmic variations of learned songs by singing and using instruments.

5.3.4 Independently and cooperatively improvise successive melodic phrases to create a song.

5.3.5 Improvise rhythmic and melodic phrases on a variety of instruments in response to a conductor.

5.3.6 Create musical answers in various styles to imitate the style of the questions demonstrated by the teacher.

#### **Standard 4**

### **CREATING MUSIC: Composing and arranging music within specified guidelines**

*Students create and perform original speech compositions, melodies, and collaborative works within established guidelines.*

5.4.1 Plan and perform rhythmic speech compositions with text based on themes such as names, states, or famous people. Include performance indicators such as tempo and dynamics.

5.4.2 Plan and arrange accompaniments to given melodies within teacher guidelines.

5.4.3 Create a song in an appropriate meter to accompany an original descriptive text of at least four phrases.

5.4.4 Collaboratively plan and perform a vocal or instrumental melody and accompaniment within established guidelines.

#### **Standard 5**

### **RESPONDING TO MUSIC: Reading, notating, and interpreting music**

*Students read and perform music in specified meters and keys from a score. They write rhythms and pitches from aural examples.*

5.5.1 Read, notate, and perform quarter, dotted quarter, eighth, half, dotted half, sixteenth, and whole notes, and quarter, half, and whole rests in meters of 2/4, 3/4, 4/4, and 6/8.

5.5.2 Identify and notate rhythms and melodies from aural examples.

5.5.3 Read and perform songs from notation and sight read new songs from simple musical scores.

5.5.4 Read and perform music in the keys of C, G, and F major.

5.5.5 Read and notate scales and melodic lines in the treble clef, including ledger lines above and below the staff.

5.5.6 Identify and apply terms and symbols found in musical scores.

#### **Standard 6**

### **RESPONDING TO MUSIC: Listening to, analyzing, and describing music**

*Students recognize, identify, and describe musical elements, styles, and representative works from various periods and cultures.*

5.6.1 Describe musical elements including tonality, form, expressive qualities, and timbre through movement, writing, or illustration, including how these elements might convey an expressive mood.

5.6.2 Identify and use appropriate terminology to describe various musical styles such as gospel, jazz, musical theater, folk, classical, and popular.

5.6.3 Recognize stylistic characteristics of music from various cultures.

5.6.4 Recognize the works of representative historic and contemporary composers.

5.6.5 Expand a portfolio that documents understanding of musical experiences through writing samples, illustrations, and related media computer files.

#### **Standard 7**

### **RESPONDING TO MUSIC: Evaluating music and music performances**

*Students define characteristics of effective musical works and identify them in classroom music. They apply performance criteria when listening to or performing music and demonstrate appropriate performance behavior.*

5.7.1 Define characteristics of effective musical works such as melodic interest and use of repetition and contrast. Identify these characteristics in music heard or performed in the classroom.

5.7.2 Apply established criteria for effective performance when listening to recorded music in the classroom or independently.

5.7.3 Apply established performance criteria to classroom activities.

5.7.4 Demonstrate appropriate behavior when performing music.

#### **Standard 8**

### **RESPONDING TO MUSIC: Understanding relationships between music, the other arts, and disciplines outside the arts**

*Students discover interdisciplinary connections in specific music examples and activities. They recognize how music activities connect to life skills needed in many contexts.*

5.8.1 Based on musical elements and lyrics of a selected song like “Johnny Has Gone for a Soldier,” discover and apply interdisciplinary connections such as locating a related work of art, planning a simple dance to communicate the mood of the song, improvising a brief dramatization, or writing a letter from Johnny including references to a particular conflict in history and his point of view.

5.8.2 Relate note values and their divisions in music to mathematic symbols and algebraic equations such as less than (<), equal to (=), or greater than (>) and problems like  $x + \text{♪} = \text{♪♪}$ .

5.8.3 Identify the integration of disciplines such as social studies, art, and geometry (measurement, diameter, and circumference) for a project such as making “poi balls” when studying Māori music and dance.

5.8.4 Identify life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts.

#### **Standard 9**

### **RESPONDING TO MUSIC: Understanding music in relation to history and culture**

*Students experience music of a variety of styles and genres associated with the United States and its history. They recognize roles of American musicians.*

5.9.1 Investigate and perform music associated with historical periods, individuals, events, and movements in the United States such as songs of the railroad, American heroes, the American Revolution, or a specific decade.

5.9.2 Listen to specific examples of program music that enhance understanding of American lifestyles and times such as Copland’s *Hoedown* or *Appalachian Spring*.

5.9.3 Recognize and experience styles and genres of American music such as blues, jazz, and musical theatre and identify their role in history and society.

5.9.4 Explore and contrast music of contemporary American and various world cultures through live or recorded authentic performances.

5.9.5 Recognize various roles of musicians in American society.