

General Music: Grade 5

Adopted 2015

Creating

1. Generate and conceptualize artistic ideas and work

- a. Improvise rhythmic, melodic, and harmonic ideas (e.g. beat, meter, rhythm, harmony, and tonality).
 - b. Generate musical ideas (e.g. rhythms, melodies, and accompaniment patterns) within related tonalities, meters, and simple chord changes.
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2. Organize and develop artistic ideas and work

- a. Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions.
 - b. Use notation to document personal or collective rhythmic, melodic, and two- or three-chord harmonic musical ideas (e.g. chords).
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3. Refine and complete artistic work

- a. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.
 - b. Present the final version of personally or collectively created music to others and explain their creative process.
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Performing

4. Select, Analyze and Interpret artistic work for performance

- a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.
 - b. Demonstrate understanding of the form in music selected for performance.
 - c. Read and perform using notation (e.g. syncopation).
 - d. Demonstrate an understanding of musical concepts (e.g. physical, verbal, or written response-- understanding of musical concepts and how creators use them to convey expressive intent).
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5. Develop and refine artistic techniques and work for presentation

- a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate personal and ensemble performance.
- b. With an appropriate level of independence rehearse to refine technique, expression, and identified performance challenges.

6. Convey meaning through the presentation of artistic work

- a. Perform music with appropriate expression, technique, and interpretation.
 - b. Demonstrate performance and audience decorum appropriate for the occasion.
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Responding

7. Perceive and analyze artistic work

- a. Explain how music listening is influenced by personal interest, knowledge, purpose, and context.
 - b. Demonstrate and explain how musical concepts and contexts affect responses to music.
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8. Interpret intent and meaning in artistic work

- a. Demonstrate and describe expressive attributes and how they support creators'/performers' expressive intent.
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9. Apply criteria to evaluate artistic work

- a. Apply teacher-provided and collaboratively-developed criteria to evaluate musical works and performances.
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Connecting

10. Synthesize and relate knowledge and personal experiences to make art.

- a. Explain why particular pieces of music are important to one's family or cultural heritage.
 - b. Describe the roles and impact various musics plays in one's life and the lives of others.
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11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

- a. Explain relationships between musics and other content areas (e.g. dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).
- b. Describe how context (e.g. social, cultural, and historical) can inform a performance.