

General Music - 5th grade State Standards

Prior/New Learning to meet each standard

Artistic Process - Creating

Anchor Standard #1 - Generate and conceptualize artistic ideas and work

MU.CR.1.5a

a. Improvise rhythmic, melodic, and harmonic ideas (e.g. beat, meter, rhythm, harmony, and tonality).

1. Review rhythm reading includnig subdivision and syncopation
2. Review reading pitch in the staff in treble clef.
3. Learn to read pitch outside the staff using ledger lines.
4. Learn/review basic I, V, V7 chords.
5. Improvise a short simple melody over a repeatative rhythm/steady beat.

MU.CR.1.5b

b. Generate musical ideas (e.g. rhythms, melodies, and accompaniment patterns) within related tonalities, meters, and simple chord changes.

1. Create a chord accompaniment pattern for 2-3 phrases (block chords)
2. Write a melody to fit the chords using standard notation.

Anchor Standard #2 - Organize and develop artistic ideas and work

MU.CR.2.5a

a. Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions.

1. Examine real music and note things like repeating rhythm and melody patterns that could be improvised over. Attempt improvisation.
2. Given a simple melody, decide on the chords to perform with it and then do so.
3. Compose pieces using specific ideas like style, modd, dynamics, etc.

MU.CR.2.5b

<p>b. Use notation to document personal or collective rhythmic, melodic, and two- or three-chord harmonic musical ideas (e.g. chords).</p>	<ol style="list-style-type: none"> 1. Have students identify I, V, and V7 chord patterns and transcribe them. 2. Transcribe 3-4 measure rhythmic melodies. 3. Write their own piece of music using grade level appropriate rhythms, pitches, and chords.
<p>Anchor Standard #3 - Refine and complete artistic work</p>	
<p>MU.CR.3.5a</p>	
<p>a. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.</p>	<ol style="list-style-type: none"> 1. Evaluate their rough draft using a rubric. Make changes. Write a paragraph explaining why they made those changes. 2. Perform the same process detailed in number 1 using the teacher's rubric responses.
<p>MU.CR.3.5b</p>	
<p>b. Present the final version of personally or collectively created music to others and explain their creative process.</p>	<ol style="list-style-type: none"> 1. Finalize and perform/present their final piece. 2. Explain their revision choices (process statement) and their creative intent (composer statement).
<p>Artistic Process - Performing</p>	
<p>Anchor Standard #4 - Select, analyze, and interpret artistic work for performance</p>	
<p>MU.PR.4.5a</p>	
<p>a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.</p>	<ol style="list-style-type: none"> 1. Have students examine pieces to be performed for the school concert and explain why those pieces might have been chosen to be part of the concert.
<p>MU.PR.4.5b</p>	
<p>b. Demonstrate understanding of the form in music selected for performance.</p>	<ol style="list-style-type: none"> 1. Outline the form for a piece as a group. 2. Have students display the section using hand movements or by noting it in the music.
<p>MU.PR.4.5c</p>	
<p>c. Read and perform using notation (e.g. syncopation).</p>	<ol style="list-style-type: none"> 1. Learn/review syncopation using eighth notes, eighth rests and dotted quarter notes along with basic rhythm notes and rests from previous grade levels.

MU.PR.4.5d							
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).	<ol style="list-style-type: none"> 1. Write out ptches and rhythms in performance pieces 2. Talk about the dynamics, tempo, articulation, phrasing, and mood of pieces performed. 3. Write a newspaper article to review their own performance pieces. 						
Anchor Standard #5 - Develop and refine artistic work for presentation							
MU.PR.5.5a							
a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate personal and ensemble performance.	<ol style="list-style-type: none"> 1. Have students self-evaluate their own compositions using a rubric/form. 2. Have students evaluate their concert performance using a rubric/form. 						
MU.PR.5.5a							
b. With an appropriate level of independence rehearse to refine technique, expression, and identified performance challenges.	<ol style="list-style-type: none"> 1. Have students practice in parts/small groups to work on specific problems in their performance pieces. 						
Anchor Standard #6 - Convey meaning through the presentation of artistic work							
MU.PR.6.5a							
a. Perform music with appropriate expression, technique, and interpretation.	<ol style="list-style-type: none"> 1. Perform school concert and class music following all tempo, dynamic, articulation and phrasing markings. 2. Discuss the mood and style considerations of what students perform and how to communciate that musically. 						
MU.PR.6.5b							
b. Demonstrate performance and audience decorum appropriate for the occasion.	<ol style="list-style-type: none"> 1. Perform in the school concert and class appropriately. 2. Discuss and demonstrate appropriate audience participation in the school concert. Have classroom teachers evaluate this at the school concert. 						
Artistic Process - Responding							
Anchor Standard #7 - Perceive and analyze artistic work							

MU.RE.7.5a							
a. Explain how music listening is influenced by personal interest, knowledge, purpose, and context.	1. Discuss how students' opinions are altered by what they personally enjoy. 2. Play a piece of music. Have students write their opinion. Give the history, culture, and social background behind the song. Play the song again. Ask how their opinion changed.						
MU.RE.7.5b							
b. Demonstrate and explain how musical concepts and contexts affect responses to music.	1. Have students look at 2 versions of the same song and discuss how changes in tempo, dynamics, mood, and articulation change their response to the music. 2. Have students listen to a song, then give them information about the song and listen again. Have students discuss how the context changed						
Anchor Standard #8 - Interpret intent and meaning in artistic work							
MU.RE.8.5							
a. Demonstrate and describe expressive attributes and how they support creators' / performers' expressive intent.	1. Discuss and write about how tempo, dynamics, articulation, phrasing, and instrument choice help create the mood of a piece of music.						
Anchor Standard #9 - Apply criteria to evaluate artistic work							
MU.RE.9.5							
a. Apply teacher-provided and collaboratively-developed criteria to evaluate musical works and performances.	1. Evaluate and write a critique on music based on the tempo, dynamics, articulation, phrasing, and instrument choices ability to clearly communicate the mood. 2. Discuss and give examples of high and low quality performances and highlight the differences. 3. Have students decide if a performance was high or low quality and explain their reasoning.						
Artistic Process - Connecting							
Anchor Standard #10 - Synthesize and relate knowledge and personal experiences to make art							
MU.CN.10.5a							

<p>a. Explain why particular pieces of music are important to one's family or cultural heritage.</p>	<ol style="list-style-type: none"> 1. Send home a worksheet to interview family members about music that's important to them and why 2. Connect the cultural heritage of music heard in class to students from those cultures. 3. Have students write a response, explaining why those pieces are important to their family/culture. 								
<p>MU.CN.10.5b</p>	<table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>								
<p>b. Describe the roles and impact various musics plays in one's life and the lives of others.</p>	<ol style="list-style-type: none"> 1. Have students discuss their favorite music, must they connect with a happy/sad event, music that makes them think of someone else, etc. and explain why. 2. On the home interview ask questions about why those songs matter to their families. 								
<p>Anchor Standard #11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen</p>									
<p>MU.CN.11.5a</p>	<table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>								
<p>a. Explain relationships between musics and other content areas (e.g. dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).</p>	<p>Dance - Talk about how dance and rhythm work together.</p> <p>Visual Arts - Creating art that communicates the emotion of the music. Explain how the art and music connect in an artist statement.</p> <p>Dramatic Arts - Give examples of how music is used in dramas around them (TV/games/movies/etc). Have students give specific examples/explanations from pieces covered in class.</p> <p>Literature - Discuss songs that tell a story (ballads/folk songs/recitative)</p> <p>Science - How size and pitch are related in regards to instrument size and fingering changes.</p> <p>Math - How fractions relate to subdivision/syncopation.</p> <p>Language Arts - Discuss why song lyrics break grammar rules intentionally. Have students correct a piece of music to be gramatically correct and explain why it would not make good music.</p>								
<p>MU.CN.11.5b</p>	<table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>								
<p>b. Describe how context (e.g. social, cultural, and historical) can inform a performance.</p>	<ol style="list-style-type: none"> 1. Discuss how understanding the story (history), culture, composer, and the society can give performance clues. 								