

# MUSIC STANDARDS

## GRADE 5

### CREATING

- Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).
- Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.
- Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.
- Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.
- Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria.
- Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.

### PERFORMING

- Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.
- Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.
- When analyzing selected music, read and perform using standard notation.
- Explain how context (such as social, cultural, and historical) informs performances.
- Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).
- Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.
- Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.
- Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.
- Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

### RESPONDING

- Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
- Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).
- Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.
- Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

### CONNECTING

- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.