

# Music: Grade 5

## Expression of Music MU.5.1

### 1 Perform/Demonstrate music that exhibits learned rhythmic, melodic, and accompaniment components. MU.5.1.1

- a Demonstrate and compare and contrast harmonic changes in songs (e.g., major vs. minor, blues, chord progressions, etc.). MU.5.1.1.A
  - b Demonstrate learned melodic, rhythmic, and harmonic patterns using expressive elements. MU.5.1.1.B
  - c Demonstrate songs in major and minor keys. MU.5.1.1.C
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### 2 Perform/Demonstrate extended notated songs with accurate pitch, rhythm, tone, harmony and expressive elements. MU.5.1.2

- a Demonstrate multi-layered rhythmic and melodic pieces and songs (e.g., rounds, partner songs, descants) learned from notation. MU.5.1.2.A
  - b Demonstrate following the director's indications for expressive elements. MU.5.1.2.B
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### 3 Apply teacher and peer critique and self-reflection to refine individual and ensemble technique and performance. MU.5.1.3

- a Engage in refinement and feedback processes to prepare music for performance. MU.5.1.3.A
  - b Self-evaluate to refine musical performance. MU.5.1.3.B
  - c Critique expressive elements performed by others. MU.5.1.3.C
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## Creation of Music MU.5.2

### 1 Compose, improvise, and arrange a musical idea using rhythm and pitches with accompaniment. MU.5.2.1

- a Create and document a melodic and/or rhythmic composition with accompaniment to present a chosen style or mood. MU.5.2.1.A
  - b Generate and improvise musical ideas over an accompaniment (e.g., 12-bar blues, changing chord ostinati or other accompaniment, vocal ostinati). MU.5.2.1.B
  - c Arrange an accompaniment to go with a melody MU.5.2.1.C
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## Theory of Music MU.5.3

### 1 Identify and demonstrate complex notated melodic, rhythmic, and harmonic patterns. MU.5.3.1

- a Melody: Identify and demonstrate awareness of whole/half steps. MU.5.3.1.A
  - b Rhythm: Identify and demonstrate syncopated rhythms. MU.5.3.1.B
  - c Harmony: Identify, perform, or respond to extended harmonic patterns (e.g., I-V, V-I, I-IV-V-I). MU.5.3.1.C
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### 2 Identify and demonstrate new and learned tempos, dynamics, and articulations. MU.5.3.2

- a Tempo: Identify and demonstrate written tempo symbols. MU.5.3.2.A
  - b Dynamics: Identify and demonstrate the written symbols for dynamic changes. MU.5.3.2.B
  - c Articulation: Identify and demonstrate learned written articulations. MU.5.3.2.C
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### 3 Identify and apply complex form, meter, and timbre elements. MU.5.3.3

- a Form/Structure: Identify D.S. al Coda, D.C. al fine, 1st/2nd endings. MU.5.3.3.A
  - b Meter/Beat Groupings: Identify the purpose of the top and bottom number in a time signature. MU.5.3.3.B
  - c Timbre: Aurally identify 3+ parts, and various world instruments. MU.5.3.3.C
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## Response to Music MU.5.4

### 1 Create and use specific criteria in responding to a musical performance. MU.5.4.1

- a Discriminate between both musical (rhythm, melody, tempo) and nonmusical (text, feelings) elements that influence musical performance and preference. MU.5.4.1.A
  - b Discuss the difference between preference versus quality of musical works. MU.5.4.1.B
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### 2 Identify differences and commonalities in music from a variety of sources and intentions (e.g. historical periods, cultures, genres). MU.5.4.2

- a Describe the use of various timbres and rhythmic patterns and their uses in various historical periods and cultures. MU.5.4.2.A
- b Communicate similarities and differences in music from various historical periods. MU.5.4.2.B
- c Communicate ways in which music has been important to people throughout historical periods. MU.5.4.2.C