

Florida Fine Arts

# Music: Grade 5

Adopted 2010

## Critical Thinking and Reflection

### Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

1. Discuss and apply listening strategies to support appreciation of musical works. [MU.5.C.1.1](#)
2. Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work. [MU.5.C.1.2](#)
3. Identify, aurally, selected instruments of the band and orchestra. [MU.5.C.1.3](#)
4. Identify, aurally, the four primary voice parts, i.e., soprano, alto, tenor, bass, of a mixed choir. [MU.5.C.1.4](#)

#### Access Point for Students with Significant Cognitive Disabilities

##### Independent

- a. Identify and use appropriate sensory skills to support appreciation of musical works. [MU.5.C.1.IN.A](#)
- b. Identify the musical intent of the composer for a specific musical work. [MU.5.C.1.IN.B](#)
- c. Identify families of orchestral and band instruments. [MU.5.C.1.IN.C](#)
- d. Identify the four primary voice parts: soprano, alto, tenor, and bass. [MU.5.C.1.IN.D](#)

##### Supported

- a. Recognize and use teacher-selected sensory skills to support appreciation of musical works. [MU.5.C.1.SU.A](#)
- b. Match the musical intent of the composer to a specific musical work. [MU.5.C.1.SU.B](#)
- c. Identify a variety of orchestral and band instruments. [MU.5.C.1.SU.C](#)
- d. Recognize differences between different voice parts. [MU.5.C.1.SU.D](#)

##### Participatory

- a. Use sensory strategies to support appreciation of musical works. [MU.5.C.1.PA.A](#)
- b. Recognize that music examples convey meaning. [MU.5.C.1.PA.B](#)
- c. Recognize selected orchestral and band instruments. [MU.5.C.1.PA.C](#)
- d. Distinguish between two voices. [MU.5.C.1.PA.D](#)

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**Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.**

1. Define criteria, using correct music vocabulary, to critique one's own and others' performance. **MU.5.C.2.1**
2. Describe changes, using correct music vocabulary, in one's own and/or others' performance over time. **MU.5.C.2.2**

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Use defined criteria to analyze one's own and others' performance. **MU.5.C.2.IN.A**
- b. Use defined criteria to analyze and revise one's own performance. **MU.5.C.2.IN.B**

Supported

- a. Use a teacher-selected criterion to analyze one's own and others' performance. **MU.5.C.2.SU.A**
- b. Use a teacher-selected criterion to analyze and revise one's own performance. **MU.5.C.2.SU.B**

Participatory

- a. Use a teacher-selected criterion to evaluate performances of familiar music. **MU.5.C.2.PA.A**
- b. Use a teacher-selected criterion to analyze and revise personal performances with guidance from teachers and peers. **MU.5.C.2.PA.B**

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**The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.**

1. Develop criteria to evaluate an exemplary musical work from a specific period or genre. **MU.5.C.3.1**

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Use defined criteria to respond to musical work of a specified period or genre. **MU.5.C.3.IN.A**

Supported

- a. Use a teacher-selected criterion to respond to musical work of a specified period or genre. **MU.5.C.3.SU.A**

Participatory

- a. Select preferred musical work of a specified period or genre. **MU.5.C.3.PA.A**
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## Skills, Techniques, and Processes

**The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.**

1. Improvise rhythmic and melodic phrases to create simple variations on familiar melodies. [MU.5.S.1.1](#)
2. Compose short vocal or instrumental pieces using a variety of sound sources. [MU.5.S.1.2](#)
3. Arrange a familiar song by manipulating specified aspects of music. [MU.5.S.1.3](#)
4. Sing or play simple melodic patterns by ear with support from the teacher. [MU.5.S.1.4](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Improvise rhythmic or melodic phrases to create variations on familiar melodies. [MU.5.S.1.IN.A](#)

Supported

- a. Improvise simple rhythmic or melodic patterns to create variations on familiar melodies. [MU.5.S.1.SU.A](#)

Participatory

- a. Participate in simple rhythmic or melodic patterns. [MU.5.S.1.PA.A](#)
- b. Imitate simple rhythmic or melodic patterns. [MU.5.S.1.PA.B](#)

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**Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.**

1. Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance. [MU.5.S.2.1](#)
2. Apply performance techniques to familiar music. [MU.5.S.2.2](#)
3. Perform simple diatonic melodies at sight. [MU.5.S.2.3](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Re-create musical patterns from familiar music. [MU.5.S.2.IN.A](#)
- a. Sing rounds, canons, or ostinati in an appropriate range using head voice and maintaining pitch. [MU.5.S.2.IN.A](#)
- b. Play melodies and accompaniments on classroom instruments. [MU.5.S.2.IN.B](#)
- c. Notate simple rhythmic phrases using traditional notation. [MU.5.S.2.IN.C](#)

Supported

- a. Imitate a variety of musical patterns. [MU.5.S.2.SU.A](#)
- a. Sing simple songs in a group using head voice and maintaining pitch. [MU.5.S.2.SU.A](#)
- b. Play simple melodies and/or accompaniments on classroom instruments. [MU.5.S.2.SU.B](#)

Participatory

- a. Match musical patterns to a model. [MU.5.S.2.PA.A](#)
- a. Contribute to the performance of group songs. [MU.5.S.2.PA.A](#)
- b. Sing or play songs or patterns from memory. [MU.5.S.2.PA.B](#)

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**Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.**

1. Sing part songs in an appropriate range, using proper vocal technique and maintaining pitch. [MU.5.S.3.1](#)
2. Play melodies and accompaniments, using proper instrumental technique, on pitched and unpitched instruments. [MU.5.S.3.2](#)
4. Play melodies and accompaniments, by ear, using classroom instruments. [MU.5.S.3.4](#)
5. Notate rhythmic phrases and simple diatonic melodies using traditional notation. [MU.5.S.3.5](#)

Access Point for Students with Significant Cognitive Disabilities

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## Organizational Structure

### **Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.**

1. Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process. **MU.5.0.1.1**

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Identify the musical elements in various styles of music using correct music vocabulary. **MU.5.0.1.IN.A**

Supported

- a. Recognize basic elements in various styles of music. **MU.5.0.1.SU.A**

Participatory

- a. Recognize a selected element in a piece of music. **MU.5.0.1.PA.A**

- a. Recognize a selected element in a piece of music. **MU.5.0.1.PA.A**

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### **The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.**

1. Create a new melody from two or more melodic motifs. **MU.5.0.2.1**

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Rearrange melodic or rhythmic patterns to generate new phrases. **MU.5.0.2.IN.A**

Supported

- a. Rearrange simple melodic or rhythmic patterns to generate new phrases. **MU.5.0.2.SU.A**

Participatory

- a. Select preferred simple melodic or rhythmic patterns. **MU.5.0.2.PA.A**

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**Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.**

1. Examine and explain how expressive elements, when used in a selected musical work, affect personal response. [MU.5.0.3.1](#)
2. Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor. [MU.5.0.3.2](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Discuss how expressive elements can change the mood or emotion of a piece of music. [MU.5.0.3.IN.A](#)
- b. Practice performing expressive elements in a vocal or instrumental piece. [MU.5.0.3.IN.B](#)

Supported

- a. Identify the mood or emotion of a piece of music. [MU.5.0.3.SU.A](#)

Participatory

- a. Respond to music to demonstrate how it makes one feel. [MU.5.0.3.PA.A](#)
  - a. Respond to music to demonstrate how it makes one feel. [MU.5.0.3.PA.A](#)
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## Historical and Global Connections

**Through study in the arts, we learn about and honor others and the worlds in which they live(d).**

1. Identify the purposes for which music is used within various cultures. [MU.5.H.1.1](#)
2. Compare and describe the compositional characteristics used by two or more composers whose works are studied in class. [MU.5.H.1.2](#)
3. Compare stylistic and musical features in works originating from different cultures. [MU.5.H.1.3](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Identify the purpose for which specified music is used within various cultures. [MU.5.H.1.IN.A](#)
- b. Identify similarities and differences between styles and features of music produced by different cultures. [MU.5.H.1.IN.B](#)

Supported

- a. Recognize the purpose for which specified music is used within various cultures. [MU.5.H.1.SU.A](#)
- b. Recognize similarities or differences between styles or features of music produced by different cultures. [MU.5.H.1.SU.B](#)

Participatory

- a. Recognize the purpose of specified music. [MU.5.H.1.PA.A](#)
- b. Recognize similarities or differences in musical compositions. [MU.5.H.1.PA.B](#)

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**The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.**

1. Examine the contributions of musicians and composers for a specific historical period. [MU.5.H.2.1](#)
2. Describe how technology has changed the way audiences experience music. [MU.5.H.2.2](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Identify musicians and composers for a specific historical period. [MU.5.H.2.IN.A](#)
- b. Identify and use a variety of technologies to experience music. [MU.5.H.2.IN.B](#)

Supported

- a. Recognize selected music for a specific historical period. [MU.5.H.2.SU.A](#)
- b. Recognize and use selected technologies to experience music. [MU.5.H.2.SU.B](#)

Participatory

- a. Explore music from a specific historical period. [MU.5.H.2.PA.A](#)
- b. Use a selected technology to experience music. [MU.5.H.2.PA.B](#)

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**Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.**

1. Examine critical-thinking processes in music and describe how they can be transferred to other disciplines. [MU.5.H.3.1](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Examine the steps of a critical-thinking process in music and apply them to another teacher-selected discipline. [MU.5.H.3.IN.A](#)

Supported

- a. Examine selected steps in critical-thinking processes in music and apply them to another teacher-selected discipline. [MU.5.H.3.SU.A](#)

Participatory

- a. Explore the use of pattern, line, and form in music and other teacher-selected contexts. [MU.5.H.3.PA.A](#)
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## Innovation, Technology, and the Future

### **Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.**

1. Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements. [MU.5.F.1.1](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Select and use visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements. [MU.5.F.1.IN.A](#)

Supported

- a. Use selected visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements. [MU.5.F.1.SU.A](#)

Participatory

- a. Explore selected visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements. [MU.5.F.1.PA.A](#)

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### **Careers in and related to the arts significantly and positively impact local and global economies.**

1. Describe jobs associated with various types of concert venues and performing arts centers. [MU.5.F.2.1](#)
2. Explain why live performances are important to the career of the artist and the success of performance venues. [MU.5.F.2.2](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Identify two or more community opportunities in or related to music for employment and leisure. [MU.5.F.2.IN.A](#)

Supported

- a. Recognize two or more community opportunities in or related to music for employment or leisure. [MU.5.F.2.SU.A](#)

Participatory

- a. Recognize a community opportunity in or related to music for employment or leisure. [MU.5.F.2.PA.A](#)

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**The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.**

1. Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom. **MU.5.F.3.1**
2. Practice safe, legal, and responsible acquisition and use of music media, and describe why it is important to do so. **MU.5.F.3.2**

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Identify personal qualities that support success in music that can be applied to other fields. **MU.5.F.3.IN.A**
- b. Follow safe, legal, and responsible practices to use a variety of technology tools to produce and listen to music. **MU.5.F.3.IN.B**

Supported

- a. Recognize selected personal qualities that support success in music that can be applied to other fields. **MU.5.F.3.SU.A**
- b. Follow safe, legal, and responsible practices to use a technology tool to produce or listen to music. **MU.5.F.3.SU.B**

Participatory

- a. Recognize a personal quality that supports success in music that can be applied to other fields. **MU.5.F.3.PA.A**
- b. Recognize and respect the property of others. **MU.5.F.3.PA.B**