

# Music: General Music: Grade 5

Adopted 2015

## Creating – Conceiving and developing new artistic ideas and work.

- 1. Imagine: Generate musical ideas for various purposes and contexts. CR.1**
  - a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical). CR.1.5.A
  - b. Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes. CR.1.5.B

---

- 2. Plan and Make: Select and develop musical ideas for defined purposes and contexts. CR.2**
  - a. Demonstrate selected and developed musical ideas for improvisations arrangements, or compositions to express intent, and explain connection to purpose and context. CR.2.5.A
  - b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas. CR.2.5.B

---

- 3. Evaluate and Refine: Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. CR.3**
  5. Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes. CR.3.5

---

- 4. Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality. CR.4**
  5. Present the final version of personal created music to others that demonstrates craftsmanship, and explains connection to expressive intent CR.4.5

## Performing – Realizing artistic ideas and work through interpretation and presentation.

- 1. Select: Select varied musical works to present based on interest, knowledge, technical skill, and context. PR.1**
  5. 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. PR.1.5

---

**2. Analyze: Analyze the structure and context of varied musical works and their implications for performance.** PR.2

- a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance. PR.2.5.A
- b. When analyzing selected music, read and perform using standard notation. PR.2.5.B
- c. Explain how context (such as social, cultural, and historical) informs performances. PR.2.5.C

---

**3. Interpret: Develop personal interpretations that consider creators' intent.** PR.3

- 5. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style). PR.3.5

---

**4. Rehearse, Evaluate, and Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.** PR.4

- a. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances. PR.4.5.A
- b. Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time. PR.4.5.B

---

**5. Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.** PR.5

- a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation. PR.5.5.A
- b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. PR.5.5.B

---

**Responding –  
Understanding and  
evaluating how the arts  
convey meaning.**

**1. Select: Choose music appropriate for a specific purpose or context.** RE.1

- 5. Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. RE.1.5

---

**2. Analyze: Analyze how the structure and context of varied musical works inform the response.** RE.2

- 5. 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). RE.2.5

---

**3. Interpret: Support interpretations of musical works that reflect creators'/performers' expressive intent.** RE.3

- 5. 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. RE.3.5

- 
- 4. Evaluate: Support evaluations of musical works and performances based on analysis, interpretation, and established criteria. RE.4**
  5. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music. RE.4.5