

# Olathe Public Schools

## Elementary General Music Standards at a Glance – Grade 5

### Standard 1: Creating — Conceiving and developing new artistic ideas and work.

| Process Components  | Grade 4 Performance Standards  | Learning Targets   |
|---|--|--|
| <b>Imagine</b> — Generate musical ideas for various purposes and contexts.  | <p><b>Cr.1.5.a</b> Generate musical ideas within specific related tonalities, meters, and <b>simple chord changes</b>.</p> <p><b>Cr.1.5.b</b> Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context.</p>   | <ul style="list-style-type: none"> <li>• Improvise and explore various sound sources to express ideas, feelings, and basic concepts and to enhance songs, stories, and/or poems.</li> <li>• Improvise “answers” in the same style to given rhythmic and melodic “questions”.</li> <li>• Improvises simple rhythmic/melodic/harmonic ostinato accompaniments of at least 8 beats with a variety of sound sources within specified guidelines.</li> <li>• Improvises a short melody within a selected style, meter, and tonality over a given rhythmic accompaniment.</li> </ul>   |
| <b>Plan and Make</b> – Select and develop musical ideas for defined purposes and contexts.                                      | <p><b>Cr.2.5.a</b> Use standard and/or iconic notation and/or technology to document personal rhythmic, melodic, and <b>two-chord harmonic</b> musical ideas.</p> <p><b>Cr.2.5.b</b> Demonstrate <b>selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context</b>.</p> | <ul style="list-style-type: none"> <li>• Arrange and/or compose a piece using traditional and nontraditional sound sources and electronic music using iconic or standard notation.</li> <li>• Select stylistic symbols (i.e. dynamics, tempo, and articulation) to convey expressive intent of a composition.</li> <li>• Create two measure rhythmic and/or melodic answers to a given two-measure question demonstrating various forms.</li> <li>• Read, notate and perform grade level rhythms in 2/4, 3/4, and 4/4 meter.</li> <li>• Identify and sing or play a major scale pattern and intervals on the treble staff.</li> <li>• Perform the root of I, IV, and V chords on classroom instruments as a simple accompaniment.</li> </ul> |
| <b>Evaluate and Refine</b> — Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria. | <p><b>Cr.3.5</b> <b>Evaluate, refine, and document</b> revisions to personal <b>musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes</b>.</p>   | <ul style="list-style-type: none"> <li>• Explain, using appropriate music terminology, their personal preferences for quality musical works.</li> <li>• Develop and apply criteria to evaluate the quality and the effectiveness of a student-generated musical creation through personal, peer and/or teacher evaluation. Include rationale for evaluation and feedback.</li> <li>• Evaluate a musical performance or creation using student/teacher generated criteria and apply feedback to refine a student-generated musical creation.</li> </ul>   |
| <b>Present</b> – Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.         | <p><b>Cr.4.5</b> Present the final version of personal created music to others, and explain the connections to expressive intent.</p>  | <ul style="list-style-type: none"> <li>• Describe the creative process and expressive intent of a student-generated musical creation.</li> <li>• Perform individually (or have others perform) a student-generated musical creation demonstrating expressive intent.</li> </ul>  |

**Standard 2: Performing — Realizing artistic ideas and work through interpretation and presentation.**

| Process Components  | Grade 5 Performance Standards  | Learning Targets  |
|---|--|---|
| <b>Select</b> — Select varied musical work to present based on interest, knowledge, technical skill, and context.                                       | <b>Pr.1.5</b> Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, and technical skill.   | <ul style="list-style-type: none"> <li>Identify appropriate musical selections for a variety of audiences.</li> <li>Develop and apply criteria for selecting music to meet a variety of purposes and contexts considering performers' technical abilities.</li> </ul>   |
| <b>Analyze</b> — Analyze the structure and context of varied musical works and their implication for performance.                                       | <p><b>Pr.2.5.a</b> When analyzing selected music, read and perform using <b>standard notation</b>.</p> <p><b>Pr.2.5.b</b> Identify and describe the various musical elements used within musical works from various cultures and historical eras.</p> <p><b>Pr.2.5.c</b> Demonstrate understanding of the structure and the elements of music in music selected for performance.</p> | <ul style="list-style-type: none"> <li>Identify and describe the various musical elements, effects, and patterns used within musical works from various cultures and historical eras.</li> <li>Identify theme and variation.</li> <li>Read and perform developmentally appropriate rhythmic and melodic patterns to identify potential musical challenges.</li> <li>Read and identify by name or function, standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form.</li> <li>Read notate and perform grade level rhythms in 2/4, 3/4, and 4/4 meter.</li> <li>Discriminate between a supported and non-supported tone.</li> </ul> |
| <b>Interpret</b> — Develop personal interpretations that consider creators' intent.   | <b>Pr.3.5</b> Demonstrate <b>and explain</b> how intent is conveyed through expressive qualities.  | <ul style="list-style-type: none"> <li>Identify and explain how expressive qualities found in selected musical works can be used to convey the composer's intent.</li> <li>Identify, define, and apply traditional symbols and terms for dynamics, articulation, tempo, and meter.</li> </ul>   |
| <b>Rehearse, Evaluate, and Refine</b> — Evaluate and refine personal and ensemble performances, individually or in collaboration with others.           | <p><b>Pr.4.5.a.</b> Evaluate accuracy <b>and expressiveness</b> of ensemble <b>and personal</b> performances based on teacher-provided and established criteria.</p> <p><b>Pr.4.5.b</b> Rehearse to refine technical accuracy and expressive qualities, and <b>apply strategies to address</b> performance challenges.</p>   | <ul style="list-style-type: none"> <li>Use devised criteria to evaluate the quality and effectiveness of individual and/or group performances of selected musical works.</li> <li>Determine desired modifications based upon personal, peer, and/or teacher feedback to refine the individual and/or group performance.</li> <li>Evaluate the effectiveness of the modifications to determine when the rehearsed musical works are ready to perform.</li> <li>Sing simple songs showing the contouring of phrases.</li> </ul>   |
| <b>Present</b> — Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. | <p><b>Pr.5.5.a</b> Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</p> <p><b>Pr.5.5.b</b> Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, <b>and style</b>.</p>  | <ul style="list-style-type: none"> <li>Perform using an appropriate timbre, accurate pitch, accurate rhythm, correct posture, and precise articulation in an ensemble setting.</li> <li>Respond expressively to conductor's cues while performing vocally or instrumentally in ensembles.</li> <li>Demonstrate appropriate performance decorum and audience etiquette in a variety of musical settings.</li> <li>Demonstrate accurate vowel shapes/sounds when singing in simple harmony.</li> </ul>  |

**Standard 3: Responding — Understanding and evaluating how the arts convey meaning.**

| Process Components   | Grade 5 Performance Standards   | Learning Targets   |
|--|---|--|
| <b>Select</b> — Choose music appropriate for a specific purpose or context.                        | <b>Re.1.5</b> Demonstrate and explain, <b>citing evidence</b> , how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. | <ul style="list-style-type: none"> <li>Explain, providing evidence, how the connection of music to specific interests, experiences, purposes, and contexts impacts music selection.</li> </ul>                                 |
| <b>Analyze</b> — Analyze how the structure and context of varied musical works inform the response | <b>Re.2.5</b> Demonstrate and explain, <b>citing evidence</b> , how responses to music are informed by the structure, the use of the elements of music, and context.        | <ul style="list-style-type: none"> <li>Identify specific music concepts as they appear in selected music.</li> <li>Explain, citing evidence, how musical structure impacts our response to a selected musical work.</li> </ul> |

| Process Components  | Grade 5 Performance Standards  | Learning Targets  |
|---|--|---|
|   |  | <ul style="list-style-type: none"> <li>Identify musical patterns to determine the form of a selected work.</li> <li>Compare contrasting musical works by identifying how the musical elements are used to create different musical effects.</li> </ul>  |
| <p><b>Interpret</b> — Support interpretations of musical works that reflect creators'/performers' expressive intent</p>                     | <p><b>Re.3.5</b> Demonstrate and explain how the expressive qualities are used in performers' and personal interpretations to reflect expressive intent.</p>                                   | <ul style="list-style-type: none"> <li>Identify specific music concepts and explain how expressive qualities found in selected musical works can be used to convey the composer's intent.</li> <li>Identify, define, and apply traditional symbols and terms for dynamics, articulation, tempo, and meter.</li> </ul> |
| <p><b>Evaluate</b> — Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</p> | <p><b>Re.4.5</b> Using established criteria, evaluate how musical selections or performances can vary depending upon the context <i><b>citing evidence from the elements of music.</b></i></p> | <ul style="list-style-type: none"> <li>Identify, explain, and cite evidence how a specific musical selection or performance fits or can vary depending on the context in which it is performed.</li> <li>Develop and apply criteria for evaluating the quality of a performance and/or composition.</li> </ul>        |