

Music, Grade 5 (IMRA 26)

Subject: Fine Arts

Grade: 05

Expectations: 26

Breakouts: 167

(a) Introduction.

1. The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.
2. Four basic strands--foundations: music literacy; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student's intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.
3. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and Skills Statements

- (1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:
 - (A) distinguish among a variety of musical timbres, including those of children's voices and soprano, alto, tenor, and bass adult voices
 - (i) distinguish among a variety of musical timbres, including those of children's' voices and soprano, alto, tenor, and bass adult voices
 - (B) distinguish among a variety of musical timbres, including those of woodwind, brass, string, percussion, keyboard, electronic instruments, and instruments of various cultures
 - (i) distinguish among a variety of musical timbres, including those of woodwind, brass, string, percussion, keyboard, electronic instruments, and instruments of various cultures
 - (C) use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound, to explain musical sounds presented aurally
 - (i) use known music symbols referring to rhythm to explain musical sounds presented aurally

- (ii) use known music symbols referring to melody to explain musical sounds presented aurally
 - (iii) use known music symbols referring to timbre to explain musical sounds presented aurally
 - (iv) use known music symbols referring to form to explain musical sounds presented aurally
 - (v) use known music symbols referring to tempo, including accelerando, to explain musical sounds presented aurally
 - (vi) use known music symbols referring to tempo, including ritardando to explain musical sounds presented aurally
 - (vii) use known music symbols referring to dynamics to explain musical sounds presented aurally
 - (viii) use known music symbols referring to articulation to explain musical sounds presented aurally
 - (ix) use known music symbols referring to simple meter to explain musical sounds presented aurally
 - (x) use known music symbols referring to compound meter to explain musical sounds presented aurally
 - (xi) use known music terminology referring to rhythm to explain musical sounds presented aurally
 - (xii) use known music terminology referring to melody to explain musical sounds presented aurally
 - (xiii) use known music terminology referring to timbre to explain musical sounds presented aurally
 - (xiv) use known music terminology referring to form to explain musical sounds presented aurally
 - (xv) use known music terminology referring to tempo, including accelerando, to explain musical sounds presented aurally
 - (xvi) use known music terminology referring to tempo, including ritardando, to explain musical sounds presented aurally
 - (xvii) use known music terminology referring to dynamics to explain musical sounds presented aurally
 - (xviii) use known music terminology referring to articulation to explain musical sounds presented aurally
 - (xix) use known music terminology referring to simple meter to explain musical sounds presented aurally
 - (xx) use known music terminology referring to compound meter to explain musical sounds presented aurally
- (D) identify and label small and large musical forms such as abac, AB, and ABA; rondo; and theme and variations presented aurally in simple songs and larger works
- (i) identify small musical forms presented aurally in simple songs
 - (ii) identify small musical forms presented aurally in larger works
 - (iii) identify large musical forms presented aurally in simple songs
 - (iv) identify large musical forms presented aurally in larger works
 - (v) label small musical forms presented aurally in simple songs
 - (vi) label small musical forms presented aurally in larger works
 - (vii) label large musical forms presented aurally in simple songs
 - (viii) label large musical forms presented aurally in larger works

(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:

- (A) read, write, and reproduce rhythmic patterns using standard notation, including syncopated patterns, and previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate
 - (i) read rhythmic patterns using standard notation, including syncopated patterns in 2/4, 3/4, or 4/4 meters as appropriate
 - (ii) read rhythmic patterns using standard notation, including previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate
 - (iii) write rhythmic patterns using standard notation, including syncopated patterns in 2/4, 3/4, or 4/4 meters as appropriate
 - (iv) write rhythmic patterns using standard notation, including previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate
 - (v) reproduce rhythmic patterns using standard notation including syncopated patterns in 2/4, 3/4, or 4/4 meters as appropriate
 - (vi) reproduce rhythmic patterns using standard notation including previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate
- (B) read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation
 - (i) read extended pentatonic melodic patterns using standard staff notation
 - (ii) read extended diatonic melodic patterns using standard staff notation
 - (iii) write extended pentatonic melodic patterns using standard staff notation
 - (iv) write extended diatonic melodic patterns using standard staff notation
 - (v) reproduce extended pentatonic melodic patterns using standard staff notation
 - (vi) reproduce extended diatonic melodic patterns using standard staff notation
- (C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound
 - (i) identify new music symbols referring to tempo, including accelerando
 - (ii) identify new music symbols referring to tempo, including ritardando
 - (iii) identify new music symbols referring to dynamics
 - (iv) identify new music symbols referring to articulation
 - (v) identify new music symbols referring to simple meter
 - (vi) identify new music symbols referring to compound meter
 - (vii) identify new music terms referring to tempo, including accelerando
 - (viii) identify new music terms referring to tempo, including ritardando
 - (ix) identify new music terms referring to dynamics
 - (x) identify new music terms referring to articulation

- (xi) identify new music terms referring to simple meter
- (xii) identify new music terms referring to compound meter
- (xiii) identify previously learned music symbols referring to tempo, including accelerando
- (xiv) identify previously learned music symbols referring to tempo, including ritardando
- (xv) identify previously learned music symbols referring to dynamics
- (xvi) identify previously learned music symbols referring to articulation
- (xvii) identify previously learned music symbols referring to simple meter
- (xviii) identify previously learned music symbols referring to compound meter
- (xix) identify previously learned music terms referring to tempo, including accelerando
- (xx) identify previously learned music terms referring to tempo, including ritardando
- (xxi) identify previously learned music terms referring to dynamics
- (xxii) identify previously learned music terms referring to articulation
- (xxiii) identify previously learned music terms referring to simple meter
- (xxiv) identify previously learned music terms referring to compound meter
- (xxv) interpret new music symbols referring to tempo, including accelerando
- (xxvi) interpret new music symbols referring to tempo, including ritardando
- (xxvii) interpret new music symbols referring to dynamics
- (xxviii) interpret new music symbols referring to articulation
- (xxix) interpret new music symbols referring to simple meter
- (xxx) interpret new music symbols referring to compound meter
- (xxxi) interpret new music terms referring to tempo, including accelerando
- (xxxii) interpret new music terms referring to tempo, including ritardando
- (xxxiii) interpret new music terms referring to dynamics
- (xxxiv) interpret new music terms referring to articulation
- (xxxv) interpret new music terms referring to simple meter
- (xxxvi) interpret new music terms referring to compound meter
- (xxxvii) interpret previously learned music symbols referring to tempo, including accelerando
- (xxxviii) interpret previously learned music symbols referring to tempo, including ritardando
- (xxxix) interpret previously learned music symbols referring to dynamics
- (xl) interpret previously learned music symbols referring to articulation
- (xli) interpret previously learned music symbols referring to simple meter
- (xlii) interpret previously learned music symbols referring to compound meter

- (xliii) interpret previously learned music terms referring to tempo, including accelerando
- (xliv) interpret previously learned music terms referring to tempo, including ritardando
- (xlv) interpret previously learned music terms referring to dynamics
- (xlvi) interpret previously learned music terms referring to articulation
- (xlvii) interpret previously learned music terms referring to simple meter
- (xlviii) interpret previously learned music terms referring to compound meter

(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:

- (A) sing and play classroom instruments independently or in groups with accurate intonation and rhythm
 - (i) sing independently or in groups with accurate intonation
 - (ii) sing independently or in groups with accurate rhythm
 - (iii) play classroom instruments independently or in groups with accurate intonation
 - (iv) play classroom instruments independently or in groups with accurate rhythm
- (B) sing or play a varied repertoire of music such as American folk songs, patriotic music, and folk songs representative of local and world cultures independently or in groups
 - (i) sing or play a varied repertoire of music independently or in groups
- (C) move alone and with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together
 - (i) move alone to a varied repertoire of music using gross motor skills
 - (ii) move alone to a varied repertoire of music using fine motor skills
 - (iii) move alone to a varied repertoire of music using locomotor skills
 - (iv) move alone to a varied repertoire of music using non-locomotor skills
 - (v) move alone to a varied repertoire of music using integrated movement
 - (vi) move in groups to a varied repertoire of music using gross motor skills
 - (vii) move in groups to a varied repertoire of music using fine motor skills
 - (viii) move in groups to a varied repertoire of music using locomotor skills
 - (ix) move in groups to a varied repertoire of music using non-locomotor skills
 - (x) move in groups to a varied repertoire of music using integrated movement
- (D) perform various folk dances and play parties
 - (i) perform various folk dances
 - (ii) perform various play parties
- (E) perform simple two-part music, including rhythmic and melodic ostinati, rounds, partner songs, and counter melodies

- (i) perform simple two-part music, including rhythmic ostinati
 - (ii) perform simple two-part music, including melodic ostinati
 - (iii) perform simple two-part music, including rounds
 - (iv) perform simple two-part music, including partner songs
 - (v) perform simple two-part music, including counter melodies
- (F) interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound
- (i) interpret through performance new music symbols referring to tempo, including accelerando
 - (ii) interpret through performance new music symbols referring to tempo, including ritardando
 - (iii) interpret through performance new music symbols referring to dynamics
 - (iv) interpret through performance new music symbols referring to articulation
 - (v) interpret through performance new music symbols referring to simple meter
 - (vi) interpret through performance new music symbols referring to compound meter
 - (vii) interpret through performance new music terms referring to tempo, including accelerando
 - (viii) interpret through performance new music terms referring to tempo, including ritardando
 - (ix) interpret through performance new music terms referring to dynamics
 - (x) interpret through performance new music terms referring to articulation
 - (xi) interpret through performance new music terms referring to simple meter
 - (xii) interpret through performance new music terms referring to compound meter
 - (xiii) interpret through performance previously learned music symbols referring to tempo, including accelerando
 - (xiv) interpret through performance previously learned music symbols referring to tempo, including ritardando
 - (xv) interpret through performance previously learned music symbols referring to dynamics
 - (xvi) interpret through performance previously learned music symbols referring to articulation
 - (xvii) interpret through performance previously learned music symbols referring to simple meter
 - (xviii) interpret through performance previously learned music symbols referring to compound meter
 - (xix) interpret through performance previously learned music terms referring to tempo, including accelerando
 - (xx) interpret through performance previously learned music terms referring to tempo, including ritardando
 - (xxi) interpret through performance previously learned music terms referring to dynamics
 - (xxii) interpret through performance previously learned music terms referring to articulation
 - (xxiii) interpret through performance previously learned music terms referring to simple meter
 - (xxiv) interpret through performance previously learned music terms referring to compound meter

- (4) Creative expression. The student creates and explores new musical ideas within specified guidelines. The student is expected to:
- (A) create rhythmic phrases through improvisation and composition
 - (i) create rhythmic phrases through improvisation
 - (ii) create rhythmic phrases through composition
 - (B) create melodic phrases through improvisation and composition
 - (i) create melodic phrases through improvisation
 - (ii) create melodic phrases through composition
 - (C) create simple accompaniments through improvisation and composition
 - (i) create simple accompaniments through improvisation
 - (ii) create simple accompaniments through composition
- (5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:
- (A) perform a varied repertoire of songs, movement, and musical games representative of diverse cultures such as historical folk songs of Texas and America and European and African cultures in America
 - (i) perform a varied repertoire of songs representative of diverse cultures
 - (ii) perform a varied repertoire of movement representative of diverse cultures
 - (iii) perform a varied repertoire of musical games representative of diverse cultures
 - (B) perform music representative of Texas and America, including "The Star Spangled Banner"
 - (i) perform music representative of Texas
 - (ii) perform music representative of America, including "The Star Spangled Banner"
 - (C) identify and describe music from diverse genres, styles, periods, and cultures
 - (i) identify music from diverse genres
 - (ii) identify music from diverse styles
 - (iii) identify music from diverse periods
 - (iv) identify music from diverse cultures
 - (v) describe music from diverse genres
 - (vi) describe music from diverse styles
 - (vii) describe music from diverse periods
 - (viii) describe music from diverse cultures
 - (D) examine the relationships between music and interdisciplinary concepts
 - (i) examine the relationships between music and interdisciplinary concepts
- (6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:

- (A) exhibit audience etiquette during live and recorded performances
 - (i) exhibit audience etiquette during live performances
 - (ii) exhibit audience etiquette during recorded performances
- (B) identify known rhythmic and melodic elements in aural examples using appropriate vocabulary
 - (i) identify known rhythmic elements in aural examples using appropriate vocabulary
 - (ii) identify known melodic elements in aural examples using appropriate vocabulary
- (C) describe specific musical events such as changes in timbre, form, tempo, dynamics, or articulation in aural examples using appropriate vocabulary
 - (i) describe specific musical events in aural examples using appropriate vocabulary
- (D) respond verbally and through movement to short musical examples
 - (i) respond verbally to short musical examples
 - (ii) respond through movement to short musical examples
- (E) evaluate a variety of compositions and formal or informal musical performances using specific criteria
 - (i) evaluate a variety of compositions using specific criteria
 - (ii) evaluate a variety of formal or informal musical performances using specific criteria
- (F) justify personal preferences for specific music works and styles using music vocabulary
 - (i) justify personal preferences for specific music works using music vocabulary
 - (ii) justify personal preferences for specific music styles using music vocabulary