

Michigan Center School District

Fifth Grade

General Music Curriculum



Lindsey Micheel-Mays
Keicher Elementary School

Music Standards Framework¹

- I. Students will apply skills and knowledge to perform in the arts
 1. Sing, alone and with others, a varied repertoire of music
 2. Perform on instruments, alone and with others, a varied repertoire of music
 3. Read and notate music
- II. Students will apply skills and knowledge to create in the arts
 4. Improvise melodies, variations, and accompaniments
 5. Compose and arrange music within specific guidelines
- III. Students will analyze, describe, and evaluate works of art
 6. Listen to, analyze, and describe music
 7. Evaluate music and music performances
- IV. Students will understand, analyze, and describe the arts in their historical, social, and cultural contexts
 8. Understand music in relation to history and culture
- V. Students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; and between the arts and everyday life
 9. Understand relationships between music, the other arts, and disciplines outside the arts

¹Roman numerals represent the Michigan Department of Education Arts Education Content Standards, Benchmarks, and Grade Level Content Expectations {2011} while numbers represent the National Standards for Music Education {1994}.

²Red text denotes *power standards*. Notation throughout the *Developmental Benchmarks* section corresponds with the Michigan Department of Education Arts Education Content Standards, Benchmarks, and Grade Level Content Expectations document as follows:

Example: ART.M.I.K.4

M=Michigan Arts Education Content Standards, Benchmarks, and GLCE

1=Standard 1

K=Kindergarten

4=Benchmark 4

Developmental Benchmarks²

Students will apply skills and knowledge to perform in the arts

Sing, alone and with others, a varied repertoire of music

- ART.M.I.5.1 Sing independently with accurate rhythm, pitch, and intonation as well as appropriate timbre, technique, and tempo
- ART.M.I.5.3 Sing expressively using phrasing, dynamics, tempo changes, and interpretation
- ART.M.I.5.4 Sing rounds, partner songs, and other multi-part songs that include melodies, countermelodies, ostinati, and/or basslines with I, IV, and V chords
- ART.M.I.5.5 Respond to conducting cues to blend timbres and match dynamic levels
- ART.M.I.5.7 Accurately echo melodic patterns
- ART.M.I.5.7 Accurately echo rhythmic patterns
- ART.M.I.5.9 Utilize a syllable system for chanting rhythms in duple and triple meters

Duple Meter	Triple Meter
sixteenth notes	eighth notes
eighth notes	dotted quarter notes
quarter notes	dotted half notes
dotted quarter notes	quarter-eighth figure
half notes	division & elongation figures
dotted half notes	
whole notes	
syncopation	

- ART.M.I.K.11 Identify contrasting expressive elements

Perform on instruments, alone and with others, a varied repertoire of music

- ART.M.I.5.1 Play independently with accurate rhythm, pitch, and intonation as well as appropriate timbre, technique, and tempo
- ART.M.I.5.6 Play rhythmic, melodic, and harmonic instruments including the recorder and classroom percussion with characteristic tone quality, proper technique, and technical facility
- ART.M.I.5.8 Independently play instrumental parts while peers sing and play contrasting parts

Read and notate music

- ART.M.I.5.10 Use standard notation to read pitches in various tonalities
- ART.M.I.5.11 Identify, describe, and perform expressive elements using expressive markings

Students will apply skills and knowledge to create in the arts

Improvise melodies, variations, and accompaniments

ART.M.II.5.2 Improvise stylistically-appropriate consequence phrases in response to rhythmic and melodic antecedent phrases

Compose and arrange music within specific guidelines

ART.M.II.5.1 Create rhythmic and melodic ostinati accompaniments

ART.M.II.5.3 Create simple rhythmic variations on familiar melodies

ART.M.II.5.3 Create simple melodic embellishments on familiar melodies

ART.M.II.5.4 Compose simple songs and/or instrumental pieces for voice, recorders, and/or classroom percussion instruments using specific guidelines including tonality, pitch, rhythm, meter, style, and form

ART.M.II.5.6 Create/arrange music to accompany readings, dramatizations, or visual media

Students will analyze, describe, and evaluate works of art

Listen to, analyze, and describe music

ART.M.III.5.1 Recognize musical forms including first and second endings

ART.M.III.5.2 Use graphic/standard notation to notate rhythmic/melodic patterns presented aurally

ART.M.III.5.3 Understand and respect that there are different responses to specific art works in the global community

ART.M.III.5.4 Use vocabulary to analyze, describe, and evaluate music of various styles

ART.M.III.5.5 Visually and aurally identify voices and instruments of brass, woodwind, string, and percussion families

ART.M.III.5.5 Visually and aurally identify electronic and world instruments

Evaluate music and music performances

ART.M.III.5.6 Provide appropriate praise and constructive criticism when evaluating performances and compositions

ART.M.III.5.7 Use appropriate music terminology to express personal opinions of musical examples

Students will understand, analyze, and describe the arts in their historical, social, and cultural contexts

Understand music in relation to history and culture

- ART.M.IV.5.1 Identify and describe notable characteristics of contrasting styles
- ART.M.IV.5.2 Identify and describe notable characteristics of world music
- ART.M.IV.5.3 Demonstrate appropriate audience etiquette for given performances

Students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; and between the arts and everyday life

Understand relationships between music, the arts, & disciplines outside the arts

- ART.M.V.5.1 Recognize and identify similarities and differences in vocabulary used in all arts
- ART.M.V.5.2 Connect musical concepts to grade-level concepts
- ART.M.V.5.3 Discuss the rationale for using music in daily experiences