



JC Schools 5th Grade Music Yearly Standards

Strand	Priority Standards	Supporting Standards
Strand 1 Rhythm	MU: Pr4B.5b b. When analyzing selected music, read and perform using standard notation.	MU: Re7B.5a a. 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). MU: Pr4B.5a a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance
Strand 2 Melody	MU: Pr4B.5b b. When analyzing selected music, read and perform using standard notation.	MU: Re7B.5a a. 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). MU: Pr4B.5a a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance

<p>Strand 3</p> <p>Timbre/Tone Color</p>	<p>MU: Re8A.5a a. 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.</p>	<p>MU: Re7B.5a a. 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).</p> <p>MU: Pr4B.5a a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance</p>
<p>Strand 4</p> <p>Musical Styles/Genres</p>	<p>MU: Pr4A.5a a. 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.</p>	<p>MU: Pr4B.5c c.Explain how context (such as social, cultural, and historical) informs performances.</p> <p>MU: Re7A.5a a. Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p> <p>MU: Re7B.5a a. 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).</p> <p>MU: Re9A.5a a. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.</p> <p>MU: Cn10A.5a</p>

		<p>a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music</p> <p>MU: Cn11A.5a a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>
<p>Strand 5</p> <p>Artistic Elements</p>	<p>MU: Pr4C.5a a. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).</p> <p>MU: Re8A.5a a. 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.</p>	<p>MU: Pr4B.5a a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance</p>
<p>Strand 6</p> <p>Perform</p>	<p>MU: Pr6A.5a a. Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.</p>	<p>MU: Pr4B.5c c. Explain how context (such as social, cultural, and historical) informs performances.</p> <p>MU: Pr5A.5a a. Apply teacher provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.</p> <p>MU: Pr5A.5b</p>

		<p>b. Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.</p> <p>MU: Pr6A.5b b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p>
<p>Strand 7</p> <p>Compose</p>	<p>MU: Cr2A.5b b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two chord harmonic musical ideas.</p>	<p>MU: Cr3A.5a a. Evaluate, refine, and document revisions to personal music, applying teacher provided and collaboratively developed criteria and feedback, and explain rationale for changes.</p> <p>MU: Cr3B.5a a. Present the final version of personal created music to others that demonstrates craftsmanship , and explain connection to expressive intent.</p> <p>MU: Cn10A.5a a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU: Cr1A.5a a. Improvise rhythmic, melodic and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).</p> <p>MU: Cr1A.5b</p>

		<p>b. Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters and simple chord changes.</p> <p>MU: Cr2A.5a</p> <p>a. Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.</p>
<p>Strand 8</p> <p>Dance</p>	<p>DA:Pr5A.5c</p> <p>c. Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals.</p>	<p>DA:Cr2A.5b</p> <p>b. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally.</p> <p>DA:Re7A.5a</p> <p>a. Find meaning or artistic intent from the patterns of movement in a dance work.</p> <p>DA:Cn11A.5a</p> <p>a. Describe how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.</p>