

## Power Standards and Benchmarks 5<sup>th</sup> Grade

**Music Standard: Student will be able to understand, perform and value music.**

*National Standard/Power Benchmark 1: Singing alone and with others, a varied repertoire of music*

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Sings a variety of increasingly complex melodic and harmonic songs in various keys, meters, styles and genres, alone and with a group, becoming more accurate in pitch and rhythm b. Sings expressively with appropriate timbre, diction, dynamics, phrasing, interpretation and posture c. Performs by responding accurately to conductor/teacher cues	<ul style="list-style-type: none"> <li>• Harmony</li> <li>• Ostinato</li> <li>• Melody</li> <li>• Partner song</li> <li>• Posture</li> <li>• Dynamic terms</li> <li>• Tempo terms</li> <li>• Unison</li> <li>• Rounds</li> <li>• Expand dynamic terms</li> <li>• Expand tempo terms</li> <li>• Descant</li> <li>• Countermelody</li> </ul>	<ul style="list-style-type: none"> <li>• Sings unison songs with good tone quality and intonation</li> <li>• Sings simple ostinati with good tone quality and intonation</li> <li>• Sings partner songs with good tone quality and intonation</li> <li>• Sings rounds with good tone quality and intonation</li> <li>• Recognizes harmony/no harmony</li> <li>• Demonstrates simple harmony against a melody line with good tone quality and intonation</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• CD's</li> <li>• Classroom Instrument</li> <li>• Piano</li> </ul>

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*National Standard/Power Benchmark 2: Perform on instruments alone and with others, a varied repertoire of music*

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Maintains a steady tempo independently and in a group b. Performs simple rhythmic and melodic patterns accurately c. Performs instrumental parts independently while others sing or play contrasting parts	<ul style="list-style-type: none"> <li>• Ostinato</li> <li>• Steady beat</li> <li>• Rhythm pattern</li> <li>• Repeat</li> <li>• Note</li> <li>• Rest</li> <li>• Step</li> <li>• Leap</li> <li>• Accompaniment</li> <li>• Chord</li> <li>• Chord Changes</li> </ul>	<ul style="list-style-type: none"> <li>• Plays increasingly complex rhythmic, melodic and harmonic patterns alone and with others</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• CD's</li> <li>• Classroom instruments</li> <li>• Piano</li> </ul>

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*National Standard/Power Benchmark 3: Improvising melodies, variations and accompaniments*

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Improvises short songs and instrumental pieces using a variety of sound sources (traditional, body sounds, nontraditional) b. Improvises within a tonal framework	<ul style="list-style-type: none"> <li>• Sound effects</li> <li>• Improvise</li> <li>• Sound source</li> </ul>	<ul style="list-style-type: none"> <li>• Practices rudimentary techniques on a variety of instruments</li> <li>• Improvises using pre-selected pitches such as pentatonic or BAG on recorders</li> </ul>	<ul style="list-style-type: none"> <li>• Storybooks (ie. “Max Found Two Sticks”)</li> <li>• Classroom instruments</li> <li>• Textbook</li> <li>• CD’s</li> <li>• Piano</li> </ul>

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*National Standard/Power Benchmark 4: Composes and arranges within specific guidelines*

<b>Grade Level Benchmark</b>	<b>Vocabulary</b>	<b>Skills</b>	<b>Classroom Resources</b>
a. Creates a melody to a pre-selected text (ie. short chant or rhyme) b. Creates an accompaniment for a pre-selected melody or poem	<ul style="list-style-type: none"><li>• Compose</li><li>• Improvise</li></ul>	<ul style="list-style-type: none"><li>• Recreates and records melody using traditional or nontraditional notation</li><li>• Recreates and records accompaniment using traditional or nontraditional notation</li></ul>	<ul style="list-style-type: none"><li>• Textbook</li><li>• CD's</li><li>• Classroom Instruments</li><li>• Piano</li></ul>

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### *National Standard/Power Benchmark 5: Reading and Notating Music*

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Reads whole, dotted half, half, quarter, eighth notes & rests in duple & triple meters b. Reads absolute note names on treble clef staff c. Begins to identify musical symbols & traditional terms referring to dynamics, tempo & articulation. d. Identifies and read sixteenth and dotted quarter notes (in addition to earlier notation learned)	<ul style="list-style-type: none"> <li>• Dotted half note.</li> <li>• Dynamics terms</li> <li>• Mezzo</li> <li>• Crescendo</li> <li>• Decrescendo</li> <li>• Fermata</li> <li>• Staccato</li> <li>• Sixteenth notes</li> </ul>	<ul style="list-style-type: none"> <li>• Reads and performs simple rhythm patterns using known rhythms</li> <li>• Identifies absolute note names</li> <li>• Demonstrates loud/soft in response to notation</li> <li>• Uses simple rhythmic dictation using all known notation</li> <li>• Demonstrates dynamics, tempi &amp; articulations in response to notation</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks</li> <li>• CD's</li> <li>• Classroom instruments (ie. Rhythm sticks, tambourines, unpitched percussion)</li> <li>• Piano</li> </ul>

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*National Standard/Power Benchmark 6: Listening to, analyzing and describing music*

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Identifies music forms b. Uses appropriate terminology in explaining music c. Experiences music of various styles representing various cultures	<ul style="list-style-type: none"> <li>• Jazz</li> <li>• Improvisation</li> <li>• Theme</li> <li>• Variation</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies theme and variation forms</li> <li>• Identifies families of instruments in the orchestra aurally and visually</li> <li>• Identifies individual instruments aurally and visually</li> <li>• Identifies a variety of musical styles</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• CD's</li> <li>• Classroom Instrument</li> <li>• Piano</li> </ul>

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*National Standard/Power Benchmark 7: Evaluating music and music performances*

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Devises criteria for evaluating performances and compositions	<ul style="list-style-type: none"> <li>• Evaluation rubric</li> <li>• Audience appeal</li> </ul>	<ul style="list-style-type: none"> <li>• Uses appropriate music terminology in evaluations</li> <li>• Evaluates musical performance using student devised rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• CD's</li> <li>• Classroom Instrument</li> <li>• Piano</li> </ul>

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*National Standard/Power Benchmark 8: Understands relationships between music, the other arts and disciplines outside the arts*

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Identifies similarities and differences between music and other disciplines. b. Identifies ways in which music and other disciplines are interrelated. c. Experiences affective qualities of various arts	<ul style="list-style-type: none"> <li>• Unity</li> <li>• Variety</li> <li>• Theme</li> <li>• Variation</li> <li>• Texture</li> <li>• Expression</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies similarities and differences in the meanings of common terms such as form, pattern, and contrast used in music and the visual arts</li> <li>• Identifies examples which connect music subject matter to language arts, math and science</li> <li>• Identifies similarities and differences in the meaning of common terms such as repetition, color/timbre and texture</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks</li> <li>• CD's</li> <li>• Children's literature</li> <li>• River Music Experience materials and study trip</li> <li>• Classroom Instrument</li> <li>• Piano</li> </ul>

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*National Standard/Power Benchmark 9: Understanding music in relation to history and culture*

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Experiences aural examples of music from various cultures and historical periods b. Demonstrates appropriate audience behavior for the context and style of music performed	<ul style="list-style-type: none"> <li>• Composer</li> <li>• Conductor</li> <li>• Church organist</li> <li>• Music teacher</li> <li>• Arranger</li> <li>• Performer</li> <li>• Soloist</li> <li>• Accompanist</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and describes roles of musicians in various music setting and cultures</li> <li>• Experiences music from various historical periods and cultures</li> <li>• Demonstrates appropriate audience behavior</li> </ul>	<ul style="list-style-type: none"> <li>• CD's</li> <li>• Visiting Artist Performances</li> <li>• Classroom Instrument</li> <li>• Piano</li> </ul>