



5th Grade

General Music GSE



CREATING

ESGM5.CR.1

Improvise melodies, variations, and accompaniments. Improvise rhythmic phrases.

- a. Improvise melodies and accompaniments.

ESGM5.CR.2

Compose and arrange music within specified guidelines.

- a. Create rhythmic and melodic motives to enhance literature.
- b. Compose music (with or without text) within an octave scale in simple meter (e.g. quarter notes, quarter rests, barred eighth notes, half notes, half rests, dotted half notes, barred sixteenth notes, whole notes, whole rests, dotted quarter notes, single eighth notes, eighth rests, triplets).
- c. Arrange rhythmic patterns to create simple forms, instrumentation, and various styles.

PERFORMING

ESGM5.PR.1 **Sing a varied repertoire of music, alone and with others.**

- a. Sing accompanied and unaccompanied melodies within an appropriate range using head voice.
- b. Sing with others (e.g. rounds, canons, game songs, partner songs, ostinatos).
- c. Sing multiple songs representing various genres, tonalities, meters, and cultures, including at least one song in a foreign language.
- d. Sing expressively, following the cues of a conductor.



ESGM5.PR.3 Read and Notate music.

- a. Read, notate, and identify, in various meters, iconic, and standard notation (e.g. quarter notes, quarter rests, barred eighth notes, half notes, half rests, dotted half notes, barred sixteenth notes, whole notes, whole rests, dotted quarter notes, single eighth notes, eighth rests, triplets). b. Read and notate melodic patterns within a treble clef staff.
- c. Read, notate, and identify standard symbols (e.g. repeat sign, bar line, double bar line, time signatures, crescendo/decrescendo, 1st and 2nd endings, coda, accent mark, accelerando/ritardando, sharp/flat).

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Responding

ESGM5.RE.1 Listen to, analyze, and describe music.

- a. Distinguish between repeating and contrasting sections, phrases, and formal structures (e.g. AB, ABA, verse/refrain, rondo, introduction, coda, theme/variations).
- b. Describe music using appropriate vocabulary (e.g. fortissimo/pianissimo, presto/largo/moderato/allegro/adagio, legato/staccato, major/minor), intervals (e.g. step, skip, repeat, leap), timbre adjectives (e.g. dark/bright), and texture (e.g. unison/harmony).
- c. Identify and classify (e.g. families, ensembles) classroom, orchestral, American folk and world instruments by sight and sound. d. Aurally distinguish between various ensembles.
- e. Aurally distinguish between soprano, alto, tenor, and bass instruments and voices. f. Aurally identify tonal center.



ESGM5.RE.2 Evaluate music and music performances.

- a. Use teacher-provided and collaboratively developed criteria for evaluation of music and music performances (e.g. learned, student composed, improvised).
- b. Use formal and/or informal criteria to evaluate music and musical performances by themselves and others.
- c. Refine music performances by applying personal, peer, and teacher feedback.
- d. Explain personal preferences for specific musical works using appropriate vocabulary.

ESGM5.RE.3 Move to a varied repertoire of music, alone and with others.

- a. Respond to contrasts and events in music with locomotor and non-locomotor movement.
- b. Perform choreographed and non-choreographed movements.
- c. Perform line and circle dances, including traditional folk dances.

CONNECTING

ESGM5.CN.1 Connect music to the other fine arts and disciplines outside the arts.

- a. Discuss connections between music and the other fine arts.
- b. Discuss connections between music and disciplines outside the fine arts.
- c. Describe various career paths in music.

ESGM5.CN.2 Connect music to history and culture.

- a. Perform and respond to music from various historical periods and cultures.
- b. Discuss how sounds and music are used in daily lives.
- c. Describe and demonstrate performance etiquette and appropriate audience behavior.