

# Music: Grade 5

Adopted 2018

## Beginning Band (53.03100)

### Creating

1. **Improvise, compose, and arrange music within specified guidelines.** [ESBB.4-5.CR.1](#)
  - a. **Improvise or compose rhythmic patterns (e.g. clapping, singing, playing an instrument).** [ESBB.4-5.CR.1.A](#)
  - b. **Improvise or compose a melody and/or variation of a melody (e.g. using a five-note diatonic, pentatonic, or blues scale).** [ESBB.4-5.CR.1.B](#)
  - c. **Use teacher-created criteria to refine improvised or composed pieces.** [ESBB.4-5.CR.1.C](#)

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## Performing

1. Sing alone or with others. [ESBB.4-5.PR.1](#)
  - a. Sing to recognize fundamentals of tone production. [ESBB.4-5.PR.1.A](#)
  - b. Sing to match pitch. [ESBB.4-5.PR.1.B](#)
2. Perform on instruments through a varied repertoire of music, alone and with others. [ESBB.4-5.PR.2](#)
  - a. Analyze characteristic tone quality utilizing playing technique (e.g. proper embouchure, playing position, posture, breathing techniques, articulation, appropriate percussion technique). [ESBB.4-5.PR.2.A](#)
  - b. Demonstrate proper warm-up techniques (e.g. long tones, lip slurs, chorales, technical exercises). [ESBB.4-5.PR.2.B](#)
  - c. Recognize ensemble skills through performance of musical literature (e.g. rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation). [ESBB.4-5.PR.2.C](#)
  - d. Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation. [ESBB.4-5.PR.2.D](#)
  - e. Demonstrate all ensemble skills through sight-reading performance of music literature at the appropriate level. [ESBB.4-5.PR.2.E](#)
3. Read and identify elements of notated music. [ESBB.4-5.PR.3](#)
  - a. Identify and define standard notation symbols (e.g. pitch, rhythm, dynamics, tempo, articulation, expression). [ESBB.4-5.PR.3.A](#)
  - b. Define and describe the musical terms incorporated in the literature and identify key signatures. [ESBB.4-5.PR.3.B](#)
  - c. Demonstrate a steady beat, rhythms, and meters through a systematic counting procedure. [ESBB.4-5.PR.3.C](#)

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## Responding

1. Listen to, analyze, and describe music. **ESBB.4-5.RE.1**
  - a. Identify and describe compositional elements (e.g. techniques, meter, tempo, tonality, intervals, chords). **ESBB.4-5.RE.1.A**
  - b. Compare and contrast musical works based on genre and culture. **ESBB.4-5.RE.1.B**
2. Respond to music and music performances of themselves and others. **ESBB.4-5.RE.2**
  - a. Determine the criteria for a successful performance (e.g. compositions, arrangements, improvisations). **ESBB.4-5.RE.2.A**
  - b. Evaluate the quality and effectiveness of performances (e.g. compositions, arrangements, improvisations). **ESBB.4-5.RE.2.B**
  - c. Compile a list of strengths and weaknesses in performances using self-reflection and peer feedback and suggest areas of improvement. **ESBB.4-5.RE.2.C**
  - d. Identify the interpretations in a band performance in relation to the expressive intent of the composer. **ESBB.4-5.RE.2.D**
  - e. Describe and demonstrate appropriate ensemble and audience etiquette for a performance. **ESBB.4-5.RE.2.E**

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## Connecting

1. Understand relationships between music, other arts, other disciplines, varied contexts, and daily life. **ESBB.4-5.CN.1**
    - a. Describe the relationship between music and other arts. **ESBB.4-5.CN.1.A**
    - b. Describe the relationship between music and other disciplines. **ESBB.4-5.CN.1.B**
    - c. Identify genres, styles, and composers within specific time periods. **ESBB.4-5.CN.1.C**
    - d. Describe the relationship between music and musicians, and society and culture. **ESBB.4-5.CN.1.D**
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## Chorus (54.01100)

### Creating

1. Generate and conceptualize musical ideas and works. [ESBC.CR.1](#)
  - a. Improvise simple rhythmic and melodic patterns. [ESBC.CR.1.A](#)
  - b. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato). [ESBC.CR.1.B](#)
  - c. Create physical movements for warm-ups and repertoire to distinguish various musical ideas. [ESBC.CR.1.C](#)
  - d. Set short poetic phrases and texts to music. [ESBC.CR.1.D](#)
  - e. Compose original rhythms and melodies. [ESBC.CR.1.E](#)
2. Organize, develop, and revise musical ideas and works. [ESBC.CR.2](#)
  - a. Share improvised, composed, or arranged pieces. [ESBC.CR.2.A](#)
  - b. Use teacher-created criteria to refine improvised or composed pieces. [ESBC.CR.2.B](#)

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## Performing

1. Analyze, interpret, and select musical works for presentation. **ESBC.PR.1**
  - a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability. **ESBC.PR.1.A**
  - b. Identify basic music vocabulary and symbols representing tempo, meter, dynamics, and other expressive elements. **ESBC.PR.1.B**
  - c. Notate simple rhythms and melodies from aural examples utilizing a dictation method. **ESBC.PR.1.C**
  - d. Read and notate music using available technology. **ESBC.PR.1.D**
2. Develop and refine musical techniques and works for presentation. **ESBC.PR.2**
  - a. Demonstrate appropriate singing posture and breathing techniques. **ESBC.PR.2.A**
  - b. Identify basic vocal anatomy. **ESBC.PR.2.B**
  - c. Identify aspects of vocal range and tone. **ESBC.PR.2.C**
  - d. Demonstrate pure vowel sounds and articulate voiced and unvoiced consonants. **ESBC.PR.2.D**
  - e. Utilize aural skills to match pitch, improve intonation, and sing with attention to ensemble balance and blend, in one or more vocal parts. **ESBC.PR.2.E**
3. Convey meaning through the presentation of musical works as the school setting permits. **ESBC.PR.3**
  - a. Demonstrate technical accuracy and expressive qualities in performance of a varied repertoire of music. **ESBC.PR.3.A**
  - b. Demonstrate and respond to basic conducting patterns and gestures representing tempo, expression, and vocal technique. **ESBC.PR.3.B**
  - c. Sing selected music from memory for public performance at least twice per year. **ESBC.PR.3.C**
  - d. Exhibit appropriate rehearsal and performance etiquette. **ESBC.PR.3.D**

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## Responding

1. Perceive, analyze, and interpret meaning in musical works. **ESBC.RE.1**
  - a. Describe a musical score in terms of rhythm, melody, and form. **ESBC.RE.1.A**
  - b. Listen to and describe the elements of a musical performance including form, voicing, and dynamic contrast. **ESBC.RE.1.B**
  - c. Describe the emotions and thoughts that music conveys. **ESBC.RE.1.C**
  - d. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition, in selected examples (e.g. aural, written, performed), are important to a performance. **ESBC.RE.1.D**
2. Apply criteria to evaluate musical works. **ESBC.RE.2**
  - a. Using self-reflection and peer feedback, listen to and evaluate group music performances with attention to vocal technique, accuracy of pitch, and rhythm, diction, and dynamics. **ESBC.RE.2.A**

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## Connecting

1. Synthesize and relate knowledge and personal experiences to make music. **ESBC.CN.1**
    - a. Discuss how music relates to personal development and enjoyment of life. **ESBC.CN.1.A**
    - b. Describe how a musician's interests, knowledge, and skills determine how they create, perform, and respond to music. **ESBC.CN.1.B**
  2. Relate musical ideas and works with societal, cultural, and historical contexts to deepen understanding. **ESBC.CN.2**
    - a. Identify historical and cultural characteristics of a varied repertoire, including world music. **ESBC.CN.2.A**
    - b. Demonstrate stylistic characteristics of a varied repertoire, including world music, through vocal performance. **ESBC.CN.2.B**
    - c. Identify the historical period, composer, culture, and style of music presented in class. **ESBC.CN.2.C**
    - d. Discuss and apply appropriate audience etiquette and active listening in selected musical settings. **ESBC.CN.2.D**
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**General Music - Fifth  
Grade (53.00600)**

**Creating**

1. Improvise melodies, variations, and accompaniments. Improvise rhythmic phrases. **ESGM5.CR.1**
  - a. Improvise melodies and accompaniments. **ESGM5.CR.1.A**
2. Compose and arrange music within specified guidelines. **ESGM5.CR.2**
  - a. Create rhythmic and melodic motives to enhance literature. **ESGM5.CR.2.A**
  - 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). **ESGM5.CR.2.B**
  - c. Arrange rhythmic patterns to create simple forms, instrumentation, and various styles. **ESGM5.CR.2.C**

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## Performing

1. Sing a varied repertoire of music, alone and with others. **ESGM5.PR.1**
  - a. Sing accompanied and unaccompanied melodies within an appropriate range using head voice. **ESGM5.PR.1.A**
  - b. Sing with others (e.g. rounds, canons, game songs, partner songs, ostinatos). **ESGM5.PR.1.B**
  - c. Sing multiple songs representing various genres, tonalities, meters, and cultures, including at least one song in a foreign language. **ESGM5.PR.1.C**
  - d. Sing expressively, following the cues of a conductor. **ESGM5.PR.1.D**
2. Perform a varied repertoire of music on instruments, alone and with others. **ESGM5.PR.2**
  - a. Perform rhythmic patterns with body percussion and a variety of instruments using appropriate technique. **ESGM5.PR.2.A**
  - b. Perform simple major/minor melodic patterns with appropriate technique. **ESGM5.PR.2.B**
  - c. Perform body percussion and instrumental parts, including ostinatos, while other students play or sing contrasting parts. **ESGM5.PR.2.C**
  - d. Perform multiple songs representing various genres, tonalities, meters, and cultures. **ESGM5.PR.2.D**
  - e. Perform instrumental parts expressively, following the cues of a conductor. **ESGM5.PR.2.E**
3. Read and Notate music. **ESGM5.PR.3**
  - 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). **ESGM5.PR.3.A**
  - b. Read and notate melodic patterns within a treble clef staff. **ESGM5.PR.3.B**
  - 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). **ESGM5.PR.3.C**

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## Responding

1. Listen to, analyze, and describe music. **ESGM5.RE.1**
  - a. Distinguish between repeating and contrasting sections, phrases, and formal structures (e.g. AB, ABA, verse/refrain, rondo, introduction, coda, theme/variations). **ESGM5.RE.1.A**
  - 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). **ESGM5.RE.1.B**
  - c. Identify and classify (e.g. families, ensembles) classroom, orchestral, American folk and world instruments by sight and sound. **ESGM5.RE.1.C**
  - d. Aurally distinguish between various ensembles. **ESGM5.RE.1.D**
  - e. Aurally distinguish between soprano, alto, tenor, and bass instruments and voices. **ESGM5.RE.1.E**
  - f. Aurally identify tonal center. **ESGM5.RE.1.F**
2. Evaluate music and music performances. **ESGM5.RE.2**
  - a. Use teacher-provided and collaboratively developed criteria for evaluation of music and music performances (e.g. learned, student composed, improvised). **ESGM5.RE.2.A**
  - b. Use formal and/or informal criteria to evaluate music and musical performances by themselves and others. **ESGM5.RE.2.B**
  - c. Refine music performances by applying personal, peer, and teacher feedback. **ESGM5.RE.2.C**
  - d. Explain personal preferences for specific musical works using appropriate vocabulary. **ESGM5.RE.2.D**
3. Move to a varied repertoire of music, alone and with others. **ESGM5.RE.3**
  - a. Respond to contrasts and events in music with locomotor and non-locomotor movement. **ESGM5.RE.3.A**
  - b. Perform choreographed and non-choreographed movements. **ESGM5.RE.3.B**
  - c. Perform line and circle dances, including traditional folk dances. **ESGM5.RE.3.C**

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## Connecting

1. Connect music to the other fine arts and disciplines outside the arts. **ESGM5.CN.1**
    - a. Discuss connections between music and the other fine arts. **ESGM5.CN.1.A**
    - b. Discuss connections between music and disciplines outside the fine arts. **ESGM5.CN.1.B**
    - c. Describe various career paths in music. **ESGM5.CN.1.C**
  2. Connect music to history and culture. **ESGM5.CN.2**
    - a. Perform and respond to music from various historical periods and cultures. **ESGM5.CN.2.A**
    - b. Discuss how sounds and music are used in daily lives. **ESGM5.CN.2.B**
    - c. Describe and demonstrate performance etiquette and appropriate audience behavior. **ESGM5.CN.2.C**
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## Orchestra (53.05100)

### Creating

1. Improvise, compose, and arrange music within specified guidelines. **ESB0.CR.1**
  - a. Improvise, compose, or arrange rhythmic patterns (e.g. clapping, singing, playing an instrument). **ESB0.CR.1.A**
  - b. Improvise, compose, or arrange a melody or variation of a melody. **ESB0.CR.1.B**
  - c. Share improvised, composed, or arranged pieces. **ESB0.CR.1.C**
  - d. Use teacher-created criteria to refine improvised or composed pieces. **ESB0.CR.1.D**

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## Performing

1. Perform a varied repertoire of music on instruments, alone and with others. **ESB0.PR.1**
  - a. Demonstrate the ability to match pitch and adjust intonation through playing and singing. **ESB0.PR.1.A**
  - b. Demonstrate an understanding of phrasing through performing simple melodies. **ESB0.PR.1.B**
  - c. Discuss and demonstrate characteristic tone production on a string instrument. **ESB0.PR.1.C**
  - d. Demonstrate correct left-hand position and finger placement, right hand position (bow hold), posture, instrument position, and bow placement. **ESB0.PR.1.D**
  - e. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, and pizzicato. **ESB0.PR.1.E**
  - f. Utilize correct finger patterns in performing scales and repertoire in the keys of D, G, and C. **ESB0.PR.1.F**
  - g. Demonstrate awareness of individual and group roles within the ensemble relating to balance, blend, dynamics, phrasing, and tempo. **ESB0.PR.1.G**
2. Read and Notate music. **ESB0.PR.2**
  - a. Identify notes in the staff and on ledger lines of respective clef. **ESB0.PR.2.A**
  - b. Read and notate notes within key signatures D, G, and C. **ESB0.PR.2.B**
  - c. Read and notate rhythms (e.g. whole notes, half notes, quarter notes, eighth notes, dotted half notes and their corresponding rests in the time signatures of 4/4, 3/4, and 2/4). **ESB0.PR.2.C**
  - d. Recognize basic symbols for dynamics, tempo, articulation, and expression as used in corresponding literature. **ESB0.PR.2.D**

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## Responding

1. Listen to, analyze, and describe music. **ESBO.RE.1**
  - a. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance. **ESBO.RE.1.A**
  - b. Identify the difference between melody and accompaniment in given examples (e.g. aural, written, performed). **ESBO.RE.1.B**
2. Evaluate music and music performances. **ESBO.RE.2**
  - a. Distinguish between correct and incorrect notes and intonation and demonstrate the ability to adjust accordingly. **ESBO.RE.2.A**
  - b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing. **ESBO.RE.2.B**
  - c. Use teacher-based criteria to assess the quality of performance in tone, intonation, balance, dynamics, and rhythm. **ESBO.RE.2.C**
  - d. Use self-reflection and peer feedback to discuss ideas to improve the quality of a performance. **ESBO.RE.2.D**

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## Connecting

1. Demonstrate an understanding of the relationships between music, the other arts, and disciplines outside the arts. **ESBO.CN.1**
  - a. Explain the benefits of musical study as part of a well-rounded education. **ESBO.CN.1.A**
  - b. Discuss how other subjects are related to music. **ESBO.CN.1.B**
2. Understand music in relation to history and culture. **ESBO.CN.2**
  - a. Identify and compare performance styles of music learned in class. **ESBO.CN.2.A**
  - b. Discuss how the music performed in class relates to the culture and society in which we live. **ESBO.CN.2.B**

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## Piano (53.09000)

### Creating

1. Improvise melodies, variations, and accompaniments. **ESP.CR.1**
  - a. Improvise rhythmic patterns by clapping, singing, or playing a repeated note or chord. **ESP.CR.1.A**
  - b. Improvise a melody using scales (e.g. pentatonic, major, minor, blues). **ESP.CR.1.B**
  - c. Demonstrate a rhythmic or melodic ostinato. **ESP.CR.1.C**
2. Compose and arrange music within specified guidelines. **ESP.CR.2**
  - a. Compose rhythmic exercises and short melodies using traditional and/or non-traditional notations, which incorporate dynamics. **ESP.CR.2.A**
  - b. Set a short poetic phrase and/or text to music. **ESP.CR.2.B**

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## Performing

1. Perform a varied repertoire of music on instruments, alone and with others. **ESP.PR.1**
  - a. Recognize characteristic playing position, posture, and fingering techniques. **ESP.PR.1.A**
  - b. Recognize skills through performance of musical literature (e.g. rehearsal procedures, steady tempo, rhythmic accuracy, dynamic expression, style). **ESP.PR.1.B**
  - c. Demonstrate all performance skills through performance of music literature at the appropriate level. **ESP.PR.1.C**
2. Notate music. **ESP.PR.2**
  - a. Utilize a counting system and pitch learning procedure to read music appropriate to ability. **ESP.PR.2.A**
  - b. Notate simple rhythms and melodies utilizing a dictation method. **ESP.PR.2.B**
  - c. Identify basic music vocabulary and symbols representing tempo, meter, dynamics, direction, and other expressive elements. **ESP.PR.2.C**
  - d. Notate a simple musical composition. **ESP.PR.2.D**
3. Analyze selection of repertoire. **ESP.PR.3**
  - a. Describe how pianists decide which pieces to learn and perform. **ESP.PR.3.A**
  - b. Student will point out characteristics of pieces being studied and performed (e.g. chords, melodies, context of composition). **ESP.PR.3.B**

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## Responding

1. Read about, listen to, and describe music. **ESP.RE.1**
  - a. Read about appropriate music based on skill level. **ESP.RE.1.A**
  - b. Listen to a musical recording or video in terms of form, voicing, and dynamic contrast. **ESP.RE.1.B**
  - c. Utilize writing skills to describe the elements of music, and the emotions and thoughts that music communicates. **ESP.RE.1.C**
2. Evaluate music and music performances. **ESP.RE.2**
  - a. Evaluate a piano performance using teacher-based criteria (e.g. attention to accuracy of correct notes, written or improvised, rhythm and dynamics). **ESP.RE.2.A**
  - b. Demonstrate practice strategies to refine a performance using teacher-based criteria. **ESP.RE.2.B**
  - c. Recognize and demonstrate context-appropriate performer and audience etiquette. **ESP.RE.2.C**
  - d. Explain how people from different backgrounds judge music and music performances. **ESP.RE.2.D**

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## Connecting

1. Understand relationships between music, the other arts, disciplines outside the arts, history, and culture. **ESP.CN.1**
  - a. Describe how music relates to fine arts and other disciplines. **ESP.CN.1.A**
  - b. Describe the characteristics of music from different cultures. **ESP.CN.1.B**
  - c. Identify distinguishing characteristics of repertoire representing various periods, composers, cultures, styles, and genres. **ESP.CN.1.C**