

Olathe Public Schools

Band Standards at a Glance – 5th Grade

Standard 1: Creating – Conceiving and Developing new artistic ideas and work.

Process Components	5 th Grade Performance Standards	Learning Targets
Imagine — Generate musical ideas for various purposes and contexts.	<ul style="list-style-type: none"> • Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal. 	<ul style="list-style-type: none"> • Create rhythmic and melodic patterns.
Plan and Make — Select and develop musical ideas for defined purposes and contexts.	<ul style="list-style-type: none"> • Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal preserving draft compositions and improvisations through standard notation and audio recording. 	<ul style="list-style-type: none"> • Expand rhythmic and melodic patterns. • Notate rhythmic and melodic patters using standard methods
Evaluate and Refine — Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.	<ul style="list-style-type: none"> • Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria. 	<ul style="list-style-type: none"> • Use teacher feedback to evaluate notated rhythmic and melodic patterns. • Edit notated rhythmic and melodic patterns.
Present — Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.	<ul style="list-style-type: none"> • Share personally-developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal. 	<ul style="list-style-type: none"> • Presentation of student composition. • Give live and/or recorded performance of student composition.

Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation.

Process Components	5 th Grade Performance Standards	Learning Targets
Select — Select varied musical work to present based on interest, knowledge, technical skill, and context.	<ul style="list-style-type: none"> • Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble. 	<ul style="list-style-type: none"> • Select appropriate music using teacher-created criteria. • Prepare music that focuses on areas of personal and ensemble growth. • Perform music that focuses on areas of personal and ensemble growth.
Analyze — Analyze the structure and context of varied musical works and their implication for performance.	<ul style="list-style-type: none"> • Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances. 	<ul style="list-style-type: none"> • Perform in basic keys, the fundamental range of the instrument. • Perform basic rhythm patterns in simple meters. • Read and perform from standard musical notation. • Identify and demonstrate an understanding of basic musical structure.
Interpret — Develop personal interpretations that consider creators' intent.	<ul style="list-style-type: none"> • Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances. 	<ul style="list-style-type: none"> • Identify articulation and dynamic markings in music. • Demonstrate ability to perform articulation and dynamic markings in music.
Rehearse, Evaluate, and Refine — Evaluate and refine personal and	<ul style="list-style-type: none"> • Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music. 	<ul style="list-style-type: none"> • Use self-reflection and teacher feedback to evaluate individual and ensemble performances

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ensemble performances, individually or in collaboration with others.		<ul style="list-style-type: none"> Identify and utilize specific approaches for evaluating a performance.
Present — Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.	<ul style="list-style-type: none"> Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. Demonstrate an awareness of the context of the music through prepared and improvised performances. 	<ul style="list-style-type: none"> Perform with a consistent tone, appropriate to the instrument through the fundamental range. Perform appropriate dynamics. Perform appropriate tempo and style. Perform with balance, blend, and intonation appropriate to musical role in ensemble. Respond appropriately to conducting cues and gestures.

Standard 3: Responding – Understanding and evaluating how the arts convey meaning.

Process Components	5 th Grade Performance Standards	Learning Targets
Select — Choose music appropriate for a specific purpose or context.	<ul style="list-style-type: none"> Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context. 	<ul style="list-style-type: none"> Select music based on varied interests, purposes, and contexts. Describe the elements used in selecting music for performances and/or listening. Compare and contrast the appropriateness of musical selections for a specific audience and/or purpose.
Analyze — Analyze how the structure and context of varied musical works inform the response.	<ul style="list-style-type: none"> Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music. 	<ul style="list-style-type: none"> Identify the various formal and musical elements and how they inform the response to a varied repertoire of music. Compare and contrast audience and performer responses to various musical works. Identify and describe various influences related to the composition of a selected musical work. Employ appropriate vocabulary to support interpretation.
Interpret — Support interpretations of musical works that reflect creators'/performers' expressive intent.	<ul style="list-style-type: none"> Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text. 	<ul style="list-style-type: none"> Identify the musical and extra musical elements of a selected piece of music Infer composer's expressive intent by identifying expressive elements.
Evaluate — Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.	<ul style="list-style-type: none"> Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music. 	<ul style="list-style-type: none"> Assess performances using a teacher established criteria. Identify elements that impact the quality of selected music and/or musical performances. Compare and contrast past and present musical performances. Critique musical performances citing specific examples of musical elements present.

Standard 4: Connecting – Relating artistic ideas and work with personal meaning and external content.

Process Components	5 th Grade Performance Standards	Learning Targets
Synthesize — Synthesize and relate knowledge and personal experiences to make art.	<ul style="list-style-type: none"> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. 	<ul style="list-style-type: none"> Describe the personal influences on interpretation of a musical performance. Compare and contrast personal influences on different performances of the same piece of music.

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Relate — Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	<ul style="list-style-type: none">• Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	<ul style="list-style-type: none">• Describe the various influences on an interpretation of a musical performance• Connect personal experiences to interpretation of musical performance.