

# Olathe Public Schools

## Standards at a Glance – 5<sup>th</sup> Grade Orchestra

### *Standard 1: Creating — Conceiving and developing new artistic ideas and work.*

Process Components	5 <sup>th</sup> Grade Level Performance Standards	Learning Targets
<b>Imagine</b> — Generate musical ideas for various purposes and contexts.	<ul style="list-style-type: none"> <li><b>Compose and improvise melodic and rhythmic ideas or motives that reflect</b> characteristic(s) of music or text(s) studied in rehearsal.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to a variety of performances from different sources.</li> <li>Listen to other performances to enhance their own performance.</li> </ul>
<b>Plan and Make</b> — Select and develop musical ideas for defined purposes and contexts.	<ul style="list-style-type: none"> <li><b>Select and develop draft melodic and rhythmic ideas or motives</b> 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.</li> </ul>	<ul style="list-style-type: none"> <li>Student will create a simple melody using existing musical knowledge.</li> <li>Student will vary/expand a simple melody.</li> </ul>
<b>Evaluate and Refine</b> — Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.	<ul style="list-style-type: none"> <li><b>Evaluate and refine</b> draft compositions and improvisations based on knowledge, skill, and <b>teacher-provided criteria</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Perform a simple melody for others to critique.</li> <li>Critique performance of others.</li> <li>Will evaluate others in order to improve self-performance.</li> </ul>
<b>Present</b> — Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.	<ul style="list-style-type: none"> <li><b>Share personally-developed melodic and rhythmic ideas or motives</b> – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.</li> </ul>	<ul style="list-style-type: none"> <li>Modify an ending to an existing simple melody to be refined by self and others.</li> </ul>

### *Standard 2: Performing — Realizing artistic ideas and work through interpretation and presentation.*

Process Components	5 <sup>th</sup> Grade Level Performance Standards	Learning Targets
<b>Select</b> — Select varied musical work to present based on interest, knowledge, technical skill, and context.	<ul style="list-style-type: none"> <li>Select varied repertoire to study based on <b>interest, music reading skills</b> (where appropriate), an <b>understanding of the structure</b> of the music, <b>context</b>, and the <b>technical skill</b> of the individual or ensemble.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to determine what technical skills are needed for repertoire.</li> <li>Choose music for further understanding of playing skills.</li> <li>Be able to recognize music of an appropriate playing level and recognize rhythmic and technical complexity.</li> </ul>
<b>Analyze</b> — Analyze the structure and context of varied musical works and their implication for performance.	<ul style="list-style-type: none"> <li><b>Demonstrate</b>, using music reading skills where appropriate, how <b>knowledge of formal aspects</b> in musical works inform prepared or improvised performances.</li> </ul>	<ul style="list-style-type: none"> <li>Understand basic music notation.</li> <li>Understand basic musical form.</li> <li>Understand basic music vocabulary.</li> <li>Demonstrate Steady Beat/Pulse.</li> </ul>
<b>Interpret</b> — Develop personal interpretations that consider creators' intent.	<ul style="list-style-type: none"> <li><b>Identify expressive qualities</b> in a varied repertoire of music that can be demonstrated through prepared and improvised performances.</li> </ul>	<ul style="list-style-type: none"> <li>Understand dynamics, basic phrasing, and proper bowing skills that reflect proper style and context of the piece.</li> </ul>

Process Components	5 <sup>th</sup> Grade Level Performance Standards	Learning Targets
<b>Rehearse, Evaluate, and Refine</b> — Evaluate and refine personal and ensemble performances, individually or in collaboration with others.	<ul style="list-style-type: none"> <li>• <b>Use self-reflection and peer feedback to refine</b> individual and ensemble performances of a varied repertoire of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a rubric to assess and evaluate, either alone or as a group, individual and group performances.</li> </ul>
<b>Present</b> — Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.	<ul style="list-style-type: none"> <li>• Demonstrate attention to <b>technical accuracy</b> and <b>expressive qualities</b> in prepared and improvised performances of a varied repertoire of music.</li> <li>• Demonstrate an <b>awareness of the context</b> of the music through prepared and improvised performances.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate technical skills.</li> <li>• Determine when a piece is ready to perform for an audience.</li> <li>• Demonstrate a 1 octave D Major Scale.</li> </ul>

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

Process Components	5 <sup>th</sup> Grade Level Performance Standards	Learning Targets
<b>Select</b> — Choose music appropriate for a specific purpose or context.	<ul style="list-style-type: none"> <li>• <b>Identify reasons</b> for selecting music <b>based on</b> characteristics found in the music, <b>connection to interest, and purpose or context</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Given a set of preselected music, the student will choose music that is appropriate for a specific purpose or context.</li> </ul>
<b>Analyze</b> — Analyze how the structure and context of varied musical works inform the response.	<ul style="list-style-type: none"> <li>• Identify how knowledge of <b>context</b> and the <b>use of repetition, similarities, and contrasts</b> inform the response to music.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand different musical cultures and styles.</li> </ul>
<b>Interpret</b> — Support interpretations of musical works that reflect creators'/performers' expressive intent.	<ul style="list-style-type: none"> <li>• <b>Identify interpretations of the expressive intent and meaning of musical works</b>, referring to the <b>elements of music, contexts</b>, and (when appropriate) the <b>setting of the text</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Determine musical intent of a piece of music.</li> </ul>
<b>Evaluate</b> — Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.	<ul style="list-style-type: none"> <li>• <b>Identify and describe</b> the effect of interest, experience, analysis, and context on the evaluation of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate a piece of music using past experiences and personal interest.</li> </ul>