



# Priority Standards

## Subject Priority Standards Elementary General Music – Grade 5

Below is a table of the priority standards.

Creative Process	Priority Standards	Essential Skills
Creating	Cr.1.5.a Generate musical ideas within specific related tonalities and meters.	<ul style="list-style-type: none"> <li>• Improvise simple rhythmic/melodic ostinato accompaniment or original variation.</li> <li>• Improvise answers in the same style to a given question.</li> </ul>
Creating	Cr.2.5.a Use standard and/or iconic notation and/or technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.	<ul style="list-style-type: none"> <li>• Read, notate, or create rhythms in 2/4, 3/4, and 4/4 meter using:               <ul style="list-style-type: none"> <li>○ Quarter note/rest</li> <li>○ Eighth note pair</li> <li>○ Half note/rest</li> <li>○ Whole note/rest</li> <li>○ Sixteenth notes</li> <li>○ Single eighth note/rest</li> <li>○ Syncopation and tie</li> </ul> </li> </ul>
Performing	Pr.2.5.a When analyzing selected music, read and perform rhythmic patterns and melodic phrases using standard notation.	<ul style="list-style-type: none"> <li>• Identify, read, and perform lines and spaces on the treble clef staff.</li> </ul>
Performing	Pr.2.5.b Identify and describe the various musical elements used within musical works from various cultures and historical eras.	<ul style="list-style-type: none"> <li>• Identify musical elements and expressive qualities found in musical works from various cultures and historical eras.</li> </ul>
Performing	Pr.2.5.c Demonstrate understanding of the structure and the elements in music.	<ul style="list-style-type: none"> <li>• Identify form either visually or through movement.</li> <li>• Theme and Variation</li> </ul>
Performing	Pr.5.5.a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.	<ul style="list-style-type: none"> <li>• Sing with expression and technical accuracy.               <ul style="list-style-type: none"> <li>○ Vowel shapes/sounds</li> <li>○ Pitch</li> <li>○ Rhythm</li> <li>○ Articulation</li> </ul> </li> </ul>

Creative Process	Priority Standards	Essential Skills
Responding	Re.1.4 Demonstrate and explain how selected music connects to, and is influenced by, specific interests, experiences, purposes, or contexts.	<ul style="list-style-type: none"><li>• Identify appropriate musical selections for a variety of audiences.<ul style="list-style-type: none"><li>○ Band</li><li>○ Choir</li><li>○ Strings</li><li>○ Opera</li><li>○ Theater</li><li>○ Style</li></ul></li></ul>