

Grade Level Expectations for the Sunshine State Standards

Music Fifth Grade



FLORIDA DEPARTMENT OF EDUCATION

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**Sunshine State Standards
Grade Level Expectations
Music
Fifth Grade**

The fifth grade student:

Skills and Techniques

- sings melodic patterns, intervals, and songs, matching pitch, with an extended range (C-F¹).
- echoes melodic patterns using sol₁, la₁, ti₁, do, re, mi, fa, sol, la, ti, and do¹.
- demonstrates healthy singing techniques, including posture, breath support, voice placement, unified vowels, and articulated consonants.
- sings unison songs, partner songs, rounds, ostinati, descants, and other songs with two and three independently moving lines, with and without accompaniment, using accurate pitch and rhythm.
- sings, with stylistic accuracy, a diverse repertoire representing various cultures, historical periods, and genres.
- sings with expression and style appropriate to the music performed.
- sings with others, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.
- performs a song independently on a melodic instrument within the diatonic scale with tonal and rhythmic accuracy.
- performs rhythmic, melodic, and harmonic instrumental accompaniments.
- produces a characteristic instrumental tone using appropriate performance techniques (for example, breath support, posture, hand position).
- performs on pitched and non-pitched instruments, with stylistic accuracy, a diverse repertoire representing various cultures, historical periods, and genres.
- performs on classroom and ethnic instruments with expression and style appropriate to the music.
- performs on instruments in an ensemble, maintaining a common tempo, blending instrumental timbres, and matching dynamic levels.
- responds to the tempo, dynamics, and expressive cues of a conductor.
- echoes extended rhythmic and melodic phrases on pitched and non-pitched instruments.
- sight reads rhythm patterns, including quarter notes, quarter rests, half notes, half rests, eighth notes, whole notes, whole rests, dotted half notes, dotted quarter notes, triplets, and syncopated patterns, in duple and triple meter.
- sight reads short melodies within the diatonic scale of two or more major keys.
- sight reads a simple song with tonal and rhythmic accuracy.
- interprets music symbols and terms in repertoire that refer to dynamics, tempo, articulation, and expression (for example, mezzo-forte, adagio, ritard, accent, pizzicato) when performing.
- writes notation for rhythmic patterns, including quarter notes, quarter rests, half notes, half rests, eighth notes, whole notes, whole rests, dotted half notes, and dotted quarter notes that have been performed by someone else.
- writes notation for melodic patterns presented aurally, using steps, repeated tones, and skips based on triads using do, re, mi, fa, sol, la, ti, and do¹ within the diatonic scale.

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Creation and Communication

- improvises rhythmic and melodic “answer phrases” in the same style as given “question phrases.”
- improvises rhythmic and melodic patterns and creates variations on familiar melodies.
- arranges short songs for classroom performance (for example, changing dynamics, timbre, and form; varying rhythm and melody).
- composes vocal and instrumental music to express a poem, story, idea, or feeling using traditional and nontraditional sound sources.
- identifies musical characteristics of a selection (for example, dynamics, timbre, tempo) that enhance lyrics and communicate ideas, meanings, or emotion.

Cultural and Historical Connections

- classifies selected exemplary works from various historical periods and cultures by genre, style, and composer.
- explains how use of specific musical elements (for example, rhythm, melody, timbre, expressive devices, texture) is characteristic of music from various world cultures.
- describes the impact of regional traditions and historical events on generating various types of music.
- identifies important composers, songwriters, and performers who generated or influenced various genres of American music (for example, Bernstein, Sousa, Ellington, Presley).

Aesthetic and Critical Analysis

- listens to and analyzes a composition to identify meter (duple, triple, or compound), rhythmic and melodic elements (for example, syncopation, melodic contour), form (for example, ABA, rondo, theme and variation, through-composed), and tonality (major or minor).
- identifies solo voices (for example, soprano, alto, tenor, bass) and vocal ensembles (for example, choir, quartet).
- identifies and classifies electronic, orchestral, and wind instruments, their families, and ensembles (for example, string quartet, jazz ensemble).
- describes diverse styles of popular, folk, classical, and world music using appropriate vocabulary (for example, vocal quality, instrumentation, rhythmic and melodic patterns, form).
- creates, applies, and explains criteria for evaluating one’s own and others’ performances and compositions.
- evaluates one’s own and others’ performances, describes what was successful and what should be changed, and adjusts performance accordingly.

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Applications to Life

- compares and contrasts elements within and among dance, theatre, music, and the visual arts (for example, movement, form, repetition, texture, contour).
- compares and contrasts the subject matter of other disciplines with music (for example, jazz, blues, and connections to American history; acoustics in music and science).
- analyzes multiple uses of music in the media (for example, film scores, instructional media).
- describes characteristics that make music suitable for specific purposes.
- demonstrates audience behavior appropriate to the context, setting, and style of the music performed (for example, holding applause between movements of a major work, turning off watches and other electronic devices for concerts).
- explains how musical preferences reflect one's personal experiences.
- identifies and respects differing values and tastes in music.
- analyzes the roles and importance of musicians in various settings and cultures.