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Academic Content Standards  
Music Grade 5



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Grade 5

STANDARDS	PAGE REFERENCES
<p><b>Historical, Cultural and Social Contexts</b></p> <p>Students demonstrate knowledge and understanding of a variety of music styles and cultures and the context of musical expression or events, both past and present. Students identify significant contributions of composers and performers to music heritage. Students analyze the historical, social and political forces that have influenced the function and role of music in the lives of people.</p>	
<p><b>Benchmark A:</b> Compare and contrast styles and forms of music from various historical periods.</p>	
<p>1. Recognize, identify and demonstrate theme and variations in the music of various cultures and/or historical periods.</p>	<p><b>Student Edition:</b> 35-36, 96-97, 152-153, 229</p> <p><b>Teacher's Edition:</b> A 118</p>
<p>2. Compare and contrast opera and American music theatre.</p>	<p><b>Student Edition:</b> 64-65, 148, 226-227, 279, 290-305</p> <p><b>Teacher's Edition:</b> CL 15; HC 65</p>

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3. Research and identify music instruments from different historical periods and world cultures.	<p><b>Student Edition:</b>            49, 52-53, 66-67, 70, 72-73, 75, 90-91, 149  <i>Glossary of Instruments</i> 447-452  <i>Listening</i> 26, 403</p> <p><b>Teacher’s Edition:</b>            HC 67, 379, 433; MS 148; RAL 93, 219</p>
<p><b>Benchmark B:</b> Identify composers and classify them according to chronological historical periods.</p>	
4. Identify, listen and respond to music of different composers.	<p><b>Student Edition:</b>            14-15, 23, 64-65, 102-103, 106-107, 144, 148, 152-153, 186-187, 188-189, 192-193, 213, 221, 229, 247, 271, 274-275, 279, 283, 370-371  <i>Listening</i> 281, 419</p> <p><b>Teacher’s Edition:</b>            CL 395; HC 4, 14, 36, 64, 204, 212, 228, 230, 247, 271, 280, 281, 282, 287, 410, 417; MS 370</p>
<p><b>Benchmark C:</b> Describe how events during various historical periods have influenced the development of music.</p>	
5. Recognize and discuss the influence of American history on the development of folk music.	<p><b>Student Edition:</b>            95, 132-133, 142-144, 154-157</p> <p><b>Teacher’s Edition:</b>            HC 94, 132, 147</p>
6. Describe conditions under which music is created and performed in various cultures.	<p><b>Student Edition:</b>            16, 50, 58, 66-67, 70, 72, 142-145, 150, 170-171, 195, 210-211, 222-225, 320-322, 364, 372, 376, 400, 432, 442, 444</p> <p><b>Teacher’s Edition:</b>            CL 321; HC 59, 67, 143, 179, 196, 211, 340, 364, 400, 436; RAL 171; SH 144</p>

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<p><b>Creative Expression and Communication</b>  <b>Students sing, play instruments, improvise, compose, read and notate music.</b></p>	
<p><b>Benchmark A:</b> Perform a piece of music, independently or in a group, with technical accuracy and expression.</p>	
<p>1. Sing and/or play, alone and with others, using good posture and breath control, a varied repertoire of music representing diverse genres and cultures with appropriate dynamics, expression and tempo for the work being performed.</p>	<p><b>Student Edition:</b>  62-63, 76-77, 135, 142-143, 149, 166-167, 180, 182-185, 188-189, 191, 194, 206-207, 215, 222-225, 234-237, 266-267, 277, 284-285, 360-363  <i>Playalong</i> 73, 269  <b>Teacher’s Edition:</b>  A 173, 181, 189, 197; MS 111, 167, 180, 195, 235, 236, 362; TT 137, 183</p>
<p>2. Play a variety of instruments independently and with other contrasting parts.</p>	<p><b>Student Edition:</b>  68, 137, 149, 180, 272  <i>Playalong</i> 17, 73, 167, 169, 170, 191, 207, 269  <i>Skill Builder</i> 364  <b>Teacher’s Edition:</b>  A 169, 173, 198; CL 141; MS C, 9, 17, 20, 24, 35, 68, 111, 132, 140, 156, 167, 169, 180, 184, 190, 208, 236, 250, 269; RAL 204; TT 137</p>
<p>3. Respond appropriately to the cues of a conductor.</p>	<p><b>Student Edition:</b>  214-217  <b>Teacher’s Edition:</b>  MS 24, 52, 190, 215, 242, 250, 283, 309</p>
<p><b>Benchmark B:</b> Improvise or compose a short melody that includes key signature and meter signature with proper notation in treble or bass clef.</p>	
<p>4. Create short melodies using traditional notation.</p>	<p><b>Student Edition:</b>  39, 247  <b>Teacher’s Edition:</b>  A 13; MS 107, 258; RAL 344</p>
<p>5. Improvise melodies in a call-and-response setting.</p>	<p><b>Teacher’s Edition:</b>  MS 180, 270, 338-339; RAL 13</p>

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<p>6. Read, write and perform rhythm patterns (in 2/4, 3/4 and 4/4 meter) using sixteenth through whole notes including dotted half-note and syncopated rhythms.</p>	<p><b>Student Edition:</b> 8-9, 16-17, 46-47, 49, 56-57, 68, 126-128, 134-135, 137, 214-217, 243, 248-249, 251-255, 264-268, 310-311 <i>Skill Builder</i> 338, 364</p> <p><b>Teacher's Edition:</b> A 17, 49; MS 9, 12, 47, 180, 251, 253, 338-339; RAL 15; TT 137</p>
<p>7. Read, write and perform diatonic melodies with fa and ti and the major scale on the treble staff in G-do using a system (e.g., solfege, numbers or letters).</p>	<p><b>Student Edition:</b> 90-91, 100, 109, 124, 136, 164-165, 190, 208-209, 260-263</p> <p><b>Teacher's Edition:</b> A 92; MS 63, 109, 258; RAL 209, 237</p>
<p><b>Benchmark C:</b> Identify and recognize in a piece of music the following: clef, key signature, meter signature, tempo, dynamic markings and note values.</p>	
<p>8. Identify key signatures.</p>	<p><b>Student Edition:</b> 61, 78, 91, 133</p>
<p><b>Analyzing and Responding</b> Students listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology. Students evaluate the creating and performing of music by using appropriate criteria.</p>	
<p><b>Benchmark A:</b> Describe and evaluate a piece of music using developed criteria based on elements of music and music vocabulary.</p>	
<p>1. Identify dynamics, tempo, meter and tonality in various pieces of music aurally.</p>	<p><b>Student Edition:</b> 12, 35-36, 90, 104-105, 114-117, 132-133, 138, 143, 206, 212, 218-221, 270-271, 283</p> <p><b>Teacher's Edition:</b> A 158; MS 140, 242, 326, 370; P 313; RAL 336</p>
<p>2. Identify terms related to form (e.g., <i>DC al Fine</i>; <i>DC dal segno</i>; <i>DS al Coda</i>; repeat signs, first and second endings).</p>	<p><b>Student Edition:</b> 16-17, 114-116, 130-131, 154-156, 164-165, 183-185, 186, 196-197, 215, 364-365</p> <p><b>Teacher's Edition:</b> MS 215</p>

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3. Identify selected electronic and world music instruments.	<p><b>Student Edition:</b> 49, 52-53, 66-67, 70, 72-73, 75, 90-91, 149 <i>Glossary of Instruments</i> 447-452 <i>Listening</i> 26, 403</p> <p><b>Teacher's Edition:</b> HC 36, 67, 379, 433; MS 24, 140, 148; RAL 93, 219; TT 148</p>
<b>Benchmark B:</b> Analyze the structure of larger music works and the sections comprised within.	
4. Analyze a piece of music using music vocabulary.	<p><b>Student Edition:</b> 39, 104-105 <i>Listening</i> 281 <i>Think!</i> 216, 221</p> <p><b>Teacher's Edition:</b> MS 20, 27, 113, 235, 252, 261, 323, 335</p>
<b>Benchmark C:</b> Apply appropriate criteria to support personal preferences for music choice and evaluate the quality and effectiveness of a music performance.	
5. Evaluate and describe individual and group performances.	<p><b>Student Edition:</b> 232-233</p> <p><b>Teacher's Edition:</b> A 5, 19, 33, 37, 45, 116, 157, 165, 177, 189, 205, 209, 233, 380; FTTE 40; PA 159, 199, 239</p>
6. Differentiate between melody and harmony.	<p><b>Student Edition:</b> 20, 47, 98-99, 157, 182-183, 234, 244, 308 <i>Voice Builder</i> 352</p> <p><b>Teacher's Edition:</b> CL 10; MS 22, 131, 208, 257; RAL 101</p>
<p><b>Valuing Music/Aesthetic Reflection</b> Students demonstrate an understanding of reasons why people value music and a respect for diverse opinions regarding music preferences. Students articulate the significance of music in their lives.</p>	
<b>Benchmark A:</b> Reflect on and describe how music performance and settings affect audience response.	
1. Describe audience etiquette associated with various music performances and settings.	<p><b>Teacher's Edition:</b> AE 81, 115, 121, 161; MS 235; P 310</p>

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<b>Benchmark B: Reflect on why others may have different music preferences.</b>	
2. Identify and discuss aesthetic qualities in their performances and in the performances of others.	<p><b>Student Edition:</b> 114-117, 174-177, 232-233 <i>Listening</i> 326</p> <p><b>Teacher's Edition:</b> A 5, 233; MS 27, 76, 107, 178, 261, 326; WU 117</p>
3. Demonstrate how music communicates meaning through text, feelings, moods or images.	<p><b>Student Edition:</b> 4-5, 10-11, 39, 114-117, 125, 174-177, 180, 196-197, 310, 368 <i>Think!</i> 165</p> <p><b>Teacher's Edition:</b> A 217; CL 411; HC 192, 267; MS 261; P 322; RAL 71, 179, 388; SH 77</p>
4. Identify elements of music that contribute to aesthetic qualities in a specific music work.	<p><b>Student Edition:</b> 26-28, 35, 39, 84-85, 104-105, 114-117, 174-177, 182-185, 360 <i>Listening</i> 326</p> <p><b>Teacher's Edition:</b> A 233; HC 192; MS 27, 107, 177, 178, 261, 326; RAL 71, 179; WU 197</p>
<b>Benchmark C: Justify one's personal preferences of music choice using music vocabulary.</b>	
5. Explain how expressive music elements determine the quality of a composition.	<p><b>Student Edition:</b> 74-75, 104-105, 114-117, 174-177, 360</p> <p><b>Teacher's Edition:</b> BB 83; HC 192; MS 76, 107, 177, 178, 261; RAL 71, 179</p>
6. Develop and apply criteria to support personal preferences for specific music works.	<p><b>Student Edition:</b> 22, 119 <i>Think!</i> 21</p> <p><b>Teacher's Edition:</b> CL 236; MS 261, 335; P 322; RAL 188</p>

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<p><b>Connections, Relationships and Applications</b>            Students identify similarities and differences between music and other arts disciplines. Students recognize the relationship between concepts and skills learned through music with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts. Students develop a desire for lifelong learning in music.</p>	
<p><b>Benchmark A:</b> Compare and contrast common terms used in and for the interpretation of music and other arts disciplines.</p>	
<p>1. Interpret music through dance, drama and visual art.</p>	<p><b>Student Edition:</b>            26-27, 32-33, 54-55, 112-113, 136-137, 153, 189, 194, 234, 290-305</p> <p><b>Teacher’s Edition:</b>            A 158, 229; CL 11, 15, 147, 175, 196, 411; FTTE 120; M 60, 146, 150, 185, 189, 221, 256, 259, 265, 272</p>
<p>2. Identify the use of similar elements in music and other art forms and compare how ideas and emotions are expressed in each art form using the same elements.</p>	<p><b>Student Edition:</b>            26-27, 180-181</p> <p><b>Teacher’s Edition:</b>            CL 10, 100, 115, 135, 175, 207, 389; FTTE 200; M 150; RAL 71; WU 153</p>
<p>3. Define basic arts terms (e.g., texture, color, form, movement) associated with various art forms and use them to describe music events.</p>	<p><b>Student Edition:</b>            26-28, 74-75, 154-156, 190, 192, 228-229</p> <p><b>Teacher’s Edition:</b>            A 158; CL 115, 135; FTTE 200; M 150; MS 76; WU 29, 153</p>
<p><b>Benchmark B:</b> Demonstrate ways that subject matter of other disciplines is interrelated with that of music.</p>	
<p>4. Describe how knowledge of music connects to learning in other subject areas.</p>	<p><b>Student Edition:</b>            142, 144-145</p> <p><b>Teacher’s Edition:</b>            CL 8, 20, 23, 52, 219, 354</p>
<p><b>Benchmark C:</b> Identify various ways music affects their lives.</p>	
<p>5. Discuss how culture influences music.</p>	<p><b>Student Edition:</b>            10-11, 66-67, 142-145</p> <p><b>Teacher’s Edition:</b>            HC 4, 12, 88, 174, 179, 232, 379, 419, 433; MS 223</p>

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<b>Benchmark D:</b> Identify various careers in music.	
6. Identify the specific skills needed to be a musician.	<p><b>Student Edition:</b>  178, 232  <i>Skill Builder</i> 338  <i>Voice Builder</i> 312, 314, 318, 327, 334, 342, 345, 376</p> <p><b>Teacher’s Edition:</b>  CL 236; HC 65, 104, 184; MS 232, 270, 311, 314-315, 319, 320, 327, 332-333; WU 233</p>