



Macmillan/McGraw-Hill

Content Standards
Humanities: Music
Grade 4-5



Grade 5

STANDARDS	PAGE REFERENCES
Standard 1: Historical and Cultural Contexts	
Goal 1.1: Discuss the historical and cultural contexts of music.	
4-5.Mu.1.1.1 Describe how musical elements are used in music of our own culture as well as other cultures.	<p>Student Edition: 23, 36,65,93, 103, 105, 109,125, 130-131, 48, 152, 229, 271, 367, 414-415, 445</p> <p>Teacher's Edition: A 118; AC 65, 93, 152, 229; D 23, 36, 75, 131, 148, 125; MS 76; S 125; SOC 415, 445</p>
4-5.Mu.1.1.2 Identify characteristics of music from two different historical periods.	<p>Student Edition: 65, 86-87, 154-157, 224-225</p> <p><i>Listening</i> 86, 87, 224, 225</p> <p>Teacher's Edition: D 87, 88;HC 84, 87, 108, 157, 204, 224-225; WU 65</p>

Codes used for Teacher's Edition pages are the initial caps of headings on that page.

STANDARDS	PAGE REFERENCES
4-5.Mu.1.1.3 Identify specific compositions as belonging to a particular era in music history.	<p>The following references can be used in classroom discussion to meet this objective.</p> <p>Student Edition: 64-65, 102-103, 106-107, 148, 221, 247, 271, 281</p> <p>Teacher’s Edition: HC 64, 103, 107, 271, 281; R 247</p>
4-5.Mu.1.1.4 Recognize the uses of music in everyday life.	<p>Student Edition: 6-7, 70, 94-95, 174, 340, 386-387</p> <p>Teacher’s Edition: CL 46; D 95; HC 95, 97, 111,174, 386; SH 7, 113, 144,</p>
Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines.	
4-5.Mu.1.2.1 Identify similarities and differences in the meanings of terms common to other arts disciplines.	<p>Student Edition: 152-153</p> <p>Teacher’s Edition: AC 153; CL 8, 48, 63, 69, 71, 74, 35, 92, 108, 110 124, 139, 141, 155, 167, 173, 180, 183, 212, 215, 219, 228, 231, 321, 334, 354, 368; D 152; HC 37, 218; MS 107, 235; TT 227</p>
4-5.Mu.1.2.2 Compare a musical selection with another art form that uses a similar style.	<p>Student Edition: <i>Art Gallery</i> 26, 48</p> <p>Teacher’s Edition: CL 10, 11, 15, 32, 48, 74, 100</p>
4-5.Mu.1.2.3 Describe ways that music is related to other subject areas within an historical context.	<p>Student Edition: 152-153</p> <p>Teacher’s Edition: AC 153; CL 8, 48, 63, 69, 71, 74, 35, 92, 108, 110 124, 139, 141, 155, 167, 173, 180, 183, 212, 215, 219, 228, 231, 321, 334, 354, 368; D 152; HC 37, 218; MS 107, 235; TT 227</p>

STANDARDS	PAGE REFERENCES
Standard 2: Critical Thinking	
Goal 2.1: Conduct analyses in music.	
4-5.Mu.2.1.1 Describe music as a form of communication.	<p>Student Edition: 94-95, 114-117, 138, 142, 143, 146-147, 174, 386-387</p> <p><i>Listening</i> 165, 174</p> <p><i>Think</i> 165</p> <p>Teacher’s Edition: CL 46; D 95; HC 95, 97, 111, 138, 143, 386; SH 7, 113</p>
4-5.Mu.2.1.2 Recognize and identify specific elements of music (melody, harmony, rhythm, form, timbre).	<p>Student Edition: 8-9, 12-13, 18-19, 30-31, 38, 54, 92-93, 90-91, 98-99, 106-107, 108-109, 110-111, 119, 134, 141, 157, 167, 274-275, 234-239, 244-245, 256, 260, 261, 284, 308-309, 310-311, 319, 320-321, 332-333, 338-339, 360-361, 368-369, 423</p> <p>Teacher’s Edition: A 13; AC 92, 157, 141; D 8-9, 31, 55, 99, 108, 111, 135, 167, 235, 423, 431; I 320-321; L 275; M 107; MS 68, 98, 361; R 244, 256, 259, 261, 284, 308, 311, 319, 333, 335, 339, 357, 369; RL 119, 239; WP 33</p>
4-5.Mu.2.1.3 Use music vocabulary to discuss specific compositions of various styles and cultures. (904.01.a3)	<p>Student Edition: 22-23, 35, 32-33, 58-59, 60-61, 64-65, 66-67, 86-87, 89, 102-103, 104-105, 106-107, 112-113, 117, 126-127, 128-129, 138-139, 142-143, 144-145, 146-147, 149, 150-151, 170-171, 178-179, 180-181, 188-189, 192-193, 194-195, 210-211, 214-215, 220-221, 222-223, 224-225, 233, 394-395, 402-403, 434-435</p> <p>Teacher’s Edition: AC 64-65, 117, 149, 181, 233; D 23, 32-33, 103, 104, 107, 127, 144, 179, 188, 193, 196; HC 12, 22, 32, 59, 67, 136, 138, 143, 151, 170, 179, 211, 214, 220, 222, 225; I 395, 403; M 67, 87, 107, 147; R 435; WU 23, 145, WU 197</p>

STANDARDS	PAGE REFERENCES
Goal 2.2: Engage in reasoned dialogue and make decisions about musical performances.	
4-5.Mu.2.2.1 Discuss the importance of music in our society.	<p>The following references can be used in classroom discussion to meet this objective.</p> <p>Student Edition: 6-7, 39, 46, 94-95, 111-112, 144-145, 174-175, 226-227, 340-341, 386-387, 412-413, 420-421</p> <p>Teacher's Edition: CL 46; D 95, 174, 227, 387144; HC 70, 97, 174, 226, 340, 386, 387, 420, 421; M 71, 111; R 341; SH 7, 144; T 39; WU 145</p>
4-5.Mu.2.2.2 Express personal preferences for a specific work using appropriate arts vocabulary.	<p>The following references can be used in classroom discussion to meet this objective.</p> <p>Student Edition: 4-5, 21, 57, 89, 110, 196-197, 199, 205, 287</p> <p>Teacher's Edition: AC 197; D 4, 136, 191; T 199; WU 237</p>
4-5.Mu.2.2.3 Identify and discuss copyright issues in music.	<p>Teacher's Edition: IPRC 301; IIRCL-302-304</p>
Standard 3: Creative Expression/Performance/Presentation	
Goal 3.1: Utilize concepts essential to music.	
4-5.Mu.3.1.1 Improvise simple melodic phrases.	<p>Student Edition: 129, 140-141, 183, 319</p> <p>Teacher's Edition: AC 129, 140-141; D 183, 184; S 319</p>
4-5.Mu.3.1.2 Read, notate, and perform meter, rhythm, pitch, dynamics, and tempo using standard music symbols.	<p>Student Edition: 8, 36, 47, 61, 68, 87, 91, 97, 113, 116, 140-141, 142-143, 170-171, 178-179, 180, 245, 247, 249, 251, 254, 257, 272, SOP 382-383, 387, 389, 393, 411, 413, 419</p> <p>Teacher's Edition: A 61, 145, 387, 389, 393, 411, 413; D 8, 36, 47, 68, 91, 116, 136, 140, 143, 171, 179, 180; HC 97, 113; M 419; MS 144, 157, 253, 257; R 245, 247, 249, 251, 254, 272; RAL 135</p>

STANDARDS	PAGE REFERENCES
Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.	
4-5.Mu.3.2.1 Sing in harmony using simple ostinatos, partner songs, descants, and canons.	<p>Student Edition: 39, 58-59, 75, 92-93, 100, 98-99, 130-131, 154-155, 171, 172-173, 183, 194, 196, 220, 256, 272-273, 274, 316-317, 332-333, 340-341, 352, 355, 358</p> <p>Teacher's Edition: D 59, 75, 99, 100, 131, 155, 171, 172, 183, 195, 196; PC 333, 352; R 256, 371; S 273, 274, 340, 355, 358; WU 93</p>
4-5.Mu.3.2.2 Perform independent instrumental parts while other students sing or play contrasting parts.	<p>Student Edition: 13, 20, 28, 52, 53, 71, 73, 90, 91, 96, 103, 135, 170, 172, 177, 180, 182, 191, 209, 211, 212, 213, 220, 276, 277, SOP 364</p> <p>Teacher's Edition: AC 13, 20, 29, 73, 181; CL 28, 52; MS 24; D 71, 91, 96, 103, 135, 171, 172, 177, 184, 191, 211, 212, 213, 220; MS 63, 68, 109, 111, 156, 157, 177, 179, 180, 184, MS 208, 215, 338; P 276, 364, 389, 391</p>
4-5.Mu.3.2.3 Sing/play accurately with appropriate dynamics, breath control, phrasing, and interpretation while following a conductor.	<p>Student Edition: 4, 46, 56, 76, 103, 129, 196-197, 210-211, 215-216, 230-231, 306-307, 308-309, 310-311, 312-313, 314-315, 316-317, 319, 320-321, 366-367, 422-423</p> <p>Teacher's Edition: AC 77, 129, CL 57; D 7, 47, 103, 184, 185, 195, 196, 211, 215, 231; S 4, 423</p>
4-5.Mu.3.2.4 Discuss and demonstrate the importance of proper concert behavior.	<p>Teacher's Edition: AE 81, AE 106, 115, 121, 141, 310</p>
Goal 3.3: Communicate through music with creative expression.	
4-5.Mu.3.3.1 Improvise, create, or arrange music within specified guidelines (style, form, instrumentation).	<p>Student Edition: 37, 39, 79, 96, 199, 244, 247</p> <p>Teacher's Edition: A 5, 17, 49, 61, 73, 99, 149, 153; AC 37, 96, 137, 141; C 84; CP 79, 119, 199, 239; D 136, 187; I 244, 247; MS 9, 12, 76, 103, 137; RAL 71, 105; S 391; T 39</p>

STANDARDS	PAGE REFERENCES
4-5.Mu.3.3.2 Sing/play an improvised simple melody in a call and response context.	<p>The following references can be used in classroom discussion and activities to meet this objective.</p> <p>Student Edition: 62, 255</p>
4-5.Mu.3.3.3 Move to the beat of music in an organized manner.	<p>Student Edition: 33, 55, 112-113, 129</p> <p>Teacher’s Edition: M 31, 33, 55, 90, 93, 104, 112, 206, 248, 255, 262, 265, 277</p>
4-5.Mu.3.3.4 Improvise movement that is stylistically appropriate to music (e.g., free style).	<p>Teacher’s Edition: M 16, 113, 150, 256, 259, 272</p>
4-5.Mu.3.3.5 Create original rhythmic/melodic ostinatos to accompany group performances.	<p>Student Edition: 68, 96, 111, 135, 137, 244, 253</p> <p>Teacher’s Edition: MS 253, 254</p>