

<i>Sing or play an instrument using a varied repertoire of music:</i>	
M5.1.1	<p>Sing and/or play a musical instrument accurately with correct fundamentals and techniques as developmentally appropriate.</p> <ul style="list-style-type: none"> ➤ Students sing and/or play on an instrument songs or music exercises displaying good musical skills, e.g., breath support, singing ranges, instrumental techniques, posture breath, bow or stick control, etc. ➤ Students perform in small groups music in two or more parts
M5.1.2	<p>Sing and/or play music of varied genres and styles with appropriate expression, interpretation, and phrasing.</p> <ul style="list-style-type: none"> ➤ Students sing and/or play music examples from diverse cultures (e.g., African American, Asian, Hispanic, European) and styles (e.g., American and Arkansas folk songs, patriotic, blues, popular, jazz).
M5.1.3	<p>Perform music at appropriate levels of difficulty (such as prescribed by the Pennsylvania Choral Directors Association [PCDA], Pennsylvania School Band and Orchestra Association [PSBOA], and Music Educators National Conference [MENC] in formal and/or informal concerts)</p> <ul style="list-style-type: none"> ➤ Students perform music in two or more parts until mastered. ➤ Students perform partner songs and/or rounds correlating movement to the music, e.g., student circle activities. ➤ Students may add obbligato, descants, counter melodies, etc.
<i>Create, compose, arrange and improvise music as developmentally appropriate:</i>	
M5.2.1	<p>Improvise simple melodies and/or accompaniments and compose short pieces within specified guidelines.</p> <ul style="list-style-type: none"> ➤ Students compose and notate melodies for poems and story reading selection(s). ➤ Use classroom instruments (percussion or melodic) to improvise a melody or rhythm to selected songs, individually or in small groups.
M5.2.2	<p>Create and arrange rhythmic and melodic phrases.</p> <ul style="list-style-type: none"> ➤ Students individually compose a musical phrase using a given melodic range and choice of rhythms.
M5.2.3	<p>Explore the role of technology in the creation/composition of music.</p> <ul style="list-style-type: none"> ➤ Students listen to musical composition using electronic instruments. ➤ Students complete a project or written report about the synthesizer. ➤ Perform on electronic instruments in class for each other. ➤ Teacher exposes students to current computer software.
<i>Read and Notate Music:</i>	
M5.3.1	<p>Read and notate simple and compound meters, rhythm, pitch, and dynamics using standard symbols and terminology.</p> <ul style="list-style-type: none"> ➤ Students identify musical symbols and terminology. Use flash cards, play musical games, sing and/or play music using a variety of meters, rhythms, pitches, and dynamics.
M5.3.2	<p>Use technology, when applicable, to develop reading and notating skills.</p> <ul style="list-style-type: none"> ➤ Students play written phrases on an electronic instrument. ➤ Use music computer software to help students read and notate music.

M5.3.3	<p>Sight-read music in treble and/or other clefs in various keys and meters within specified guidelines.</p> <ul style="list-style-type: none"> ➤ Students clap rhythms from notation. ➤ Students correlate numbers and/or solfege syllables to the major scale in treble or bass clef.
Analyze, describe and evaluate music and musical performances:	
M5.4.1	<p>Evaluate performance through critical listening for the purpose of self-correction.</p> <ul style="list-style-type: none"> ➤ Students evaluate their own music performances (individually or in small groups) by aural or video means. ➤ Listen for wrong notes (melodic or rhythmic), balance, volume, phrasing, etc.
M5.4.2	<p>Evaluate the elements and components of a musical composition using appropriate terminology (e.g., instrumental and vocal timbres, forms, textures, etc.).</p> <ul style="list-style-type: none"> ➤ Students evaluate a musical composition using terminology, e.g. instrumental and vocal timbres, AB, ABA, theme and variations form, and textures, such as two, three-part harmony, etc.
M5.4.3	<p>Compare and contrast two or more styles of music.</p> <ul style="list-style-type: none"> ➤ Compare similarities and differences of music in different styles.
M5.4.4	<p>Respond to a musical performance as an informed, actively involved listener in a variety of settings.</p> <ul style="list-style-type: none"> ➤ After listening to a performance, students discuss the following: Mood or style of music, Precision and expression, Quality of the performance
M5.4.5	<p>Utilize technology to listen to, analyze, describe, and evaluate music and musical performances.</p> <ul style="list-style-type: none"> ➤ Students use technology to listen to a musical performance and then evaluate the performance
Relate to music from diverse cultures, society, history and other arts and disciplines.	
M5.5.1	<p>Identify commonalities between music and the other fine arts (e.g., rhythm/movement, timbre/color, etc.).</p> <ul style="list-style-type: none"> ➤ Students listen to a music composition and create an appropriate work of art. Then they discuss common elements. ➤ After students observe a work of art, they create a music composition. ➤ Incorporate movements to create a music composition
M5.5.2	<p>Recognize that musical development is a continuum influenced by historical and technological events.</p> <ul style="list-style-type: none"> ➤ Students create a timeline of music that relates to events in American history. ➤ Students write a journal entry that explains the effect technology has had on music, e.g., phonograph record, recording tape, compact disk, computer, CD-rom, etc.
M5.5.3	<p>Recognize that events in society and music are interrelated.</p> <ul style="list-style-type: none"> ➤ Sing/play or listen to music associated with historical events, e.g., Civil War, Martin Luther King, 1960s, etc.
M5.5.4	<p>Demonstrate ways music and other disciplines are integrated.</p> <ul style="list-style-type: none"> ➤ Students relate music to other disciplines, e.g., science, math, and language arts.
M5.5.5	<p>Incorporate technology to distinguish ways in which music relates to diverse cultures, societies, historical events, and the other arts and disciplines</p> <ul style="list-style-type: none"> ➤ Explore music software and the Internet to relate music to: diverse cultures, societies, historical events, visual arts and dance

M5.5.6	Sing sacred songs of the Mass. ➤ Students will sing sacred songs that can be used for Mass
M5.5.7	Sing service music from the Mass. ➤ Students will sing service music that can be used during Mass.