

Montana Instructional Alignment HPS Critical Competencies

Music
Grade 5

Content Standards

Content Standard 1 Students create, perform/exhibit, and respond in the Arts.

Content Standard 2 Students apply and describe the concepts, structures, and processes in the Arts

Content Standard 3 Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.






Content Standard 4 Students analyze characteristics and merits of their work and the work of others.

Content Standard 5 Students understand the role of the Arts in society, diverse cultures, and historical periods.

Content Standard 6 Students make connections among the Arts, other subject areas, life, and work.

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Content Standard 1 - Students create, perform/exhibit, and respond in the Arts.			
State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
1.1 create a work from their own ideas and images based on themes, symbols, events and personal experiences	<ul style="list-style-type: none"> Students will share ideas and impressions from their own imaginations based on music they hear 	imagery	 1
1.2 select a variety of materials and sources to demonstrate a specific art form.	<ul style="list-style-type: none"> Students will use classroom instruments, found objects, recordings, music texts, and computer/technology to experiment with music 	Composing, performing, improvisation	 5
1.3 prepare and/or revise works for presentation.	<ul style="list-style-type: none"> Students will perform their own musical ideas/compositions and those of others 	Performing	 4, 10
1.4 collaborate with others to make artistic choices.	<ul style="list-style-type: none"> Students will participate in group performances 	Ensemble performance	 2, 10
1.5 describe and analyze artistic choices in their own work and works of others	<ul style="list-style-type: none"> Students will perform and analyze their own musical ideas/compositions and those of others 	Critique	 2, 6

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Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.

State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
2.1 Composition: apply the elements of rhythm, melody, harmony, timbre/tone color, and form.	<ul style="list-style-type: none"> • Rhythm: experience recognize, and respond to: <ul style="list-style-type: none"> - beat, no beat - beat and rhythm - effect of fermata on steady beat f - steady beat and silent beat from notation - meter: strong and weak beat in duple and triple meter accent (>) to show strong beat - meter signature and function with emphasis on top number and q=1 beat (@ # \$), e=1 beat (P), and h= 1 beat (!) - duration: relationships of note values: q h w n e Q y T M m - identify note and rest values by name and by relationship: whole note, half note, dotted half note, quarter note, eighth note, 8th note triplets, beamed 8th notes, sixteenth notes, whole rest, half rest, quarter rest, eighth rest, sixteenth rest (w h d q e T n y m M W H Q E S) - rhythm patterns: all note and rest values above in repeated and recurring patterns - syncopation patterns e q e, q h compared to steady beat • Melody: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - pitch relationships on a staff - melodic direction of pitches and repeated pitches - steps, skips, repeats between pitches - intervals to include Sol-Mi (5-3), Do-La-Sol (1-6-5), Do'-La-Sol (8-6-5) Sol-Do'(5-8), Mi-Re-Do (3-2-1) 	Beat Rhythm Fermata Steady Beat Duple and Triple Meter Time Signature Note Value Syncopation Rhythmic Patterns Melody Staff Intervals Solfege Scales	 4, 9, 10

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State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
2.1 Continued - Composition: apply the elements of rhythm, melody, harmony, timbre/tone color, and form.	<ul style="list-style-type: none"> - intervals of the diatonic/major scale: Do (1) Re (2) Mi (3) Fa (4) Sol (5) La (6) Ti (7) Do' (8) - notation of pitch relationships and musical alphabet (A-G) of the treble clef - sequences within a melody - musical alphabet (pitch names A-G) - lines and spaces of the treble clef - lines and spaces of the bass clef - major and minor scales - notation and effects of sharps and flats - register, range of a song • Harmony: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - melody alone or with accompaniment - vocal or instrumental accompaniments - layers of sound, two pitches occurring simultaneously - partner songs, ostinato, rounds, countermelodies, descants, 2-part harmony - chords and chord progressions (I, IV, V) • Timbre/Tone color: experience, respond to ,and explore: <ul style="list-style-type: none"> - a variety of sound qualities - instrumental and vocal sound qualities - sound qualities (non-musical, vocal, instrumental, electronic) - identify (visually and aurally) families of instruments: Strings, Woodwind, Brass, Percussion, Electronic - differentiate vocal sound qualities (woman, man, children, vocal ensembles - differentiate instrumental ensembles (band, orchestra) • Form: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - whole and parts of a song (note-phrase-section-whole) - same and different elements of songs(repetition/contrast, A.B) 	Musical alphabet Treble clef Bass clef Major Minor Harmony Unison Accompaniment Texture Ostinato Round or canon Partner songs Timbre Chord Instrument families Form Verse and refrain Call/Response Rondo Repeat signs	

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State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
2.1 Continued - Composition: apply the elements of rhythm, melody, harmony, timbre/tone color, and form.	<ul style="list-style-type: none"> - phrases, phrase lengths - AB, ABA, AABA, AABB forms, rondo, and theme and variations - verse and refrain within a song - call-response and solo-chorus forms - repeat signs, DC al fine, DC al coda, D.S. al fine, 1st and 2nd endings - cumulative songs 		
2.2 Techniques: apply the techniques of expressive devices, dynamics, tempo, phrasing, accompaniment, interpretation, and improvisation.	<ul style="list-style-type: none"> • Expressive Devices: identify and relate: <ul style="list-style-type: none"> - mood and meaning of lyrics to expressive performance; - musical articulation by term and symbol (legato, slur, staccato) • Dynamics: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - dynamic terms and symbols (ff - fortissimo, f-forte, mf-mezzo forte, mp-mezzo piano, p-piano, pp-pianissimo) - select appropriate dynamics for a song - gradual changes in dynamics (crescendo, decrescendo) • Tempo: experience, respond to, differentiate between: <ul style="list-style-type: none"> - tempo terms: largo, adagio, andante, moderato, allegro, presto - change in tempo of a song: allargando, ritardando - hold: fermata f • Phrasing: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - whole and parts of a song (note-phrase-section-whole) - same and different elements of songs (repetition/contrast, A/B) - phrases, phrase lengths • Accompaniment: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - melody alone or with accompaniment - vocal or instrumental accompaniments - chords and chord progressions (I, IV, V) 	Mood Articulation Legato Slur Staccato Dynamic vocabulary Tempo vocabulary Phrase	 7

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State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
2.2 Continued - Techniques: apply the techniques of expressive devices, dynamics, tempo, phrasing, accompaniment, interpretation, and improvisation.	<ul style="list-style-type: none"> • Interpretation: respond to: <ul style="list-style-type: none"> - a variety of musical styles - emotional content of music: - mood and meaning of lyrics in relation to expressive performance - explore the rhythmic, melodic, harmonic, and tone color aspects of a composition • Improvisation: identify and respond to: <ul style="list-style-type: none"> - call/response phrases - improvised responses - combine improvised rhythmic/melodic phrases into longer compositions 	Tone color Style Genre Improvise	 7
2.3 Medium: perform vocal and/or instrumental solos, or in ensembles.	<ul style="list-style-type: none"> • Students will sing, alone and with others, a varied repertoire of music: <ul style="list-style-type: none"> - sing ostinati, canons, partner songs, countermelodies, descants, 2-part harmony - develop pitch-matching abilities • Sing in groups, blending vocal timbre and matching dynamic levels in response to the conductor. 	Solo Ensemble Descant Pitch-matching	 2
2.4 Function: perform examples of music (e.g., ceremonial, celebration, concerts, theatre, dance, film, social, community, entertainment)	<ul style="list-style-type: none"> • Identify traditional children's songs and experience music from cultures around the world, including Montana historical and indigenous cultures 	Folk songs Musical periods	 3

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Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.





State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
2.5 Style: perform examples of music (e.g., folk, jazz, ethnic, popular, classical, time period).	<ul style="list-style-type: none"> Students will be presented with a wide variety of age-appropriate listening experiences including music from diverse cultures and time periods 	Aural skills	 3, 9
2.6 Presentation: rehearse, perform, and critique musical performances.	<ul style="list-style-type: none"> Students will participate in individual group performances Students will develop skills as an audience member Students will use grade level appropriate vocabulary, musical terminology, and everyday language to evaluate musical works. Establishing specific criteria for qualitative judgments about music is a subjective matter as the appeal of a particular work is determined by individual taste 	Audience Performance etiquette	 6, 8, 10

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Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.


State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
3.1 Use art materials, techniques, technologies, and processes to create general responses	<ul style="list-style-type: none"> Students will utilize visual images (charts, art examples, student created art) to direct and inspire responses to music 	Listening maps	 2
3.2 Communicate intended meaning based on their own ideas and concepts from other sources.	<ul style="list-style-type: none"> Students will express feeling and ideas inspired by listening examples 	Imagery	 6
3.3 Use improvisation / experimentation to determine solutions.	<ul style="list-style-type: none"> Students will express feeling and ideas inspired by listening examples 	Imagery	 6
3.4 Use technical skills – use accepted performance and expressive techniques (e.g., breath control, posture) while singing and playing music in small and large ensembles.	<ul style="list-style-type: none"> Expressive Devices: recognize and respond to additional music symbols related to tempo (largo, adagio, andante, allegro, presto) dynamics, style, and articulation (accent, staccato, legato) Dynamics: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - dynamic terms and symbols (ff - fortissimo, f-forte, mf-mezzo forte, mp-mezzo piano, p-piano, pp-pianissimo) - select appropriate dynamics for a song - gradual changes in dynamics (crescendo, decrescendo) Phrasing: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - whole and parts of a song (note-phrase-section-whole) - same and different elements of songs (repetition/contrast, A/B) - phrases, phrase lengths Interpretation respond to: <ul style="list-style-type: none"> - a variety of musical styles - emotional content of music: 	Tempo Tempo vocabulary Dynamic vocabulary Phrasing Breath control Interpretation	 1

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State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
3.4 Continued - Use technical skills – use accepted performance and expressive techniques (e.g., breath control, posture) while singing and playing music in small and large ensembles.	<ul style="list-style-type: none"> - mood and meaning of lyrics in relation to expressive performance - explore the rhythmic, melodic, harmonic, and tone color aspects of a composition • Improvisation: identify and respond to: <ul style="list-style-type: none"> - call/response phrases - improvised responses - combine improvised rhythmic/melodic phrases into longer compositions 	<p style="text-align: center;">Lyrics</p> <p style="text-align: center;">Composing Improvisation</p>	
3.5 Understand and use symbol systems: identify and define standard notation symbols including pitch, rhythm, dynamics, tempo, articulation, and expression.	<ul style="list-style-type: none"> • Rhythm: : experience recognize, and respond to: <ul style="list-style-type: none"> - beat, no beat - beat and rhythm - effect of fermata on steady beat f - steady beat and silent beat from notation - meter: strong and weak beat in duple and triple meter accent (>) to show strong beat - meter signature and function with emphasis on top number and q=1 beat (@ # \$), e=1 beat (P), and h= 1 beat (!) - duration: relationships of note values: q h w n e Q y T M m - identify note and rest values by name and by relationship: whole note, half note, dotted half note, quarter note, eighth note, 8th note triplets, beamed 8th notes, sixteenth notes, whole rest, half rest, quarter rest, eighth rest, sixteenth rest (w hd q e T n y m M W H Q E S) - rhythm patterns: all note and rest values above in repeated and recurring patterns - syncopation patterns eqe, qh compared to steady beat 	<p style="text-align: center;">Rhythm vocabulary</p> <p style="text-align: center;">Duration</p> <p style="text-align: center;">Syncopation</p>	<p style="text-align: center;"> 6, 9</p>

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State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
3.5 Continued - Understand and use symbol systems: identify and define standard notation symbols including pitch, rhythm, dynamics, tempo, articulation, and expression.	<ul style="list-style-type: none"> • Melody: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - pitch relationships on a staff - melodic direction of pitches and repeated pitches - steps, skips, repeats between pitches - intervals to include Sol-Mi (5-3), Do-La-Sol (1-6-5), Do'-La-Sol (8-6-5) Sol-Do'(5-8), Mi-Re-Do (3-2-1) - intervals of the diatonic/major scale: Do (1) Re (2) Mi (3) Fa (4) Sol (5) La (6) Ti (7) Do' (8) - notation of pitch relationships and musical alphabet (A-G) of the treble clef - sequences within a melody - musical alphabet (pitch names A-G) - lines and spaces of the treble clef - lines and spaces of the bass clef - major and minor scales - notation and effects of sharps and flats - register, range of a song • Harmony: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - melody alone or with accompaniment - vocal or instrumental accompaniments - layers of sound, two pitches occurring simultaneously - partner songs, ostinati, rounds, countermelodies, descants, 2-part harmony - chords and chord progressions (I, IV, V) • Dynamics: identify and respond to dynamic markings in order from loud to soft: ff, f, mf, mp, p, pp • Tempo: experience, respond to, differentiate between: <ul style="list-style-type: none"> - tempo terms: largo, adagio, andante, moderato, allegro, prest 	Melody Pitch vocabulary Sequence Notation Range Harmony Dynamic vocabulary Tempo vocabulary	 6, 9

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State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
3.5 Continued - Understand and use symbol systems: identify and define standard notation symbols including pitch, rhythm, dynamics, tempo, articulation, and expression.	<ul style="list-style-type: none"> - change in tempo of a song: allargando, ritardando - hold: fermata f • Articulation: accent, staccato, legato • Expression: respond to: <ul style="list-style-type: none"> - a variety of musical styles - emotional content of music: - mood and meaning of lyrics in relation to expressive performance - explore the rhythmic, melodic, harmonic, and tone color aspects of a composition - identify and respond to dynamic markings (ff, f, mf, mp, p, pp) • Students will participate in age-appropriate individual and group performances. 	Articulation vocabulary Expression Mood Tone color Solo Ensemble	 6, 9

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Content Standard 4 - Students analyze characteristics and merits of their work and the work of others.







State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
4.1 Evaluate the quality and effectiveness of their own and other art works by applying specific criteria appropriate to the style and offer constructive suggestions for improvement.	<ul style="list-style-type: none"> Students will describe works using words such as largo, andante, adagio, allegro, presto, accelerando and ritardando to indicate tempo; high and low, treble and bass to indicate pitch level; ascending, descending and repeated tones to indicate melody; the full range of dynamic terms (pp to ff) as well as crescendo and diminuendo to indicate loudness or softness; legato, staccato, slur and fermata to indicate style. 	Appropriate musical vocabulary Style	 4, 9
4.2 Describe the influence of personal experience on the interpretation of works of art.	<ul style="list-style-type: none"> Students will use grade level appropriate vocabulary of the discipline and everyday language to describe their personal works 	Appropriate music vocabulary	 4, 9
4.3 Develop and apply criteria for evaluating quality and effectiveness of the work of art.	<ul style="list-style-type: none"> Students will use grade level appropriate vocabulary, musical terminology, and everyday language to evaluate musical works. Establishing specific criteria for qualitative judgments about music is a subjective matter as the appeal of a particular work is determined by individual taste 	Critique Rubric	 4, 8, 9
4.4 Describe and compare a variety of individual responses to works of art.	<ul style="list-style-type: none"> Students will recognize emotional and cognitive responses to music and express them through appropriate verbal and kinesthetic means 	Expression	 5, 6

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Content Standard 5 - Students understand the role of the Arts in society, diverse cultures, and historical periods.

State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
5.1 Demonstrate how history/culture and the Arts influence each other.	<ul style="list-style-type: none"> Students will be exposed to age-appropriate recordings and performances of musical examples from genres such as classical, jazz, rock, folk, and ethnic music and they will discuss the cultural and historical significance in grade level appropriate terminology 	Genre Style Aural skills	 3, 5, 8
5.2 Identify, describe, and analyze specific works of art as belonging to particular cultures, times and places in the context in which they were created	<ul style="list-style-type: none"> Students will study works that will pique students' interest, which relate to their lives and understanding of the world. Traditional children's song literature, music from other cultures around the world, and traditional music from Montana historical and indigenous cultures will be studied and experienced in a variety of auditory, visual and kinesthetic ways 	Style Genre Folk songs Pop music	 3, 5, 8
5.3 Compare various reasons for creating works of art.	<ul style="list-style-type: none"> Students will use methods such as rhythmic experimentation, call and response, iconic notion, traditional notation, and improvisation to recognize and create works of music 	Composing	 2, 6
5.4 Describe how people's emotions and experiences influence the development of specific art works	<ul style="list-style-type: none"> Students will experience and recognize basic emotional qualities in music such as happy, sad, energetic, and peaceful through a variety of listening and music making experiences. The complexity level of these experiences will be adjusted to fit the age and ability of the students. 	Mood	 1
5.5 Demonstrate appropriate audience behavior for the context and style of art presented.	<ul style="list-style-type: none"> Through discussions in music class, students will become aware of basic audience courtesy and behavior expectations. Students will learn appropriate appreciation responses, e.g., remaining quiet during a performance, clapping at the end of the entire composition rather than at the end of each movement, or clapping after each jazz solo, depending on particular musical style 	Audience etiquette	 10
5.6 Determine the connection of a work of art to societal and cultural change or preservation, including American Indian culture and art.	<ul style="list-style-type: none"> The teacher will present many and frequent opportunities to hear, learn, sing, and discuss the cultural significance of examples from the great body of classic American songs and works by American composers, including Montana historical and indigenous cultures 	Musical origins	 8

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Content Standard 6 - Students make connections among the Arts, other subject areas, life, and work.

State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
1.1 Compare and explain how the characteristic materials of each art (e.g., sound in music, visual stimuli in visual arts, movement in dance, and human interrelationships in theatre) correlate to similar events, scenes, emotions or ideas.			
6.2 Utilize interrelated elements among the Arts and other subject areas.			
6.3 Explore vocational and a vocational opportunities in the Arts.			
6.4 Identify how works of art reflect the environment in which they are created.			

