

5TH GRADE MUSIC CHECKLIST
Fine Arts Goals 25 – 27
Illinois Learning Standards A – B
Performance Descriptors

PRINCIPLES OF MUSIC

- _____ Describe the tempo(s) and dynamic level(s) in a complex aural musical example.
- _____ Identify the tone color(s) [timbre(s)] of the instruments and/or voices in an aural musical example.
- _____ Distinguish between the beat and the rhythm(s) of a given musical example.
- _____ Identify the meter in a musical example.
- _____ Distinguish major and minor tonalities in aural musical examples.
- _____ Describe melodic movement (e.g. upward, downward, steps, skips, repeated notes) in an aural example.
- _____ Distinguish between a melody with harmony and a melody without harmony.
- _____ Identify simple music forms (e.g. imitation, theme, variation) when presented aurally.
- _____ Justify the selection of organizational and sensory elements to express a particular mood, emotion, or idea in an original composition with environmental sounds, body sounds, or classroom instruments.

CONNECTIONS TO THE ARTS

- _____ Explain how elements, principles, and tools are combined to express an idea in a work of art.
- _____ Explain why specific elements, principles, and tools were used in a work of art created by the student or another artist.

PROCESSES, TOOLS, AND TECHNOLOGIES

- _____ Classify singers according to their vocal range.
- _____ Identify orchestral/band instruments from aural examples.
- _____ Classify instruments according to how their sounds are produced (e.g., string, wind, percussion).

- _____ Demonstrate basic vocal and/or instrumental production techniques (e.g., breath support, posture, bowing).
- _____ Write accurately melodies with rhythm patterns in whole, half, quarter, eighth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8 meter signatures.
- _____ Sing or play accurately simple rhythmic and melodic patterns from a written score.
- _____ Classify musical groups according to their instruments/voice (e.g., quartet, solo, band, orchestra).

CREATION AND PERFORMANCE

- _____ Sing or play music that has a difficulty level of 2 (on a scale of 1 to 6) on pitch; in rhythm; with appropriate timbre; with a steady tempo; with good breath, bow, mallet or fingering control; and with clear articulation/diction.
- _____ Improvise simple harmonic accompaniments using a variety of sound sources.
- _____ Create or arrange short songs or instrumental pieces within specified guidelines.

HISTORY, SOCIETY AND THE ARTS

- _____ Evaluate audience behaviors of self and others.
- _____ Explain how works of art relate to the environment where they are performed or displayed and how the space affects the art works (e.g., outdoor sculpture, murals, theatre in the round, dancing in a parade vs. on a stage).
- _____ Describe how the site (e.g., outdoor art fair vs. museum, half-time show at a sporting event vs. symphony hall) influences who the audience is and the way the audience responds.
- _____ Explain ways dance, drama, music, and visual art play a part in everyday life (e.g. education, architecture, landscape design, political cartoons, fashion design, background music, television).
- _____ Analyze how the arts are used in commercial applications (e.g., posters, TV commercials, package design, industrial design).
- _____ Categorize types of artists with their art and art related products or performances (e.g., commercial artist, artistic directors).
- _____ Describe how the same idea is expressed in works of art (e.g., portraits, wedding dances, national anthems) from different cultures, times, or places.

_____ Compare the ways different cultures, times, or places use materials to produce works of art (e.g., musical instruments, masks, puppets, pottery, textiles). List artists who have made significant contributions and describe their ideas.