
Music Standards of Learning

**for
Virginia
Public Schools**



**Board of Education
Commonwealth of Virginia**

June 2013

Grade Five General Music

The standards for Grade Five General Music enable students to use their music knowledge and skills to synthesize information and create music. Students continue to read, write, and compose music, using increasingly complex rhythms and meters. They begin to develop choral skills, including singing in two- and three-part harmony. Students explore and perform a variety of music styles and develop personal criteria to be used for describing and analyzing musical performances.

Music Theory/Literacy

- 5.1 The student will read and notate music, including
1. identifying the treble (G) and bass (F) clefs;
 2. using a system to sight-read melodies based on the diatonic scale;
 3. using traditional notation to write melodies containing skips and leaps;
 4. reading and notating rhythmic patterns of increasing complexity;
 5. identifying the meaning of the upper and lower numbers of compound time signatures ($\frac{6}{8}$); and
 6. identifying tempo markings.

Performance

- 5.2 The student will sing a varied repertoire of songs alone and with others, including
1. demonstrating beginning choral behaviors and skills in ensemble singing;
 2. singing with attention to blend, balance, intonation, and expression;
 3. singing melodies of increasing complexity written on the treble staff;
 4. singing in two- and three-part harmony; and
 5. modeling proper posture for singing.
- 5.3 The student will play a variety of pitched and nonpitched instruments alone and with others, including
1. playing music of increasing difficulty in a variety of ensembles;
 2. playing melodies and accompaniments of increasing difficulty written on the treble staff;
 3. playing with expression; and
 4. demonstrating proper playing techniques.
- 5.4 The student will perform rhythms of increased complexity, including syncopations.
- 5.5 The student will respond to music with movement by
1. performing nonchoreographed and choreographed movements, including music in duple and triple meters; and
 2. performing traditional folk dances and other music activities.
- 5.6 The student will create music by
1. improvising melodies and rhythms of increasing complexity;
 2. composing a short original composition within specified guidelines; and
 3. using contemporary media and technology.

Music History and Cultural Context

- 5.7 The student will explore historical and cultural aspects of music by
1. identifying representative composers and music compositions from four different periods of music history;
 2. comparing and contrasting a variety of musical styles, using music terminology;
 3. describing how people may participate in music within the community as performers, consumers of music, and music advocates; and
 4. recognizing various professional music careers (e.g., music producer, recording engineer, composer, arranger, music business attorneys, arts administrators, music therapist, music teacher).
- 5.8 The student will exhibit acceptable performance behavior as a participant and/or listener in relation to the context and style of music performed.
- 5.9 The student will compare and contrast the relationships between music and other fields of knowledge.
- 5.10 The student will describe the roles of music and musicians in society.

Analysis, Evaluation, and Critique

- 5.11 The student will analyze music by
1. grouping classroom, orchestral, and world instruments into categories based on how their sounds are produced;
 2. experimenting with the science of sound;
 3. analyzing elements of music through listening, using music terminology; and
 4. explaining theme-and-variations form.
- 5.12 The student will evaluate music by applying accepted criteria when judging the quality of compositions and performances.
- 5.13 The student will define *copyright* as applied to the use of music.
- 5.14 The student will collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.

Aesthetics

- 5.15 The student will develop personal criteria to be used for determining the quality and value of musical compositions.
- 5.16 The student will analyze preferences among musical compositions, using music terminology.
- 5.17 The student will examine factors that may inspire musicians to perform or compose.