

MEDFORD PUBLIC SCHOOLS: DEPARTMENT OF ELEMENTARY MUSIC
STUDENT OUTCOMES & ASSESSMENT STANDARDS
GRADE -- 5th

STRAND: ELEMENTARY GENERAL MUSIC GRADE → 5th	
ESSENTIAL QUESTIONS FOR STRAND → CREATING	
• How do musicians use musical elements—such as rhythm, melody, harmony, and form—to create more complex compositions? • How can we develop, revise, and refine our musical ideas to communicate a specific message or mood? • What steps do musicians take to turn an idea into a complete piece of music? • How can we use different tools (instruments, technology, notation) to bring our musical ideas to life?	
LEARNING OUTCOMES/BENCHMARKS	MA CURRICULUM FRAMEWORK STANDARDS
<i>The student will be able to:</i> -By the end of fifth grade, students will be able to use standard rhythmic notation to record their musical ideas. -By the end of fifth grade, students will be able to compose simple percussion and harmonic accompaniments.	CREATING 5-6.M.Cr.01 Generate and conceptualize artistic ideas and work. Generate interdisciplinary musical ideas using a variety of non-traditional sound sources (e.g., found sounds, digital technology, unusual voices). 5-6.M.Cr.02.a Organize and develop artistic ideas and work. Document original simple melodic ideas with standard notation. 5-6.M.Cr.02.b Organize musical ideas using expanded forms such as rondo and theme and variations. 5-6.M.Cr.03 Refine and complete artistic work. Improvise and compare different versions of a single musical idea (e.g., adding flourishes, altering rhythms).
• ESSENTIAL QUESTIONS FOR STRAND → PERFORMING	
• How do musicians apply technique, posture, and breath support to improve the quality of their performance? • How can we interpret musical notation—including key signatures, accidentals, and expressive markings—to perform accurately and musically? • What helps musicians perform confidently in ensembles, blending sound and responding to conductor cues? • How can we use dynamics, articulation, and phrasing to make a performance expressive and meaningful?	
<i>The student will be able to:</i>	PERFORMING

-By the end of fifth grade, students will be able to sing songs from various American History eras and describe their importance to that era. -By the end of fifth grade, students with unchanged voices will be able to sing in head voice and extended range (from A below middle C to E2 and higher). -By the end of fifth grade, students will be able to sing music written in two parts (partner songs, songs including intervals of parallel thirds and sixths) -By the end of fifth grade, students will be able to sing, expressively with technical accuracy, music from diverse genres and cultures, including songs in languages other than English, and some unaccompanied. -By the end of fifth grade, students will be able to perform expressively on classroom instruments, alone and in groups, with good posture, playing technique, and control. -By the end of fifth grade, students will be able to improvise simple harmonic accompaniments using I and V chords (borduns) -By the end of fifth grade, students will be able to improvise short melodies using the pentatonic scale over given rhythmic accompaniments that are consistent in style, meter, and tonality.	5-6.M.P.04 Select, analyze and interpret artistic work for presentation. Identify standard notation symbols and musical terms referring to dynamics, tempo, articulations, meter, and expression and apply them when performing. 5-6.M.P.05.a Develop and refine artistic techniques and work for presentation. Sing and play music written in 3 parts using appropriate technique. 5-6.M.P.05.b Develop awareness of where the natural break in one's singing range is located and how to cross the break and even out the voice in this range. 5-6.M.P.06 Convey meaning through the presentation of artistic work. Sing and play in groups responding to cues from a conductor exhibiting stylistic elements.
ESSENTIAL QUESTIONS FOR STRAND → RESPONDING	
• How do musicians analyze and describe the expressive qualities of music (tempo, texture, dynamics, timbre)? • How can we use musical vocabulary to explain our reactions to music and evaluate performances? • What musical clues help us understand style, purpose, or cultural background when listening to a piece? • How do musicians make decisions about what they hear and how they interpret it?	
<i>The student will be able to:</i> -By the end of fifth grade, students will be able to name several historic events that were chronicled or influenced by musical works. -By the end of fifth grade, students will be able to explain and distinguish color in music and visual arts. -By the end of fifth grade, students will be able to explain and distinguish texture in music, dance, and visual art. -By the end of fifth grade, students will be able to distinguish, aurally, soprano, alto, tenor, and bass voices.	RESPONDING 5-6.M.R.07 Perceive and analyze artistic work. Analyze how an artwork's form (e.g., use of repetition, contrasting patterns, phrases, and themes) supports the composer's intention. Science Connection: Students study the impact of gravitational forces on the solar system and then listen to and critique Gustav Holst's "The Planets". (STE.6.PS.2.04) 5-6.M.R.08 Interpret intent and meaning in artistic work. Use specific vocabulary to identify details about a musical work. 5-6.M.R.09 Apply criteria to evaluate artistic work. Apply a rubric to evaluate a musical work (e.g. a rubric that includes accuracy, sound quality, and expressiveness).

-By the end of fifth grade, students will be able to identify and describe some of the techniques employed in theme and variations form.	
ESSENTIAL QUESTIONS FOR STRAND → CONNECTING	
• How does music connect to events, stories, and ideas from history, culture, and our own lives? • How do musicians use music to communicate identity, traditions, and values? • How can we understand other cultures better by studying and performing their music? • In what ways does music relate to other subjects—such as language arts, science, math, or social studies—and help us learn about the world?	
<i>The student will be able to:</i> -By the end of fifth grade, students will be able to demonstrate an understanding of the difference between a personal opinion and an educated judgment about the quality of a musical performance or composition. -By the end of fifth grade, students will be able to suggest appropriate criteria for evaluating musical performances such as musical effect, technique, intonation, phrasing, balance, blending, and to use these criteria to evaluate their own performances. -By the end of fifth grade, students will be able to compare, in several cultures of the world, functions that music serves and roles of musicians. -By the end of fifth grade, students will be able to name the traditional major periods in Western Classical Music and identify one composer and a major work.	CONNECTING 5-6.M.Co.10 Synthesize and relate knowledge and personal experiences to make art. Describe and demonstrate one’s personal musical style and preferences. 5-6.M.Co.11 Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding. Identify influential music from different periods and how they impacted music at the time and potentially today. HSS Connection: Students consider the impact of African American spirituals during the Underground Railroad. (HSS.5.T1.07)

Resources:

[Hal Leonard's Essential Elements Music Class](#)
Musicplay CurriculumGrade 5

Throughout the music curriculum, students may be introduced to a variety of composers, performers, and musical traditions. To support these lessons, audio and video excerpts, such as those available through approved digital resources, may be used to provide examples of musical works and relevant performance practices. These materials are selected to offer clear, age-appropriate context for learning and focus solely on the musical, cultural, and historical contributions of the musicians and styles being studied.

Musicplay CurriculumGrade 5

In our music classes, brief online resources, such as music performances or interactive music games, may be used to demonstrate various musical skills and techniques. These videos or activities serve as step-by-step guides, typically focusing only on the instrument, musical elements, or activity being presented. Selections are flexible and chosen based on students' skill levels and availability, and may sometimes be added to Google Classroom to supplement teacher instruction. These resources focus solely on musical techniques and concepts and do not include social commentary, personal opinions, or other non-music-related content. The purpose of these materials is strictly instructional, providing guidance on music-making without introducing any unrelated ideas or viewpoints.