

**North Carolina Essential Standards  
Fifth Grade Music**

Note on Numbering/Strands:

**ML** – Musical Literacy, **MR** – Musical Response, **CR** – Contextual Relevancy

**Musical Literacy**

	Essential Standard	Clarifying Objectives	
<b>5.ML.1</b>	<b>Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression</b>	5.ML.1.1	Illustrate independence and accuracy while singing and playing instruments within a group or ensemble.
		5.ML.1.2	Illustrate blending vocal timbres, matching dynamic levels, and responding to the gestures of a conductor while singing in groups.
		5.ML.1.3	Use instruments to perform rhythmic, melodic, and chordal patterns accurately and independently on classroom rhythmic, melodic, and harmonic instruments.
<b>5.ML.2</b>	<b>Interpret the sound and symbol systems of music.</b>	5.ML.2.1	Interpret rhythm patterns, including whole, half, dotted half, quarter, dotted quarter, eighth, and sixteenth notes and rests in 2/4, 3/4, 4/4, and 6/8 meter signatures.
		5.ML.2.2	Recognize pitches on the treble and bass staves, including ledger lines, in order to understand the continuum of standard pitch notation.
		5.ML.2.3	Apply understanding of standard symbols and traditional terms for dynamics, tempo, articulation, rhythm, meter, and pitch when reading and notating music.
		5.ML.2.4	Use standard symbols to notate rhythm, meter, pitch, and dynamics.
<b>5.ML.3</b>	<b>Create music using a variety of sound and notational sources.</b>	5.ML.3.1	Use improvisation to create short songs and instrumental pieces, using a variety of sound sources, including traditional and non-traditional sounds, body sounds, and sounds produced by electronic means.
		5.ML.3.2	Create compositions and arrangements within specified guidelines.
		5.ML.3.3	Create rhythmic compositions using notation for whole, dotted half, half, and quarter notes; whole, half and quarter rests; and beamed eighth notes in duple, triple, and common time and which are arranged using a variety of sound sources.

### Musical Response

	Essential Standard	Clarifying Objectives	
<b>5.MR.1</b>	<b>Understand the interacting elements to respond to music and music performances.</b>	5.MR.1.1	Interpret through instruments and/or voice the gestures of the conductor, including meter, tempo, dynamics, entrances, cut-offs, and phrasing, when singing and playing music.
		5.MR.1.2	Use music terminology in explaining music, including notation, instruments, voices, and performances.
		5.MR.1.3	Exemplify appropriate behaviors as a participant and observer of music in relation to the context and style of music performed.
		5.MR.1.4	Classify classroom, Western orchestral, and world instruments into categories based on how their sounds are produced.

### Contextual Relevancy

	Essential Standard	Clarifying Objectives	
<b>5.CR.1</b>	<b>Understand global, interdisciplinary, and 21st century connections with music.</b>	5.CR.1.1	Understand how music has affected, and is reflected in, the culture, traditions, and history of the United States.
		5.CR.1.2	Understand the relationships between music and concepts from other areas.