
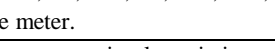
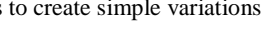
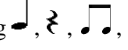
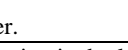
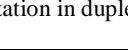


**PINELLAS COUNTY SCHOOLS PERFORMING ARTS**  
**KEY LEARNING GOALS AND NEXT GENERATION SUNSHINE STATE STANDARDS (NGSSS) CORRELATIONS WITH**  
**RECOMMENDED ASSESSMENT CODES**

Intermediate Music 3: [5013110](#) - Grade 5 General Music

	Key Learning Goal	Music NGSSS Correlations	NGSSS/FS Correlations	Recommended Assessment
1	I can identify, aurally, selected instruments of the orchestra, band and other ensembles. <i>See Final Exam Teacher Planning Guide for suggested instrument list.</i>	<a href="#">MU.5.C.1.3</a> Identify, aurally, selected instruments of the band and orchestra.	<a href="#">SC.5.P.8.1</a> <a href="#">SC.35.CS-CS.2.1</a>	R (SR)
2	I can apply listening strategies to support appreciation of musical works and develop suggestions to improve performances of myself and others.	<a href="#">MU.5.C.1.1</a> Discuss and apply listening strategies to support appreciation of musical works. <a href="#">MU.5.C.2.1</a> Define criteria, using correct music vocabulary, to critique one's own and others performance.	<a href="#">DA.5.F.3.1</a> <a href="#">LAFS.5.SL.1.3</a> , <a href="#">SC.5.L.14.1</a> <a href="#">SC.5.N.1.6</a>	R (BAC)
3	I can sing simple songs in major and minor modes.	<a href="#">MU.5.S.3.1</a> : Sing part songs in an appropriate range, using proper vocal technique and maintaining pitch.	<a href="#">SC.5.L.14.1</a> <a href="#">TH.5.H.1.2</a>	P (BAC)
4	I can sing, in an ensemble and as a solo, a major scale with proper singing technique using solfège while maintaining a tonal center.	<a href="#">MU.5.S.3.1</a> : Sing part songs in an appropriate range, using proper vocal technique and maintaining pitch.		P (PT)
5	I can play 2-4 measure rhythmic/melodic ostinati within an ensemble, maintaining my part.	<a href="#">MU.5.S.3.2</a> : Play melodies and accompaniments, using proper instrumental technique, on pitched and unpitched instruments.	<a href="#">DA.5.C.1.2</a>	P (BAC)
6	I can sing and play simple major and minor melodies and accompaniments by ear.	<a href="#">MU.5.S.1.4</a> Sing or play simple melodic patterns by ear with support from the teacher. <a href="#">MU.5.S.3.4</a> : Play melodies and accompaniments, by ear, using classroom instruments.		P (BAC)
7	I can perform in an ensemble using appropriate expression and technique, and following the cues of the conductor.	<a href="#">MU.5.S.2.1</a> : Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.	<a href="#">TH.5.H.1.2</a>	P (BAC)
8	I can read rhythmic/melodic phrases with  ,  ,  , and DRMSLD <sup>1</sup> in duple and triple meter.	<a href="#">MU.5.S.3.3</a> : Perform simple diatonic melodies at sight.		P (BAC)
9	I can improvise rhythmic/melodic phrases to create simple variations on familiar melodies.	<a href="#">MU.5.S.1.1</a> : Improvise rhythmic and melodic phrases to create simple variations on familiar melodies.		P (SR/PT)
10	I can notate 4-8 measure rhythmic/melodic phrases using  ,  ,  , and DRMSLD <sup>1</sup> in duple and triple meter.	<a href="#">MU.5.S.3.5</a> : Notate rhythmic phrases and simple diatonic melodies using traditional notation.		C (BAC)
11	I can compose an 8-measure melody using traditional notation in duple and triple meter.	<a href="#">MU.5.S.1.2</a> : Compose short vocal or instrumental pieces using a variety of sound sources.		C (SR)
12	I can read the score of a simple song and apply music symbols ( <i>e.g., form, expressive elements, vocabulary</i> ).	<a href="#">MU.5.O.1.1</a> : Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process. <a href="#">MU.5.O.3.2</a> Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.	<a href="#">LAFS.5.RI.2.4</a>	C (BAC)
13	I can compare and contrast works within genre, style and culture, using correct music vocabulary.	<a href="#">MU.5.O.1.1</a> : Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.	<a href="#">DA.5.F.3.1</a> , <a href="#">DA.5.H.1.2</a> <a href="#">LAFS.5.RI.2.4</a> <a href="#">SC.35.CS-CS.2.1</a>	R (ER)
14	I can examine critical thinking processes in music and describe how they relate to my learning in other subjects.	<a href="#">MU.5.H.3.1</a> Examine critical-thinking processes in music and describe how they can be transferred to other subjects.	<a href="#">LAFS.5.SL.1.3</a>	R (BAC)
15	I can create music using a variety of resources, including digital to express text, idea, or feeling.	<a href="#">MU.5.F.1.1</a> Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.	<a href="#">LAFS.5.SL.1.2</a>	C (BAC)

These Florida Standards are found throughout every lesson: ; [LAFS.5.SL.1.1](#), [LAFS.5.L.2.3](#), [MAFS.K12.MP.5.1](#), [MAFS.K12.MP.6.1](#), [MAFS.K12.MP.7.1](#), [ELD.K12.ELL.SI.1](#), and [PE.5.C.2.1](#), [P.E.5.C.2.2](#)

\* Response Mode Key: P= Performing; R = Responding; C = Creating; BAC = Best Assessed in Class

Revised 7/2017

Item Type Key: SR = Selected Response (multiple choice); SA = Short Answer; ER = Extended Response (Essay); PT = Performance Task