

Grade 5 General Music

Description

Music integrates cognitive learning with the affective and psychomotor development of every child. This program is designed to include an active music-making approach to address the *Three Artistic Processes* of creating, performing and responding. The methodologies of Orff-Schulwerk, Kodaly, Dalcroze, Weikart, and Feierabend, provide students with a comprehensive musical learning experience. Curwen hand signs are used for solfege. Gordon rhythm syllables are continued while students transition to traditional rhythmic counting. The continued study of soprano recorder reinforces student understanding of music notation. The study of music sets a foundation for lifelong participation in and appreciation of music, and reinforces skills needed for many of life's responsibilities. All students in fifth grade receive two thirty-minute classes of music instruction and one forty-five minute chorus rehearsal per week.

Course Overview

Course Goals

Students will:

- sing alone and with others, a varied repertoire of music.
- perform on Orff instruments, alone and with others, a varied repertoire of music.
- improvise melodies, variations, and accompaniments.
- compose and arrange music within specific guidelines.
- read and notate music.
- listen to, analyze, and describe music.
- evaluate music and music performance.
- understand relationships between music, the other arts, and disciplines outside the arts.
- understand music in relation to history and culture.
- perform creative movements and organized dances (adapted from State Dance Standards).
- successfully participate in authentic concert experiences through public performance in the most professional setting available.

Essential Questions

- How is sound organized to make music?
- How is music organized into accented and unaccented beats?
- What effect does tempo have on music?
- How do you produce a proper vocal tone?
- How are melodic patterns organized to make music?
- How do you read and perform tonal music notation?
- How does a composer create a melody?
- What is harmony?
- Why do we add accompaniment to a song?
- What are chords?
- How do composers use form to organize music?
- What determines a style of music?
- How do music, history, and culture influence each other?
- What is the relationship between movement and sound?
- How do you produce a good choral tone?
- What is musical playing?

Assessments

[Grade Five assessment](#)

<u>Content Topics</u>	<u>Standards</u>	<u>Grade Level Skills</u>
I. Rhythm II. Melody III. Harmony IV. Form V. Style VI. Movement VII. Vocal Development VIII. Instrumental Development	<p>Connecticut Arts Curriculum Framework Music Standards</p> <p>Connecticut State Music Standards are met in the following areas:</p> <ul style="list-style-type: none"> • <i>Vocal</i> • <i>Instrumental</i> • <i>Improvisation</i> • <i>Composition</i> • <i>Notation</i> • <i>Analysis</i> • <i>Evaluation</i> • <i>Connections</i> • <i>History And Cultures</i> <p>From Connecticut State Dance Standards:</p> <ul style="list-style-type: none"> • <i>Perform</i> • <i>Create and Improvise</i> • <i>Culture and History</i> 	<p>Students will:</p> <ul style="list-style-type: none"> • Read, perform, and create rhythms in duple and triple meter. • Identify and perform music written in the treble clef. • Perform songs with designated chordal accompaniments. • Identify and perform different musical forms. • Identify different musical styles. • Improvise, create, and perform dances. • Demonstrate appropriate ensemble skills including blend, balance, intonation, rhythmic precision, interpretation and following a conductor in chorus. • Demonstrate correct unpitched percussion, mallet and recorder technique (tonguing and hand position).

Content Topic 1 – Rhythm [top](#)

Standards

Notation

Students will read and notate music.

Students will:

- read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.
- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.

Analysis

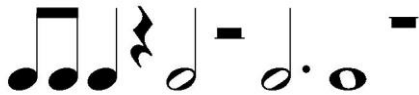
Students will listen to, describe and analyze music.

Students will demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions in their analyses of music.

Unit Objectives

Students will be able to:

- demonstrate the pulse/beat in simple and compound meters.
- identify time signatures 2/4, 3/4, 4/4, 3/8, 6/8 as a way of grouping beats.
- continue transition to numerating rhythms with traditional counting system.
- demonstrate patterns using rhythmic values:
Simple:



Essential Questions

- How is sound organized to make music?
- How is music organized into accented and unaccented beats?
- What effect does tempo have on music?

Focus Questions

- What do the numbers of a time signature mean?
- What is the difference between the upbeat and the downbeat?
- How do you conduct in two, three, and four?
- How do you create a rhythmic question and answer?
- How do you describe tempo in music?

Assessments

- Grade Five Rhythm Reading Assessment
- Grade Five Assessment

Skill Objectives

Students will:

- Identify meter signatures in 2/4, 3/4, 4/4, 3/8, and 6/8.
- Read and notate rhythm patterns in 2/4, 3/4, 4/4, 3/8, and 6/8.
- Sing, play, improvise, compose, read and notate designated rhythms.
- Sing, play, and read music using the quarter and eighth note as an anacrusis.
- Play and improvise rhythmic phrases using the Question and Answer technique.
- Perform and listen to contrasts in tempo to ritardando (rit.) and accelerando (accel.)

Compound:



- perform music using the □ and □ as an anacrusis.
- create rhythmic phrases using the Question and Answer technique.
- demonstrate and identify contrasts in tempo: *largo*, *moderato*, *allegro*, *vivace*, *ritardando*, *accelerando*

Content Topic 2- Melody [top](#)

Standards – Music

Vocal

Students will sing, alone and with others, a varied repertoire of songs.

Students will:

- sing music representing diverse genres and cultures, with expression appropriate for the work being performed.

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will:

- perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position and good breath, bow or stick control.

Improvisation

Students will improvise melodies, variations and accompaniments.

Students will:

- improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter and tonality.

Composition

Students will compose and arrange music.

Students will:

- compose short pieces within specified guide-lines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.

Notation

Students will read and notate music.

Students will:

- use standard notation to record their musical ideas and the musical ideas of others.

Analysis

Students will listen to, describe and analyze music.

Students will:

- demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions in their analyses of music.

<p>Unit Objectives</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • identify the musical alphabet, the treble clef lines and spaces, and the concept of ledger lines. • analyze melodic intervals • identify and perform diatonic C, F, and G major scales and corresponding relative minor scales. • create musical Questions that end on the dominant (V) and musical Answers that end on the tonic (I). • perform, alone and with others, a varied repertoire of songs representing genres and styles. • compose an eight measure melody for soprano recorder and/or barred instruments. 	<p>Essential Questions</p> <ul style="list-style-type: none"> • How do you produce a proper vocal tone? • How are melodic patterns organized to make music? • How do you read and perform tonal music notation? • How does a composer create a melody? <p>Focus Questions</p> <ul style="list-style-type: none"> • How do you read ledger lines? • How do you read intervals? • How are solfege and the musical alphabet related? • What is movable Do? • What is the difference between the tonic and the dominant? • How do composers use questions and answers to create a melody? • What is the difference between a pentatonic and a major scale? 	<p>Assessment</p> <ul style="list-style-type: none"> • Grade Five Assessment
		<p>Skill Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> • read, notate and play the treble clef notes, and describe the concept of ledger lines. • sing, play, and analyze melodic intervals. • sing, play, read, and notate diatonic C, F, and G major scales and corresponding relative minor scales. • sing, play and improvise musical Questions that end on the dominant (V) and musical Answers that end on the tonic (I). • sing, play and move to a varied repertoire of songs representing genres and styles.

Content Topic 3- Harmony [top](#)

Standards - Music

Vocal

Students will sing, alone and with others, a varied repertoire of songs.

Students will:

- sing music written in two and three parts.

Analysis

Students will listen to, describe and analyze music.

Students will:

- describe specific music events in a given aural example, using appropriate terminology.

Unit Objectives

Students will be able to:

- perform two or three-part (rhythmic/melodic ostinati).
- perform a rhythmic score with multiple parts.
- perform two-part (optional three-part) rounds and canons, partner songs, counter melodies and simple descants.
- differentiate between Major (Do-centered) and Minor (La-centered) tonalities.
- perform a song or rhythm with bordun (Chord, Broken, Crossover and Level), I-V, or I-IV-V accompaniments.

Essential Questions

- What is harmony?
- Why do we add accompaniment to a song?
- What are chords?

Focus Questions

- How do you read a rhythmic and melodic scores?
- What is the difference between a partner song, counter melody and a descant?
- What is the difference between major and minor tonality?
- What are the resting tones in major and minor songs?
- What are I, IV and V chords?
- When you accompany a song, how do you know when to change the chords?

Assessment

- Grade Five Assessment

Skill Objectives

Students will:

- sing, play and listen to major and minor tonalities.
- sing, play and create two or three-part (rhythmic/melodic) ostinati.
- sing, play, read, notate and improvise a rhythmic score with multiple parts.
- sing and play two-part (optional three-part) rounds and canons, partner songs, counter melodies and simple descants.
- sing and play a song or rhythm with bordun (Chord, Broken, Crossover and Level), I-V, or I-IV-V accompaniments.

Content Topic 4-Form [top](#)

Standards - Music

Vocal

Students will sing, alone and with others, a varied repertoire of songs.

Students will:

- sing music written in two and three parts.

Analysis

Students will listen to, describe and analyze music.

Students will:

- describe specific music events in a given aural example, using appropriate terminology.

Unit Objectives

Students will be able to:

- perform three-part rounds and canons.
- differentiate between rondo and theme and variations forms.

Essential Question

- How do composers use form to organize music?

Focus Questions

- What techniques do composers use to create theme and variations?
- What is the difference between rondo and theme and variation form?

Assessment

- Grade Five Assessment

Skill Objectives

Students will:

- sing and play three-part rounds and canons.
- Sing, move and listen to pieces in rondo and theme and variation form.

Content Topic 5-Style and Expression [top](#)

Standards – Music

Vocal

Students will sing, alone and with others, a varied repertoire of songs.

Students will:

- sing music representing diverse genres and cultures, with expression appropriate for the work being performed.

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will:

- perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

Analysis

Students will listen to, describe and analyze music.

Students will:

- describe specific music events in a given aural example, using appropriate terminology.
- analyze the uses of elements of music in aural examples representing diverse genres and cultures.

Connections

Students will make connections between music, other disciplines and daily life.

Students will:

- describe ways in which the principles and subject matter of music and other disciplines taught in the school are interrelated.

History And Cultures

Students will understand music in relation to history and culture.

Students will:

- describe distinguishing characteristics of representative music genres and styles from a variety of cultures.

<p><u>Unit Objectives</u> Students will be able to:</p> <ul style="list-style-type: none"> perform the music of varied cultures and use appropriate terminology to describe and analyze the music. identify by genre or style aural examples of music from various historical periods and cultures. demonstrate contrasts in dynamics and identify the following symbols: <i>pp, mp, p, mf, f, ff</i>. identify the orchestral woodwind and brass families and the soprano, alto, tenor and bass vocal ranges. 	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> What determines a style of music? How do music, history, and culture influence each other? <p><u>Focus Questions</u></p> <ul style="list-style-type: none"> What makes music sound like a certain style? What do the symbols <i>pp, mp, p, mf, f, ff</i> mean? What are the instruments of the brass and woodwind families? What does SATB mean? What are the similarities and differences between music of different cultures and styles? What do the symbols <i>pp, ff, crescendo, and decrescendo</i> mean? What are the differences between woodwind and brass instruments? How is the expected audience behavior different for various styles of performance? 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> Grade Five Assessment <hr/> <p><u>Skill Objectives</u> Students will:</p> <ul style="list-style-type: none"> sing, play, read, listen to the music of varied cultures and use appropriate terminology to explain the style, instruments, tradition and its role in society. sing, play, and read the following symbols: <i>pp, mp, p, mf, f, ff</i> to demonstrate contrasts in dynamics. listen to the orchestral woodwind and brass families and the soprano, alto, tenor and bass vocal examples.
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Content Topic 6-Movement [top](#)

Standards - Dance

Elements and Skills

Students will identify and perform movement elements and dance skills.

Students will:

- memorize and reproduce movement sequences and dances.
- describe the movement elements observed in a dance, using appropriate movement/dance vocabulary.

Choreography

Students will understand choreographic principles, processes and structures.

Students will:

- use improvisation to generate movement for choreography.
- create sequences and simple dances that demonstrate the principles of, for example, repetition, contrast, transition and climax.

History and Cultures

Students will demonstrate and understanding of dance in various cultures and historical periods.

Students will:

- competently perform folk, traditional and/or classical dances from various cultures or time periods, and describe similarities and differences in steps and movement styles.

Unit Objectives

Students will be able to:

- perform organized dances and use dance terminology.
- improvise, create and perform dances.

Essential Questions

- What is the relationship between movement and sound?

Focus Questions

- How does the movement match the music?
- How do you organize movements to music?
- What words can you use to describe movements?
- How do partners work together as part of a larger group?

Assessment

- Grade Five Assessment

Skill Objective

Students will:

- create, improvise and perform purposeful movements to music.

Content Topic 7- Vocal Development [top](#)

Standards - Music

Vocal

Students will sing, alone and with others, a varied repertoire of songs.

Students will:

- sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.
- sing music representing diverse genres and cultures, with expression appropriate for the work being performed.
- music written in two and three parts.

Notation

Students will read and notate music.

Students will:

- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.

Evaluation

Students will evaluate music and music performances.

Students will

- develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.
- evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements and improvisations by applying specific criteria appropriate for the style of the music, and offer constructive suggestions for improvement.

Unit Objectives

Students will be able to:

- demonstrate proper singing posture.
- demonstrate proper breathing technique.
- demonstrate vocal clarity and projection.
- demonstrate a relaxed, open throat and dropped jaw position.
- demonstrate forward vocal placement.
- demonstrate proper vowel shape of the five basic singing vowels.
- demonstrate correct performance of diphthongs.
- demonstrate ensemble skills including blend, balance, intonation, rhythmic

Essential Questions

- How do you produce a proper vocal tone?

Focus Questions

- What effect does posture have on vocal tone?
- What are the elements of proper vocal technique?
- How do you make your words clear when you sing?
- How do you project your voice?
- What are the different skills needed for singing alone vs singing in an ensemble?
- How does the music support the meaning of the

Assessments

- Grade Five Vocal Solo
- Grade Five Vocal Development Assessment
- Vocal Self- Assessment

Skill Objectives

Students will:

- See separate document Ensemble Skill Objectives Level I.

<p>precision, interpretation and following a conductor in chorus.</p> <ul style="list-style-type: none"> • demonstrate proper rehearsal practices and concert performance practices (stage presence) in Winter and Spring concerts as well as assembly performances. • demonstrate ability to read a two-part choral score. • evaluate individual and group performances and offer suggestions for improvement. 	<p>text?</p> <ul style="list-style-type: none"> • What are the cues that a conductor gives? 	
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Content Topic 8-Instrumental Development [top](#)

Standards - Music

Vocal

Students will sing, alone and with others, a varied repertoire of songs.

Students will:

- sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will:

- perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position and good breath, bow or stick control.

Unit Objectives

Students will be able to:

- demonstrate correct unpitched percussion, mallet and recorder technique.
- demonstrate correct fingering technique, tonguing and proper tone production of C-D-E-F-G-A-B- C´-D´ and optional F# and Bb on the soprano recorder.

Essential Question

- What is musical playing?

Focus Questions

- How do you produce a proper tone on pitched and unpitched percussion instruments?
- How do you remove and replace the bars on the pitched percussion instruments?
- How do you produce a proper tone on the recorder?
- What is resting position for recorder?
- How do you play C-D-E-F-G-A-B- C´-D´ on the recorder?
- What is the relationship between the notes on the staff and the fingering on the recorder?

Assessment

- Grade Five Assessment

Skill Objectives

Students will:

- play pitched and unpitched percussion instruments with correct technique.
- play C-D-E-F-G-A-B- C´-D´ and optional F# and Bb on the recorder with proper tone production, tonguing and fingering techniques.