

**5th Grade Standards**

**Music**

**Course Overview:** Fifth grade music meets two-three times a week, for 45 minutes each class. Through activities and games children are given an opportunity to explore many forms of music. These activities may include: singing in groups and by themselves, playing simple melodic and rhythmic instruments (shakers, rhythm sticks, drums, glockenspiels, jingle bells, tambourines, etc.), reading simple, yet progressively more advanced notation, developing an understanding of the treble clef and bass clef, exploring different musical styles of composers, learning about all the families of the orchestra and creating their very own homemade instrument. The children will also perform in the elementary winter and spring programs. During the spring program the fifth grade will be in charge of the play, including acting, sets, costumes, and crew.

**Unit 1: Choral Reading and Singing (18 weeks)**

**Description:** In fifth grade students are introduced to choral music score reading. They will learn several warm-ups and discover how to properly utilize their voice with correct singing posture and breathe support.

**Standards**

1. The students will read rhythm notation correctly while following a choral score. MUS.E.8.1
2. The students will sight read simple melodies from a choral score. MUS.E.8.2
3. The students will identify standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression while singing from a choral score. MUS.E.8.3
4. The students will understand how reading a choral score is related to reading an actual book. MUS.H.8.3
5. The students will learn how to properly use their bodies while singing to produce the best sound. MUS.A.8.1
6. The students will learn several warm-ups and songs. The students will also develop criteria to evaluate their performances and their progress throughout the year. MUS.A.8.1, MUS.G.8.1, MUS.G.8.2
7. The students will sing with good breath control alone and in class. MUS.A.8.1
8. The students will sing expressively with technical accuracy at a beginning level. MUS.A.8.2
9. The students will sing music from diverse genres and cultures. MUS.A.8.3
10. The students will sing music written in two parts. MUS.A.8.4
11. The students will develop criteria for evaluating the quality and effectiveness of their music performance. MUS.G.8.1
12. The students will evaluate choral singing. MUS.G.8.2
13. The students will understand how the human body is connected to singing. MUS.A.8.1, MUS.H.8.3

**Unit 2: Instrument Families (2 weeks)**

**Description:** In this unit the students will learn about each instrument and its characteristics, explore the sounds and tone colors of each instrument and its family, as well as categorize the instrument families.

**Standards**

1. The students will understand the role of musicians in an orchestra. MUS.I.8.1
2. The students will listen to the music representing diverse genres and cultures and identify different instrument tone colors. MUS.I.8.2, MUS.I.8.3
3. The students will understand how each instrument makes sound and how it is connected with science. MUS.H.8.3

**Unit 3: Sound and Instrument Exploration (2 weeks)**

**Description:** Students will learn how sound is produced. This unit is a follow-up to the orchestra unit, and in this unit the students will gain an understanding of the science of sound and how sound is produced. The students will then create a homemade instrument using the basic principles of sound. The students will write about their experiences creating their instrument and also categorize their homemade instrument into one of the four instrument families. We will spend two days in class researching different ideas for homemade instruments. Students then take their ideas home and have about two weeks to complete their instrument. Students are given an outline of the things to address in their essay. Students should analyze how their instrument makes sound, any trial and error procedures they used to improve the sound, things that worked and didn't work, materials used, what they learned, and who helped them. This is a take home assignment that should be completed after they make their instrument.

**Standards**

1. The students will understand how each instrument makes sound and how it is connected with science. MUS.H.8.3
2. The students will create an instrument out of everyday items. MUS.H.8.3
3. The students will understand how science, art, and tech ed. apply to the creation of my homemade instrument. MUS.H.8.3
4. The students will develop criteria to evaluate the quality and effectiveness of my homemade instrument. MUS.G.8.1
5. The students will evaluate my instrument to either make improvement to help it sound better or keep it the same. MUS.G.8.2
6. The students will write their thoughts and findings in paragraph form. MUS.G.8.2

**Unit 4: Composer/ Historical Time Periods (4 Weeks)**

**Description:** In this unit the students learn about 1-2 composers from each historical period Baroque, Classical, Romantic, and Modern. The students will learn to identify the characteristics of each composer’s music, what was happening in the world at that time, and the historical background of each composer.

**Standards**

1. The students will analyze the use of elements of music while listening to different example of music from diverse genres and cultures. MUS.F.8.3
2. The students will understand how current events of the time influenced composers and their music. MUS.I.8.2, MUS.I.8.3
3. The students will understand the historical significance of composers.MUS.I.8.3
4. The students will listen to music and describe what I hear using appropriate terminology. MUS.F.8.1, MUS.F.8.2
5. The students will classify by composer a variety of musical works. MUS.I.8.2
6. The students will demonstrate knowledge of the basic principles of meter and rhythm in aural examples of music. MUS.F.8.2
7. The students will understand the functions music can serve and why it is created and performed. MUS.I .8.3
8. The students will sing short excerpts of pieces written by the great composers.MUS.A.8.1, MUS.A.8.2, MUS.A.8.3
9. The students will play classroom instruments to accompany music written by the great composers. MUS.B.8.1, MUS.B.8.2
10. The students will compose a short piece of music within specified guidelines. MUS.D.8.1
11. The students will use traditional and nontraditional sound sources and electronic media when composing. MUS.D.8.3
12. The students will use standard notation to record their musical ideas. MUS.E.8.4

**Unit 5: Music Literacy (6 Weeks)**

**Description:** In this unit students will develop recognition of the notation for quarter notes, eighth notes, sixteenth notes, half notes, whole notes, quarter rests, dotted quarter note and dotted quarter rests. In addition students will be able to identify and understand the 24 musical symbols. Students will also create listening maps and note 4-beat measure phrases. Melodically the students will be able to recognize and use *do-high do*. The students will review the treble clef note names and be introduced to the bass clef.

**Standards**

1. The students will sing expressively with technical accuracy at a beginning level. MUS.A.8.2
2. The students will sight read simple melodies using traditional solfegge. MUS.E.8.2
3. The students will sing with correct rhythms. MUS.E.8.1
4. The students will play rhythms accurately along with classroom songs. MUS.B.8.1
5. The students will perform on classroom instruments following rhythmic notation alone and with others. MUS.B.8.1, MUS.B.8.2, MUS.F.8.2
6. The students will read rhythmic notation. MUS.E.8.1
7. The students will identify standard notation symbols for rhythm. MUS.E.8.1
8. The students will identify and understand music symbols correctly when performing. MUS.F.8.2

**Unit 6: Listening and Evaluating (9 Weeks)**

**Description:** Students will listen to music from many different genres, styles, and cultures. Students will develop listening skills by distinguishing between verse and refrain, dynamic and tone color changes, and phrase lengths. I will help them to express the feeling of the music and the musical concepts they hear. The students will demonstrate their understanding through conversation, pictures, and movement.

**Standards**

1. The students will describe specific musical events while listening to a given example. MUS.F.8.1
2. The students will demonstrate knowledge of the basic principles of music in aural examples of music. MUS.F.8.2
3. The students will analyze and compare the use of elements of music while listening to examples of music from diverse genres and cultures. MUS.F.8.3
4. The students will develop criteria to evaluate their own and other's performances. MUS.G.8.1
5. The students will evaluate the quality and effectiveness of performances and can offer suggestions for improvement. MUS.G.8.2

**Unit 7: Concert Preparation (8 Weeks)**

**Description:** In this unit the students will prepare two concerts (winter and spring). Each unit will last approximately three-four weeks. The students will prepare three songs to showcase their talents in singing, possible instrumentation, and choreography. During the spring concert the fifth grade will prepare an entire play complete with costumes, set, and crew.

**Standards**

1. The students will sing accurately with good breath control, alone and with others. MUS.A.8.1
2. The students will sing songs from memory with technical accuracy. MUS.A.8.2
3. The students will sing music representing diverse genres and cultures. MUS.A.8.3
4. The students will sing music in two parts. MUS.A.8.4
5. The students will use staging and choreography to elicit certain emotions in my performance. MUS.H.8.1
6. The students will describe how a musical play is related to English class. MUS.H.8.3
7. The students will devise criteria for evaluating performances. MUS.G.8.1
8. The students will evaluate the quality of my own performance and offer constructive suggestions for improvements. MUS.G.8.2