**Curriculum**

**5th Grade Music**

**Course Overview**

This is a music appreciation course for 5th grade students.

**Department Standards**

* Students will sing alone and with others, a varied repertoire of music.
* Students will perform on instruments, alone and with others, a varied repertoire of music.
* Students will improvise melodies, variations, and accompaniments.
* Students will compose and arrange music within specified guidelines.
* Students will read and notate music.
* Students will listen to, analyze, and describe music.
* Students will evaluate music and music performances.
* Students will understand relationships between music, the other arts, and disciplines outside the arts.
* Students will understand music in relation to history and culture.

**Benchmarks**:

* Fifth grade students will become familiar with elements of music.
* Fifth grade students will recognize vocal ranges.
* Fifth grade students will be familiar with the instruments of the orchestra.
* Fifth grade students will listen to, become familiar with, and discuss a wide range of music.
* Fifth grade students will learn about the lives of modern artists.

Updated 04/01/16

**Performance Indicators**

Recognizing Melodies

Aural Identification of Instruments

Recognizing different styles

Naming Key Works studied

Singing in tune

Playing rhythms and simple melodies

Updated 04/01/16

**Assessments**

Aural and Written Quizzes

Observation and participation

Vocal Performance

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**Core Topics**

Recognize a steady beat, accents and the downbeat; play a steady beat and a simple rhythm pattern, simultaneous rhythm patterns, and syncopation patterns.

Move responsively to music.

Recognize short and long sounds.

Discriminate between fast and slow; gradually slowing down and getting faster.

Discriminate between obvious differences in pitch; high and low.

Discriminate between loud and quiet; gradually increasing and decreasing volume.

Understand *legato* and *staccato*

Play simple rhythms and melodies.

Recognize theme and variations

Pentatonic scale patterns

Ostinato

Partner Songs

Understand the following terms: staff, treble clef, names of lines and spaces in the treble clef, whole note, half note, quarter note, eighth note, whole rest, half rest, quarter rest, eighth rest, grouped sixteenth notes, tied and dotted notes, sharps and flats, bar line, double bar line, repeat signs, duple and triple and quadruple time signatures, quiet (*pp* and *p*), moderate (*mp* and *mf*) and loud (*f* and *ff*) dynamic instructions, tied notes and dotted notes, *da capo al fine*.

Recognize verse and refrain.

Recognize harmony and sing rounds and simple harmonies; two-part singing

Sing unaccompanied, accompanied, and in unison a wide variety of traditional and contemporary songs.

Follow conductor’s directions in a choral setting.

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**Specific Content**

Students will listen to and discuss the following musical styles and pieces, including, but not limited to:

* Ragtime (*Cotton Ball Rag* by Charles Hunter; *New Rag* by Scott Joplin)
* Big Band and Swing (*It Don’t Mean a Thing* by Duke Ellington)
* Scat Singing (Ella Fitzgerald)
* Traditional Broadway (George M. Cohan, Gershwin, Rodgers and Hammerstein)
* Blues and Rock

Fifth grade students will become familiar with biographical profiles of the following artists among others: Irving Berlin, George M. Cohan, Richard Rodgers, Elvis Presley and The Beatles.

**Resources**

Textbook: Making Music 5 (Silver/Burdett)

Instruments: Percussion Instruments – both pitched and unpitched

Keyboards and Ukuleles

CD

DVD

Internet

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