# 5th Grade - Music Expectations

In grade 5 students are required to achieve the following grade level expectations.

## **Concepts**

#### **Dynamics**

- Use piano, pianissimo, forte, fortissimo, mezzo piano, mezzo forte (p, pp, f, ff, mp, mf)
- Arrange dynamic markings in order from softest to loudest

#### **Tone Color**

- Identify the orchestra instruments by sound
- Describe differences between band and orchestra
- Recognize the difference between instruments of pitched/unpitched pitch

#### Tempo

- Identify accelerando and ritardando
- Recognize tempo terms (i.e. allegro, presto, largo, andante, lento)

#### **Form**

• Recognize the form of various pieces

#### Rhythm

- Recognize syncopation
- Recognize time/meter signatures

#### Pitch

- Identify letter names of the lines and spaces of the treble clef
- · Aurally identify major and minor
- Recognize key signature

#### Texture/Style

- Identify melody alone, harmony alone, and melody and harmony together
- Listen for themes, motifs, ostinatos, individual instruments in the context of a piece

## **Performance**

- Sing in a group or solo with expression
- Sing with harmony
- Perform rhythmic and melodic patterns on classroom instruments
- Participate in singing about respect of community, country, and the world

## <u>Aesthetic/Cultural/Historical</u>

- Discuss origin and history of a variety of songs and instrumental music
- Introduce historical periods of music

### **Music Terms**

- Tempo
- Melody (tune)
- Form
- Rhythm
- Crescendo/decrescendo
- Accent mark
- Piano (p)/forte (f)
- Pianissimo (pp)/fortissimo (ff)
- · h, h, l, l, l, s
- \* 7, 7, 5, 4, -
- · ≣, ≣, ﴿, ,, ,, , □
- Time meter signatures

- Phrase
- Verse chorus/refrain
- Music alphabet
- Harmony
- Mezzo forte/mezzo piano
- Accelerando/ritardardo
- ,<sub>几,几,1</sub>
- Step, skip, repeat
- Theme and variation
- Accompaniment
- Diminuendo
- Pitch
- Definite/indefinite pitch
- Syncopation
- Major/minor
- Key signatures