

Elizabethtown Area School District
Elementary Music Department
5th Grade Curriculum
2016

Preface

In 2014, National Association for Music Education (NAfME) released their revised Music Standards. In order to include 21st Century skills, the new National Music Standards make use of four strands: Responding, Performing, Creating and Connecting. The EASD Elementary Music Department modeled our new curriculum after the new National Standards. As such, concepts and skills were identified and assigned to each grade level and strand. Sub-strands for each grade level include Rhythm, Melody, Harmony, Form, Expressive Qualities and Instrument Timbre/Use of Classroom Instruments. Below is a brief explanation of how our curriculum is organized and what each strand encompasses:

- Responding:** The responding Strand encompasses all knowledge and skills that deal with listening to music and demonstrating knowledge of what is heard through various means. Depending on the grade, students can respond to rhythm, melody, form, harmony, expressive qualities and instrument timbre. While performance may be a part of this strand, students are not being assessed on their technical performance skills. Assessment is only on the knowledge of what is being heard in the music.
- Performing:** The Performing Strand encompasses all knowledge and skills that deal with the performance of music and the application of musical knowledge to guide a performance. Depending on the grade, students can perform rhythm, melody, form, harmony, and expressive qualities, and show knowledge of the proper use of classroom instruments.
- Creating:** The Creating Strand encompasses all knowledge and skills that deal with music creation through composition or improvisation of new musical ideas. Depending on the grade, students can create rhythm, melody, form, and harmony. While performance may be a part of this strand, students are not being assessed on their technical performance skills. Assessment is only on their ability to apply their musical knowledge to new ideas.
- Connecting:** The Connecting Strand encompasses all knowledge and skills that connect to subjects outside of music literacy and music performance such as history, science, ELA, math, other arts and social studies. As such, the connecting strand will only appear once for each grade level. Specific examples will accompany this strand.

Music is an art form that has many working parts. As such, the music curriculum will be taught in a spiral format rather than units. Each strand and sub-strand should be visited through out the school year. Time should be taken to connect to and build on prior knowledge from previous grades and/or lessons in the school year.



Related Arts

Grade, Course: 5 th Grade, General Music	
Strand: 5.res.rhy – Responding to Rhythm	
National Content Area Standards: MU:Re7.2.5a, MU:Re9.1.5a	
PA Content Area Standards: 9.1.5.A, B, C, 9.3.5.A, B, C, D, F, G	
PA Core Standards: *	
Essential Questions:	Understandings: Students will understand THAT . . .
<ul style="list-style-type: none"> How does understanding the structure and context of rhythm and meter inform a response? 	<ul style="list-style-type: none"> Beats can be divided into multiple sounds or silences. Rhythms can extend beyond one beat. Rhythms are organized into measures. Meter is a collection of strong and weak beats in a pattern, with beat one being the strong beat. The top number on the time signature defines the number of beats in a measure.
Knowledge:	Skills:
<ul style="list-style-type: none"> Steady beat Rhythm <ul style="list-style-type: none"> o Whole Note, ta-a-a-a J Half Note, ta-a Quarter Note, ta □ Eighth Notes in pairs, ti-ti ▯▯▯ Sixteenth Notes in groups of four, tika-tika ▯▯ One Eighth Note + Two Sixteenth Notes, ti-tika ▯▯ Two Sixteenth Notes + One Eighth Note +, tika-ti ↑ One Eighth Note, ti and as an anacrusis - Whole Rest, rest-2-3-4 - Half Rest, rest-2 } Quarter Rest, rest 7 Eighth Rest, rest ▯ ↑ Eighth Quarter Eighth, syncopa l ↑ Dotted Quarter and Eighth Meter <ul style="list-style-type: none"> Simple duple 2/4 Simple triple 3/4 Simple Quadruple 4/4 Compound duple 6/8 Bar line Measure Time signature Strong Weak 	<ul style="list-style-type: none"> Identify, decode and write known rhythms Identify, decode and write known meters and time signatures Demonstrate rhythmic movement to known rhythms Demonstrate rhythmic movement to known meters and time signatures

* Core standards are continuously woven and overlapped throughout the curriculum through the Connecting Strand Module.



Related Arts

Grade, Course: 5 th Grade, General Music	
Strand: 5.per.rhy – Performing Rhythm	
National Content Area Standards: MU:Pr4.2.5a, MU:Pr4.2.5b, MU:Pr6.1.5a	
PA Content Area Standards: 9.1.5.A, B, C, D, H	
PA Core Standards: *	
<p>Essential Questions:</p> <ul style="list-style-type: none"> How does understanding the structure and context of rhythm and meter inform a performance? 	<p>Understandings: Students will understand THAT . . .</p> <ul style="list-style-type: none"> Beats can be divided into multiple sounds or silences. Rhythms can extend beyond one beat. Rhythms are organized into measures. Meter is a collection of strong and weak beats in a pattern, with beat one being the strong beat. The top number on the time signature defines the number of beats in a measure. Group performance requires listening and responding to the music around them. Individual performance requires an internal sense of beat.
<p>Knowledge:</p> <ul style="list-style-type: none"> Steady beat Rhythm <ul style="list-style-type: none"> o Whole Note, ta-a-a-a J Half Note, ta-a Quarter Note, ta ∩ Eighth Notes in pairs, ti-ti ≡ Sixteenth Notes in groups of four, tika-tika ∩≡ One Eighth Note + Two Sixteenth Notes, ti-tika ≡ One Eighth Note + Two Sixteenth Notes, tika-ti ↑ One Eighth Note, ti and as an anacrusis - Whole Rest, rest-2-3-4 - Half Rest, rest-2 } Quarter Rest, rest ∩ Eighth Rest, rest ∩ ↑ Eighth Quarter Eighth, syncopa ∩ ↑ Dotted Quarter and Eighth Meter <ul style="list-style-type: none"> Simple duple 2/4 Simple triple 3/4 Simple Quadruple 4/4 Compound duple 6/8 Bar line Measure Time signature Strong Weak 	<p>Skills:</p> <ul style="list-style-type: none"> Play or sing known rhythms alone and with others with an internal sense of beat Play or sing in known meters and time signatures alone or with others Move rhythmically to known rhythms alone or with others Move rhythmically to known meters and time signatures alone or with others

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Related Arts

Grade, Course: 5 th Grade, General Music	
Strand: 5.cre.rhy – Creating Rhythms	
National Content Area Standards: MU:Cr1.1.5a, MU:Cr1.1.5b, MU:Cr2.1.3b, MU:Cr3.2.5a	
PA Content Area Standards: 9.1.5.A, B, C, D, E, H	
PA Core Standards: *	
Essential Questions:	Understandings: Students will understand THAT . . .
<ul style="list-style-type: none"> How does understanding the structure and context of rhythm and meter inform composition and improvisation? 	<ul style="list-style-type: none"> Beats can be divided into multiple sounds or silences. Rhythms can extend beyond one beat. Rhythms are organized into measures. Meter is a collection of strong and weak beats in a pattern, with beat one being the strong beat. The top number on the time signature defines the number of beats in a measure.
Knowledge:	Skills:
<ul style="list-style-type: none"> Steady beat Rhythm <ul style="list-style-type: none"> ○ Whole Note, ta-a-a-a ∩ Half Note, ta-a Quarter Note, ta ∩ Eighth Notes in pairs, ti-ti ∩∩ Sixteenth Notes in groups of four, tika-tika ∩∩ One Eighth Note + Two Sixteenth Notes, ti-tika ∩∩ Two Sixteenth Notes + One Eighth Note +, tika-ti - Whole Rest, rest-2-3-4 - Half Rest, rest-2 } Quarter Rest, rest Meter <ul style="list-style-type: none"> Simple duple 2/4 Simple triple 3/4 Simple Quadruple 4/4 Compound duple 6/8 Bar line Measure Time signature Strong Weak 	<ul style="list-style-type: none"> Compose and improvise using known rhythms Compose and improvise using known meters and time signatures Notate rhythms using traditional and nontraditional notation

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Related Arts

Grade, Course: 5 th Grade, General Music	
Strand: 5.res.mel – Responding to Melody	
National Content Area Standards: MU:Re7.2.5a, MU:Re9.1.5a	
PA Content Area Standards: 9.1.5.A, B, C, 9.3.5.A, B, C, D, F, G	
PA Core Standards: *	
<p>Essential Questions:</p> <ul style="list-style-type: none"> How does understanding the structure and context of melody inform a response? 	<p>Understandings: Students will understand THAT . . .</p> <ul style="list-style-type: none"> The melodic contour of written music is related to the layout of the bars on pitched percussion instruments. There is a relationship between the melodic pitch names and their location on the staff. The lines and spaces of the treble staff have assigned absolute pitch names. There is a relationship between melody and rhythm.
<p>Knowledge:</p> <ul style="list-style-type: none"> Melodic Contour <ul style="list-style-type: none"> Upward, downward, repeated tones, steps, skips, leaps Absolute pitch names on the treble staff Line note Space note Treble clef Staff Ledger line Sharp Flat Natural Tonality Major Minor 	<p>Skills:</p> <ul style="list-style-type: none"> Identify, decode and write melodies using absolute pitch names Identify, decode and write known melodic contours Demonstrate melodic contour through movement Aurally identify major and minor keys

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Related Arts

Grade, Course: 5 th Grade, General Music	
Strand: 5.per.mel – Performing Melody	
National Content Area Standards: MU:Pr4.2.5a, MU:Pr4.2.5b, MU:Pr6.1.5a	
PA Content Area Standards: 9.1.5.A, B, C, D, H	
PA Core Standards: *	
Essential Questions:	Understandings: Students will understand THAT . . .
<ul style="list-style-type: none"> • How does understanding the structure and context of melody inform a performance? 	<ul style="list-style-type: none"> • The melodic contour of written music is related to the layout of the bars on pitched percussion instruments. • There is a relationship between the melodic pitch names and their location on the staff. • The lines and spaces of the treble staff have assigned absolute pitch names. • There is a relationship between melody and rhythm.
Knowledge:	Skills:
<ul style="list-style-type: none"> • Melodic Contour <ul style="list-style-type: none"> Upward, downward, repeated tones, steps, skips, leaps • Absolute pitch names on the treble staff • Line note • Space note • Treble clef • Staff • Ledger line • Sharp • Flat • Natural • Tonality • Major • Minor 	<ul style="list-style-type: none"> • Play and/or sing melodies containing known pitches, alone and with others, with an internal sense of pitch • Play and/or sing melodies in major and minor keys • Demonstrate melodic contour through movement

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Related Arts

Grade, Course: 5 th Grade, General Music	
Strand: 5.cre.mel – Creating Melody	
National Content Area Standards: MU:Cr1.1.5a, MU:Cr1.1.5b, MU:Cr2.1.5b, MU:Cr3.2.5a	
PA Content Area Standards: 9.1.5.A, B, C, D, E, H	
PA Core Standards: *	
Essential Questions:	Understandings: Students will understand THAT . . .
<ul style="list-style-type: none"> • How does understanding the structure and context of melody inform composition and improvisation? 	<ul style="list-style-type: none"> • The melodic contour of written music is related to the layout of the bars on pitched percussion instruments. • There is a relationship between the melodic pitch names and their location on the staff. • The lines and spaces of the treble staff have assigned absolute pitch names. • There is a relationship between melody and rhythm.
Knowledge:	Skills:
<ul style="list-style-type: none"> • Melodic Contour Upward, downward, repeated tones, steps, skips, leaps • Absolute pitch names on the treble staff • Line note • Space note • Treble clef • Staff • Ledger line • Sharp • Flat • Natural • Tonality • Major • Minor 	<ul style="list-style-type: none"> • Compose and improvise using known pitches • Compose and improvise using known melodic contours • Notate melodies using traditional and nontraditional notation.

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Related Arts

Grade, Course: 5 th Grade, General Music	
Strand: 5.res.for – Responding to Form	
National Content Area Standards: MU:Re7.2.5a, MU:Re9.1.5a	
PA Content Area Standards: 9.1.5.A, B, C, 9.3.5.A, B, C, D, F, G	
PA Core Standards: *	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does understanding the structure and context of form inform a response? 	<p>Understandings: Students will understand THAT...</p> <ul style="list-style-type: none"> • Music can be divided into sections and phrases that can be the same or different. • Musical form has pattern. • Letters are used to represent sections of a piece of music and recurring sections are represented by the same letters.
<p>Knowledge:</p> <ul style="list-style-type: none"> • Form • AB • ABA • Verse/Refrain • Call/Response • Rondo • Theme and Variations • Section • Phrase 	<p>Skills:</p> <ul style="list-style-type: none"> • Identify, decode and label form • Demonstrate form through movement

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Related Arts

Grade, Course: 5 th Grade, General Music	
Strand: 5.per.for – Performing Form	
National Content Area Standards: MU:Pr4.2.5a, MU:Pr4.2.5b, MU:Pr6.1.5a	
PA Content Area Standards: 9.1.5.A, B, C, D, H	
PA Core Standards: *	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does understanding the structure and context of form inform a performance? 	<p>Understandings: Students will understand THAT ...</p> <ul style="list-style-type: none"> • Music can be divided into sections and phrases that can be the same or different. • Musical form has pattern. • Letters are used to represent sections of a piece of music and recurring sections are represented by the same letters.
<p>Knowledge:</p> <ul style="list-style-type: none"> • Form • AB • ABA • Verse/Refrain • Call/Response • Rondo • Theme and Variations • Section • Phrase 	<p>Skills:</p> <ul style="list-style-type: none"> • Play and/or sing pieces with known forms alone and with others • Use movement to show known forms alone or with others

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Grade, Course: 5 th Grade, General Music	
Strand: 5.cre.for – Creating Form	
National Content Area Standards: MU:Cr1.1.5a, MU:Cr1.1.5b, MU:Cr2.1.5b, MU:Cr3.2.5a	
PA Content Area Standards: 9.1.5.A, B, C, D, E, H	
PA Core Standards: *	
Essential Questions: <ul style="list-style-type: none"> • How does understanding the structure and context of form inform composition and improvisation? 	Understandings: Students will understand THAT ... <ul style="list-style-type: none"> • Music can be divided into sections and phrases that can be the same or different. • Musical form has pattern. • Letters are used to represent sections of a piece of music and recurring sections are represented by the same letters.
Knowledge: <ul style="list-style-type: none"> • Form • AB • ABA • Verse/Refrain • Call/Response • Rondo • Theme and Variations • Section • Phrase 	Skills: <ul style="list-style-type: none"> • Compose and improvise using known forms • Show form using notation and nontraditional means

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Grade, Course: 5 th Grade, General Music	
Strand: 5.res.har – Responding to Harmony	
National Content Area Standards: MU:Re7.2.5a, MU:Re9.1.5a	
PA Content Area Standards: 9.1.5.A, B, C, 9.3.5.A, B, C, D, F, G	
PA Core Standards: *	
Essential Questions: <ul style="list-style-type: none"> How does understanding the structure and context of harmony inform a response? 	Understandings: Students will understand THAT . . . <ul style="list-style-type: none"> There is a difference between melody and harmony. Music that has harmony has more than one part performing at the same time. Harmony can be created in many different ways.
Knowledge: <ul style="list-style-type: none"> Harmony Ostinato Three-part round Four-part round Partner Songs Chordal (I-IV-V-I) Broken Bordun 	Skills: <ul style="list-style-type: none"> Identify and label the known types of harmony

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Related Arts

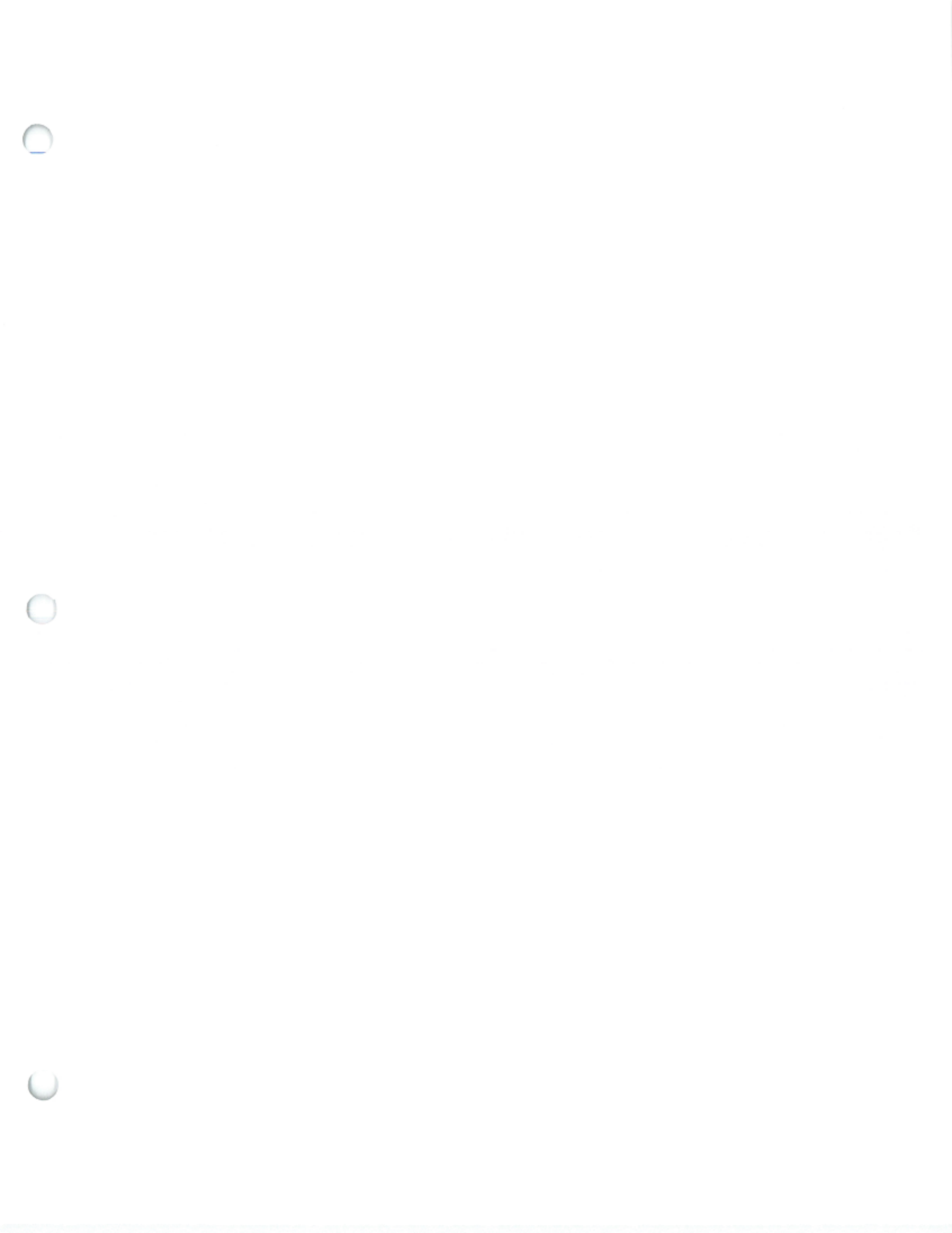
Grade, Course: 5 th Grade, General Music	
Strand: 5.per.har – Performing Harmony	
National Content Area Standards: MU:Pr4.2.5a, MU:Pr4.2.5b, MU:Pr6.1.5a	
PA Content Area Standards: 9.1.5.A, B, C, D, H, J	
PA Core Standards: *	
Essential Questions:	Understandings: Students will understand THAT . . .
<ul style="list-style-type: none"> How does understanding the structure and context of harmony inform a performance? 	<ul style="list-style-type: none"> There is a difference between melody and harmony. Music that has harmony has more than one part performing at the same time. Harmony can be created in many different ways.
Knowledge:	Skills:
<ul style="list-style-type: none"> Harmony Ostinato Three-part round Four-part round Partner Songs Chordal (1-IV-V-1) Broken Bordun 	<ul style="list-style-type: none"> Play and/or sing ostinati Play and/or sing three-part rounds and four-part rounds Play and/or sing partner songs Play and/or sing using 1-V-1 chordal patterns Play various borduns on the orff instruments

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Grade, Course: 5 th Grade, General Music	
Strand: 5.cre.har – Creating Harmony	
National Content Area Standards: MU:Cr1.1.5a, MU:Cr1.1.5b, MU:Cr2.1.5b, MU:Cr3.2.5a	
PA Content Area Standards: 9.1.5, A, B, C, D, E, H	
PA Core Standards: *	
Essential Questions:	Understandings: Students will understand THAT . . .
<ul style="list-style-type: none"> • How does understanding the structure and context of harmony inform composition and improvisation? 	<ul style="list-style-type: none"> • There is a difference between melody and harmony. • Music that has harmony has more than one part performing at the same time. • Harmony can be created in many different ways.
Knowledge:	Skills:
<ul style="list-style-type: none"> • Harmony • Ostinato • Three-part round • Four-part round • Partner Songs • Chordal (I-IV-V-I) • Broken • Bordun 	<ul style="list-style-type: none"> • Apply knowledge and understanding to create harmony in a given piece

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Related Arts

Grade, Course: 5 th Grade, General Music	
Strand: 5.res.exp – Responding to Expressive Qualities	
National Content Area Standards: MU:Re7.2.5a, MU:Re8.1.5a, MU:Re9.1.5a	
PA Content Area Standards: 9.1.5.A, B, C, 9.3.5.A, B, C, D, F, G, 9.4.5.D	
PA Core Standards: *	
Essential Questions:	Understandings: Students will understand THAT . . .
<ul style="list-style-type: none"> • How does understanding the structure and context of expressive qualities inform a response? 	<ul style="list-style-type: none"> • The emotional qualities of music are created through the expressive elements of music. • Through changes in expressive qualities, there is a change in the emotion and energy of the music.
Knowledge:	Skills:
<ul style="list-style-type: none"> • Dynamics • Pianissimo • Piano • Mezzo piano • Mezzo forte • Forte • Fortissimo • Crescendo • Decrescendo • Tempo • Largo • Moderato • Allegro • Andante • Presto • Ritardando • Accelerando 	<ul style="list-style-type: none"> • Identify and decode dynamic and tempo markings in music • Perceive dynamic and tempo levels in music • Perceive dynamic and tempo changes in music • Demonstrate expressive qualities through movement

* Core standards are continuously woven and overlapped throughout the curriculum through the Connecting Strand Module.



Related Arts

Grade, Course: 5 th Grade, General Music	
Strand: 5.per.exp – Performing Expressive Qualities	
National Content Area Standards: MU:Pr4.2.5a, MU:Pr4.2.5b, MU:Rr4.3.5a, MU:Pr6.1.5a	
PA Content Area Standards: 9.1.5.A, B, C, D, H	
PA Core Standards: *	
Essential Questions: <ul style="list-style-type: none"> • How does understanding the structure and context of expressive qualities inform a performance? 	Understandings: Students will understand THAT . . . <ul style="list-style-type: none"> • The emotional qualities of music are created through the expressive elements of music. • Through changes in expressive qualities, there is a change in the emotion and energy of the music.
Knowledge: <ul style="list-style-type: none"> • Dynamics • Pianissimo • Piano • Mezzo piano • Mezzo forte • Forte • Fortissimo • Crescendo • Decrescendo • Tempo • Largo • Moderato • Allegro • Andante • Presto • Ritardando • Accelerando 	Skills: <ul style="list-style-type: none"> • Play and/or sing with a variety of tempos and dynamics • Demonstrate changes in expressive qualities through movement, singing and playing

* Core standards are continuously woven and overlapped throughout the curriculum through the Connecting Strand Module.



Related Arts

Grade, Course: 5 th Grade, General Music	
Strand: 5.res.ins – Responding to Instrumental Timbre	
National Content Area Standards: MU:Re7.2.5a, MU:Re9.1.5a	
PA Content Area Standards: 9.1.5.A, B, C, J, 9.3.5.A, B, C, D, F, G	
PA Core Standards: *	
Essential Questions:	Understandings: Students will understand THAT . . .
<ul style="list-style-type: none"> • How does understanding the structure and context of instrumental timbre inform a response? 	<ul style="list-style-type: none"> • All sound is produced through vibration. • Individual instruments produce sound by vibrating in different ways and through different media. • The choice of instrument timbre is important to evoking an emotional response.
Knowledge:	Skills:
<ul style="list-style-type: none"> • Vibration • Percussion Family <ul style="list-style-type: none"> Pitched, unpitched, strike, scrape, shake Classroom percussion, timpani, snare, bass drum, drum set, piano • String Family <ul style="list-style-type: none"> Bow, strum, pluck Orchestral strings (violin, viola, cello, string bass, harp), folk strings (banjo, guitar, ukulele, etc...) • Woodwind Family <ul style="list-style-type: none"> Double reed, single reed Flute, clarinet, saxophone, oboe, bassoon • Brass Family <ul style="list-style-type: none"> Buzz, mouthpiece Trumpet, french horn, trombone, baritone, tuba 	<ul style="list-style-type: none"> • Identify and classify instruments into families by sight and sound • Identify individual instruments by sight • Select appropriate classroom percussion instruments based on the needs of the music

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Related Arts

Grade, Course: 5 th Grade, General Music	
Strand: 5.per.ins – Performing on Classroom Instruments	
National Content Area Standards: MU:Pr4.2.5a, MU:Pr4.2.5b, MU:Pr6.1.5a	
PA Content Area Standards: 9.1.5.A, B, C, D, H, J	
PA Core Standards: *	
Essential Questions:	Understandings: Students will understand THAT . . .
<ul style="list-style-type: none"> • How does understanding the structure and context of instrumental timbre inform a performance? 	<ul style="list-style-type: none"> • All sound is produced through vibration. • Individual instruments produce sound by vibrating in different ways and through different media. • Posture and playing technique is essential for proper sound production and instrument care.
Knowledge:	Skills:
<ul style="list-style-type: none"> • Vibration • Percussion Family <ul style="list-style-type: none"> Pitched, unpitched, strike, scrape, shake, mallet Classroom percussion Metalophone, xylophone, glockenspiel • Rebound • Grip • Mallet head • Mallet stick 	<ul style="list-style-type: none"> • Demonstrate proper mallet grip and playing technique on classroom percussion instruments • Play a variety of rhythms, melodies and harmonies on classroom percussion instruments

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Related Arts

Grade, Course: 5 th Grade, General Music	
Strand: 5.con– Connecting	
National Content Area Standards: MU:Cn10.0.5a, MU:Cn11.0.5a	
PA Content Area Standards: 9.1.5.A, B, C, E, G, I; 9.2.5A, B, C, D, E, F, G, I, J, K, L; 9.3.5.F, G; 9.4.5.A, B, C, D	
PA Core Standards: CC.1.2.5.B, F, J; CC.1.3.5.A, B, F, H, J; CC.1.4.5.F; CC.1.5.5.A, B, E, G; CC.2.1.4.C.1*, CC.2.2.2.A.2*, CC.2.2.2.A.3*, CC.2.3.3.A.2*, CC.2.3.4.A.3*, CC.2.4.5.A.2, †	
<p>Essential Questions:</p> <ul style="list-style-type: none"> How does understanding the structure and context of music allow musicians to make connections to the world? 	<p>Understandings: Students will understand THAT . . .</p> <ul style="list-style-type: none"> Musicians connect their personal interests, experiences, ideas and knowledge to responding, performing and creating. Connections to varied contexts and daily life enhances musicians’ responding, performing and creating. Notation is a way to share the music we create with other musicians. Music is an art form that can convey and evoke emotion, and tell a story. Music relates to our written and verbal language. Beats can be counted, grouped and divided. Music is a collection of rhythmic and melodic patterns. The relationship of rhythms in music is based on fractions and their divisions. Music is influenced by the history and culture of the world around us.
<p>Knowledge:</p> <ul style="list-style-type: none"> See 5th Grade Responding, Performing and Creating knowledge components 	<p>Skills:</p> <ul style="list-style-type: none"> Connect to interdisciplinary subjects, student interests and experiences when appropriate Relate specific elements of music to math, ELA, science and social studies subjects (ex. Resting tone ending a musical idea can be related to the period ending a sentence) Compare music from different cultures and historical time periods See additional ELA and Math related connections on the grades specific Connection Module Example page

* Denotes review of previous grade level Core Standard.

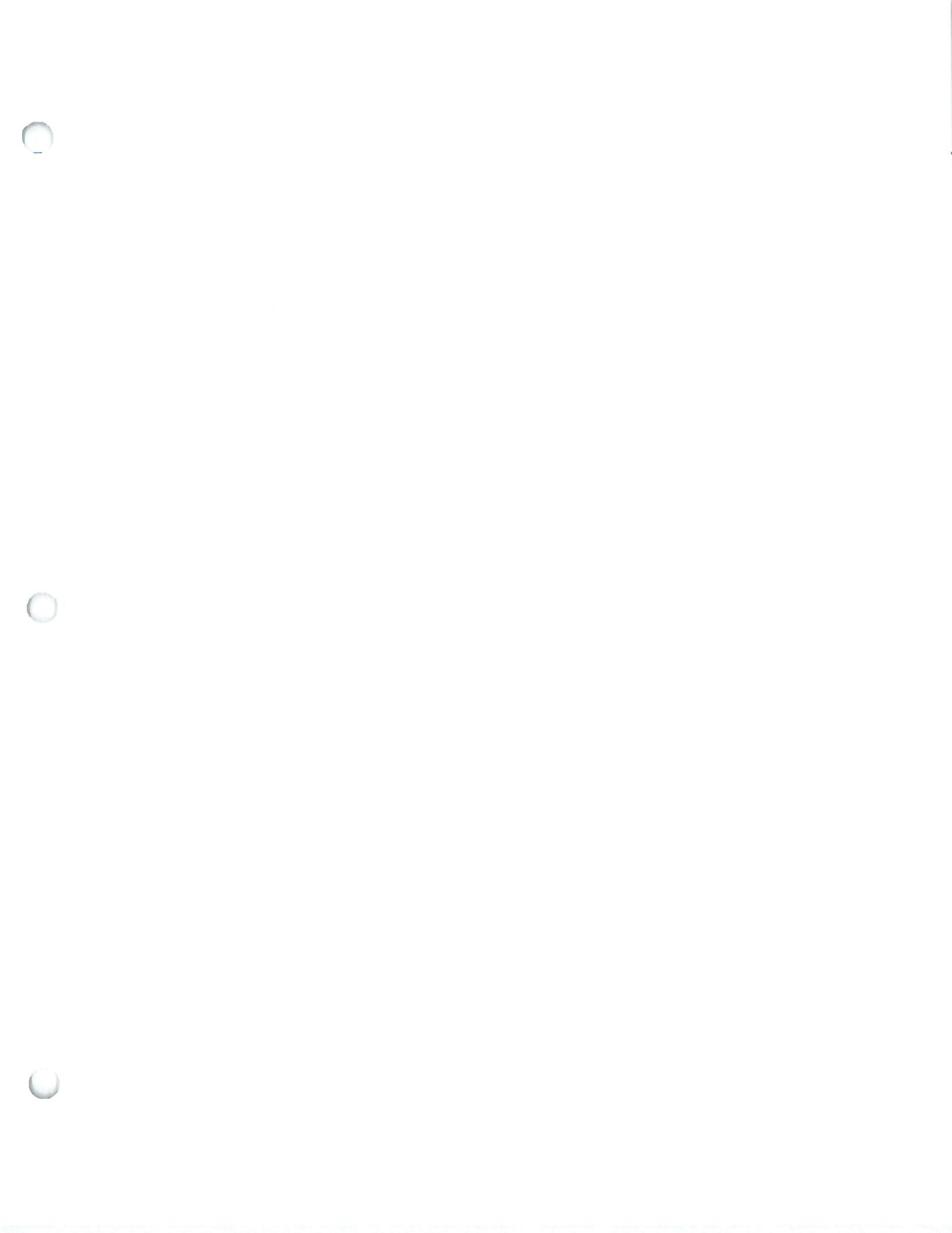
† Through the Connecting Strand Module, Core Standards are continuously integrated across the music curriculum.



Elizabethtown Area School District Curriculum
Related Arts

5th Grade Music Connecting Module Examples

Core Standard Code	Core Standard Description	Music Connection
CC.1.2.5.B Informational Text	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.	Reading information about composers and music styles.
CC.1.2.5.F Informational Text	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.	Reading information about composers and music styles. Interpret figurative language in song lyrics.
CC.1.2.5.J Information Text	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.	Reading information about composers and music styles.
CC.1.3.5.A Literature	Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or who the speaker in the poem reflect upon a topic; summarize the text.	Reading, discussing and summarizing lyrics of a song
CC.1.3.5.B Literature	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.	Reading, discussing and summarizing lyrics of a song
CC.1.3.5.F Literature	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.	Reading, discussing and summarizing lyrics of a song
CC.1.3.5.H Literature	Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.	Compare and contrast similar themes, topics, and patterns of events in music, including music from different cultures.
CC.1.3.5.J Literature	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	Using grade appropriate language and musical terms to describe musical topics.
CC.1.4.5.F Writing	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	When writing sentences and paragraphs, students are to use proper punctuation, capitalization, spelling and grammar.
CC.1.5.5.A Speaking/Listening	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.	Collaborative discussion on music genres and specific music selections.
CC.1.5.5.B Speaking/Listening	Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.	Summarize text read aloud or lyrics of a song.
CC.1.5.5.E Speaking/Listening	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	Use speech and vocalization, singing lyrics to specific rhythm and melodic ideas.
CC.1.5.5.G Speaking/Listening	Demonstrate command of the conventions of standard English when speaking, based on Grade 5 level and content.	General class discussion.
CC.2.1.4.C.1*	Extend the understanding of fractions to show equivalence and ordering.	Relating fractions to meter and rhythm relationships.
CC.2.2.2.A.2*	Use mental strategies to add and subtract within 20.	Add and subtract using songs with numbers or relate rhythm value to create meter .
CC.2.2.2.A.3*	Work with equal groups of objects to gain foundations for multiplication.	Compare groups of beats, measures and phrases to multiplication of numbers.



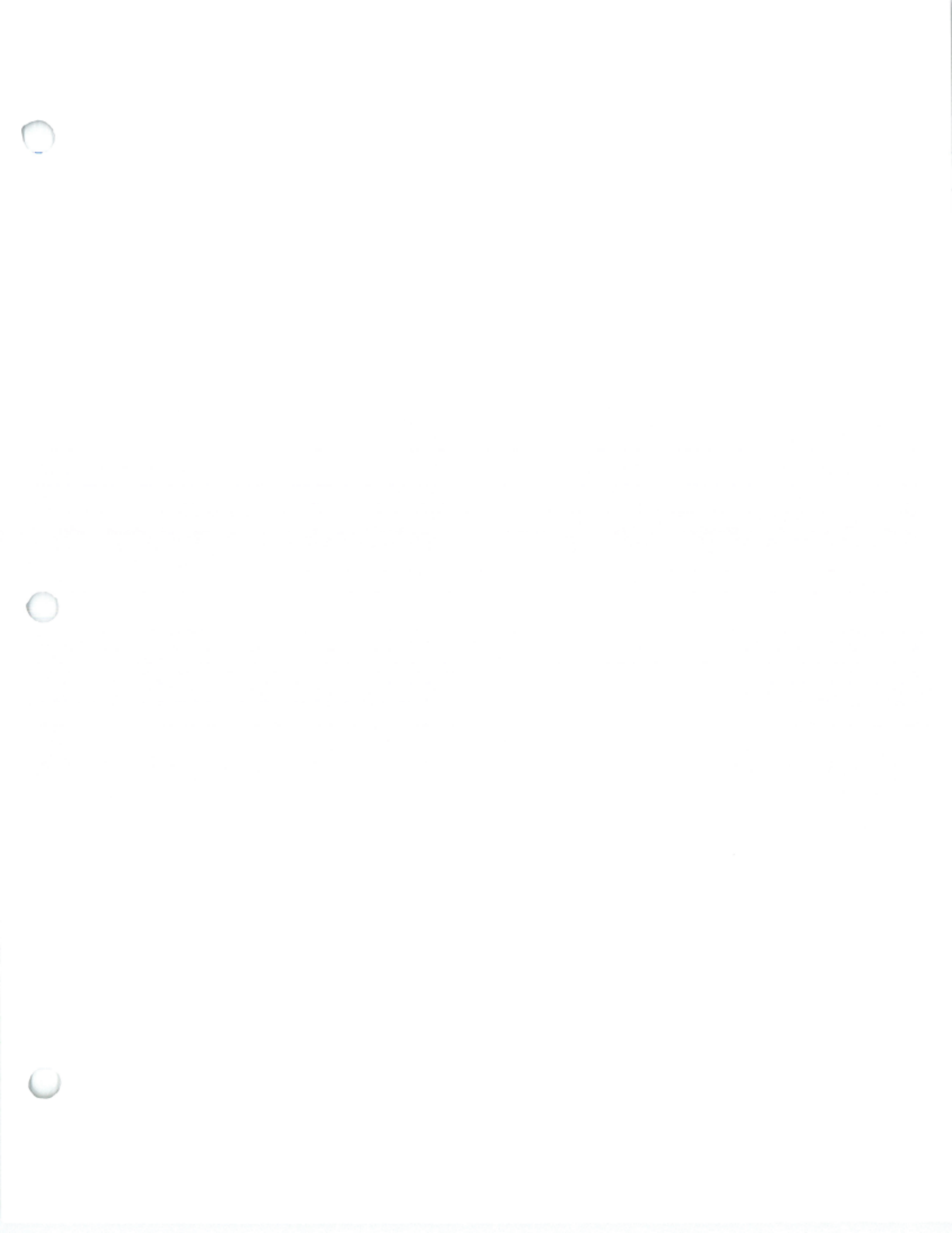
CC.2.3.3.A.2*	Using the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.	Relating rhythmic durations to pieces of a whole.
CC.2.3.4.A.3*	Recognize symmetric shapes and draw lines of symmetry.	Form and musical phrasing.
CC.2.4.5.A.2	Represent and interpret data using appropriate scale.	Organize pitches and rhythm on the staff and interpret through performance.

*Denotes review of previous grade level Core Standard



Related Arts

<p>Grade, Course: 7th grade General Music</p>	
<p>Strand: Melody - The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.</p>	
<p>National Content Area Standards: MU:Re7.2.7a Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces</p>	
<p>PA Content Area Standards: 9.1.8 A - Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1.8 B - Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1.8 C - Know and use fundamental vocabulary within each of the arts forms.</p>	
<p>PA Core Standards: Math - CC.2.1.7.E.1 - Apply and extend previous understanding of operations with fractions to operations with rational numbers. Reading and Writing - CC.1.2.7.A Determine central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. CC.1.2.7.B Cite pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.</p>	
<p>Essential Questions: How is melody notated in music?</p>	<p>Understandings: Students will understand THAT . . . • Applying the knowledge of melodic concepts will allow not only musical performance but also provide the foundation of a musical composition.</p>
<p>Knowledge:</p> <ul style="list-style-type: none"> - melodic vocabulary terms - notes on the lines and spaces - ledger lines - treble clef and bass clef - skips and steps - intervals - notes on the piano 	<p>Skills:</p> <ul style="list-style-type: none"> • write a melody in 4/4 time • recognize patterns thru musical phrases • perform with others, simple songs on the Boomwhackers • understand how to read piano music • perform simple songs alone on the piano



Related Arts

<p>Grade, Course: 7th grade General Music</p>	
<p>Strand: RHYTHM, The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.</p>	
<p>National Content Area Standards: MU:Re7.2.7a Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces</p>	
<p>PA Content Area Standards: 9.1.8 A - Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1.8 B - Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1.8 C - Know and use fundamental vocabulary within each of the arts forms.</p>	
<p>PA Core Standards: Math - CC.2.1.7.E.1 - Apply and extend previous understanding of operations with fractions to operations with rational numbers. Reading and Writing - CC.1.2.7.A Determine central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. CC.1.2.7.B Cite pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.</p>	
<p>Essential Questions: How is rhythm notated in music?</p>	<p>Understandings: Students will understand THAT . . . • Applying the knowledge of rhythm concepts will allow not only musical performance but also provide the foundation of musical composition.</p>
<p>Knowledge:</p> <ul style="list-style-type: none"> • basic rhythm terms • note/rest values • dotted patterns • triplets • basic drumming skills • World Drumming instruments • Time signatures 	<p>Skills:</p> <ul style="list-style-type: none"> • identify note and rests by name and duration • write rhythm patterns in 2/4, 3/4 and 4/4 time • rhythmic dictation • perform rhythm patterns on drums • perform as a rhythm ensemble in multiple parts

