

Fifth Grade Scope & Sequence

Adopted 2015, Revised 2018

TEKS	BISD Clarification	Clarification Documents
Foundations: music literacy The student describes and analyzes musical sound.		
5.1A = Distinguish among a variety of musical timbres, including those of children’s voices and soprano, alto, tenor and bass adult voices	See Clarification Document (SCD)	5.1 A Clarification Document
5.1B = Distinguish among a variety of musical timbres, including those of woodwind, brass, string, percussion, keyboard and electronic instruments, and instruments of various cultures	Orchestra & Symphony Orchestra terminology	5.1B Clarification Document
5.1C = Use known music symbols and terminology referring to rhythm, melody, timbre, form, tempo, including accelerando and ritardando, dynamics, articulation and meter, including simple and compound, to explain musical sounds presented aurally	<u>Exposure to bass clef & grand staff</u>	5.1C Clarification Document
5.1D = Identify and label small and large musical forms such as ABAC, AB, and ABA, rondo and theme and variations presented aurally in simple songs and larger works	SCD	5.1D Clarification Document
Foundations: music literacy . The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples.		
5.2A = Read, write and reproduce rhythmic patterns using standard notation, including syncopated patterns and previously learned note values in 2/4, 4/4, or 3/4 meters as appropriate	Continue McHose or Eastman counting system	5.2A Clarification Document

<p>5.2B = Read, write and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation</p>	<p>S, L, T, D R M F S L T D'; absolute pitch; exposure to <u>bass clef, grand staff</u> ; Curwen hand signs</p>	<p><u>5.2B Clarification Document</u></p>
<p>5.2C = Identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando, dynamics, articulation and meter, including simple and compound</p>	<p>Accented notes</p>	<p><u>5.2C Clarification Document</u></p>

Creative expression: The student performs a varied repertoire of developmentally appropriate music in informal or formal settings.		
5.3A = Sing and play classroom instruments independently or in groups with accurate intonation and rhythm	3 or 4-part rounds , songs that reinforce known pitches & rhythms	5.3A Clarification Document
5.3B = Sing or play a varied repertoire of music such as American folk songs, patriotic music and folk songs representative of local and world cultures independently or in groups	SCD	5.3B Clarification Document
5.3C = Move alone and with others to a varied repertoire of music using gross motor, fine motor, locomotor and non-locomotor skills and integrated movement such as hands and feet moving together	Folk dance & play parties	5.3C Clarification Document
5.3D = Perform various folk dances and play parties	SCD	5.3D Clarification Document
5.3E = Perform simple two-part music, including rhythmic and melodic ostinati, rounds, partner songs, and counter-melodies.	SCD	5.3E Clarification Document
5.3F = Interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando, dynamics, articulation and meter, including simple and compound	SCD	5.3F Clarification Document
Creative expression: The student creates and explores new musical ideas within specified guidelines.		
5.4A = Create rhythmic phrases through improvisation or composition	Utilize syncopated rhythms	5.4A Clarification Document

5.4B = Create melodic phrases through improvisation or composition	4 to 16 measures utilizing pentatonic and diatonic; treble clef; S, L, T, D R M F S L T D'	<u>5.4B Clarification Document</u>
5.4C = Create simple accompaniments through improvisation or composition	Use voice, melodic instruments, and rhythmic instruments to create patterns such as ostinatos, bourdons, etc	<u>5.4 C Clarification Document</u>

Historical and cultural relevance: The student examines music in relation to history and cultures.		
5.5A = Perform a varied repertoire of songs, movement and musical games representative of diverse cultures such as historical folk songs of Texas and America, and European and African cultures in America	SCD	5.5A Clarification Document
5.5B = Perform music representative of Texas and America, including “The Star-Spangled Banner”	SCD	5.5B Clarification Document
5.5C = Identify and describe music from diverse genres, styles, periods and cultures	Symphony classical examples in major, minor, 3 meter (waltz, etc), symphony; examples from Renaissance, Baroque, Classical, Romantic, Contemporary	5.5C Clarification Document
5.5D = Examine the relationships between music and interdisciplinary concepts	Math (counting measures, fractions); language arts (reading comprehension); science (sounds of instruments); social studies (enhance academic), include visual art, theatre, opera, and dance	5.5D Clarification Document
Critical evaluation and response: The student listens to, responds to, and evaluates music and musical performances.		
5.6A = Exhibit audience etiquette during live and recorded performances	Attend performances in classroom or off campus (symphony); attention to appropriate types of responses	5.6A Clarification Document
5.6B = Identify known rhythmic and melodic events in aural examples using appropriate vocabulary	Utilize recorded music, teacher performance, peer performance	5.6B Clarification Document

5.6C = Describe specific musical events such as changes in timbre, form, tempo, dynamics, or articulation in aural examples using appropriate vocabulary	Utilize recorded music, teacher performance, peer performance	<u>5.6C Clarification Document</u>
5.6D = Respond verbally and through movement to short musical examples	Utilize recorded music, teacher performance, peer performance	<u>5.6D Clarification Document</u>
5.6E = Evaluate a variety of compositions and formal or informal musical performances using specific criteria	Utilize recorded music, teacher performance, peer performance	<u>5.6E Clarification Document</u>
5.6F = Justify personal preferences for specific music works and styles using music vocabulary	Utilize recorded music, teacher performance, peer performance	<u>5.6F Clarification Document</u>