

YEAR AT A GLANCE: 5th Grade General Music

(updated Dec 2022)

Each music class will experience music that practices the following foundational musical concepts: tuneful singing, moving expressively, keeping a steady beat. Furthermore, students who had music in 4th Grade are expected to build upon these skills in 5th grade. Students will be studying the following:

GRADE 5 OBJECTIVES:

BEAT AND RHYTHM	PITCH & MELODY
<p>I can...</p> <ul style="list-style-type: none">- demonstrate: pulse, question-answer (body percussion, unpitched perc., barred instruments), conducting in 4- identify: dotted quarter note-eighth note, eighth-sixteenth note combinations- experience: mixed meter, 5/4, 7/8	<p>I can...</p> <ul style="list-style-type: none">- review: treble clef lines and spaces- demonstrate: question-answer on barred instruments- experience: mixolydian and dorian melodies- label: countermelody and descant- develop: a repertoire of songs (folk, seasonal, multicultural, patriotic)
HARMONY	FORM
<p>I can...</p> <ul style="list-style-type: none">- demonstrate: proper mallet technique, part singing- experience: canon/round, ostinato, 2-part and 3-part, 3-part score reading- distinguish: major/minor- label: I-V, I-VII, I-IV-V	<p>I can...</p> <ul style="list-style-type: none">- demonstrate: phrase- experience: rondo, additive form- label: 1st and 2nd endings, theme and variations
TIMBRE	
<p>I can...</p> <ul style="list-style-type: none">- identify: mezzoforte, orchestral families- demonstrate: musical expression through singing, speaking, and moving- explore: found sounds	

Enduring Understanding	Essential Questions
<ul style="list-style-type: none">-Musicians use specific criteria such as intonation, rhythm and expression to perform music.- Musicians' attention to details and commitment to hard work deeply influence the resulting performance.- Musicians who are musically literate are able to participate more independently in their musical experiences.- Movement can reflect the form of music.- Dancing is fun and helps me get to know others.- Composers' and Performers' attention to details and commitment to hard work deeply influence the resulting performance.	<ul style="list-style-type: none">- How do musicians improve the quality of their performances? In what ways can we improve our performance in music?- How is music preserved and recorded throughout history?- What kinds of performance opportunities are available to musicians who can read music independently?- When a choreographer creates a dance, how important is it for the choreographer to be familiar with the basics of musical forms?- What does it mean to be a team player in an ensemble of any kind?

GRADE 5 *POSSIBLE* YEAR-AT-A-GLANCE:

**This yearly plan shows approximately when each objective is identified. Usually, the objectives are experienced first through imitation, exploration, and improvisation before they are visualized or labeled. Once identified, objectives are reinforced throughout the remainder of the year. Lessons in Grade 5 continue to reinforce skills and objectives introduced in prior grades.*

	September	October	November	December	January	February	March	April	May
BEAT & RHYTHM	- pulse - dotted quarter note - eighth note - Q-A (body perc.)	- eighth-sixteenth combination - conducting in 4	- Q-A (unpitched)	- sixteenth-eighth combination - mixed meter	- 5/4			- 7/8	
PITCH & MELODY	- repertoire	- scale (minor)	- experience mixolydian - Q-A (pitched)	- countermelody	- descant	- experience dorian			
HARMONY	- mallet technique - ostinato - I-V	- major/minor - canon/round	- I-VII	- I-IV-V - partner songs	- 3-part score reading	- part singing			
FORM	- phrase - rondo			- 1st and 2nd endings		- theme and variations			
TIMBRE		- expression - mf	- orchestral families				- found sounds		