

GENERAL MUSIC

Grade 5

Course Overview:

The 5th grade music class emphasizes a hands-on approach to music-making and study. Students play on a variety of instruments, compose, improvise, and observe musical performances and perform in selected school and community venues. Students are assessed through playing, oral and written work, oral and written exams, and participation.

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.

Benchmark 1: Students sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.

Learning Targets (Type):

- 1) I can sing by myself and with others. (K,S)
- 2) I can use good posture while singing. (K,S)
- 3) I can keep a steady tempo while singing. (K,S)
- 4) I can sing with correct diction, pitch, and rhythm. (K,S)

Benchmark 2: Students sing expressively, with appropriate dynamics, phrasing, and interpretation.

Learning Targets (Type):

- 1) I can sing loudly and softly and get gradually louder and softer. (K,S)
- 2) I can sing in the correct style in a song. (K,S)
- 3) I can breathe in the correct places between phrases in a song. (K,S)

Benchmark 3: Students sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.

Learning Targets (Type):

- 1) I can sing many different kinds of songs by memory. (K,S)

Benchmark 4: Students sing ostinati, partner songs, and rounds.

Learning Targets (Type):

- 1) I can sing a melodic ostinato during a song. (K,S)
- 2) I can sing either part in a partner song. (K,S)
- 3) I can sing in different entrances in a round. (K,S)

Benchmark 5: Students sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.

Learning Targets (Type):

- 1) I can sing in a group. (K,S,P)
- 2) I can follow a conductor. (K,S,P)

NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.

Benchmark 1: Students perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.

Learning Targets (Type):

- 1) I can play loudly and softly on instruments. *(K,S)*
- 2) I can play many different kinds of music on instruments. *(K,S)*
- 3) I can keep a steady tempo while playing instruments. *(K,S)*
- 4) I can play the correct pitches on instruments. *(K,S)*

Benchmark 2: Students perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.

Learning Targets (Type):

- 1) I can play rhythmic patterns by myself on many different kinds of instruments. *(K,S)*
- 2) I can play melodies by myself on many different kinds of instruments. *(K,S)*
- 3) I can play chords by myself on many different kinds of instruments. *(K,S)*

Benchmark 3: Students perform expressively a varied repertoire of music representing diverse genres and styles.

Learning Targets (Type):

- 1) I can play with expression on many different kinds of music on instruments. *(K,S)*

Benchmark 4: Students echo short rhythms and melodic patterns.

Learning Targets (Type):

- 1) I can echo rhythmic and melodic patterns on instruments. *(K,S)*

Benchmark 5: Students perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.

Learning Targets (Type):

- 1) I can play instruments in (groups) varied ensembles. *(K,S)*
- 2) I can follow a conductor while playing an instrument. *(K,S)*

Benchmark 6: Students perform independent instrumental parts (e.g., simple rhythmic or melodic ostinati, contrasting rhythmic lines, harmonic progressions, and chords) while other students sing or play contrasting parts.

Learning Targets (Type):

- 1) I can play melodic and rhythmic ostinati on instruments. *(K,S)*
- 2) I can play harmonic progressions and chords on instruments. *(K,S)*
- 3) I can play a different rhythmic line at the same time that another is played. *(K,S)*

NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.

Benchmark 1: Students improvise “answers” in the same style to given rhythmic and melodic phrases.

Learning Targets (Type):

- 1) I can make up and play musical answers to questions that reflect the same style. *(K,S)*

Benchmark 2: Students improvise simple rhythmic and melodic ostinato accompaniments.

Learning Targets (Type):

- 1) I can make up and play a rhythm or melody as an ostinato pattern. *(K,S)*

Benchmark 3: Students improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.

Learning Targets (Type):

- 1) I can make up and add changes to a melody I know. *(K,S)*
- 2) I can make up and add changes in rhythm patterns to a melody I know. *(K,S)*

Benchmark 4: Students improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds (e.g., voices instruments), nontraditional sounds available in the classroom (e.g., paper tearing, pencil tapping), body sounds (e.g., hands clapping, fingers snapping), and sounds produced by electronic means (e.g., personal computers and basic MIDI devices, including keyboards, sequencers, synthesizers, and drum machines).

Learning Targets (Type):

- 1) I can make up a song or rhythm piece using my voice and body percussion. *(K,S)*
- 2) I can make up a rhythm or melody using instruments in the classroom. *(K,S)*
- 3) I can make up melodies and rhythms using electronic sounds. *(K,S)*

NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.

Benchmark 1: Students create and arrange music to accompany readings or dramatizations.

Learning Targets (Type):

- 1) I can create my own music or make changes to someone else's composition to go with a story or play. *(K,S,P)*

Benchmark 2: Students create and arrange short songs and instrumental pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique).

Learning Targets (Type):

- 1) I can make up a song (and write it down) using specified guidelines. *(K,S,P)*
- 2) I can make up a piece for an instrument (and write it down) using specified guidelines. *(K,S,P)*

Benchmark 3: Students use a variety of sound sources when composing.

Learning Targets (Type):

- 1) I can use many different kinds of things that create sound when I make up my own music. *(K,S)*

NATIONAL STANDARD 5: Students read and notate music.

Benchmark 1: Students read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.

Learning Targets (Type):

- 1) I can read rhythm patterns using whole, half, dotted half, quarter, and eighth notes and rests. *(K,R,P)*

Benchmark 2: Students use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.

Learning Targets (Type):

- 1) I can read on a five line staff. *(K,R,P)*

Benchmark 3: Students identify symbols and traditional terms referring to dynamics, tempo, and articulation, and interpret them correctly when performing.

Learning Targets (Type):

- 1) I can read musical signs and symbols and respond to (use) them when I play and sing. (K,S,P)

Benchmark 4: Students use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.

Learning Targets (Type):

- 1) I can write out melodies and rhythms in patterns given by my teacher. (K,S,P)

NATIONAL STANDARD 6: Students listen to, analyze, and describe music.

Benchmark 1: Students identify simple music forms when presented aurally.

Learning Targets (Type):

- 1) I can listen to a piece of music and recognize its form. (K,R)

Benchmark 2: Students demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures, including Montana American Indian cultures.

Learning Targets (Type):

- 1) I can listen to music from various cultures and answer questions about it, describe it in my own words, and move to it. (K,R)

Benchmark 3: Students use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

Learning Targets (Type):

- 1) I can use the correct musical terms when I explain things about music. (K,R)

Benchmark 4: Students identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices, and male and female adult voices.

Learning Targets (Type):

- 1) I can listen to and identify different kinds of instruments and voices. (K,R)

Benchmark 5: Students respond through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music events (e.g., meter changes, dynamic changes, same/different sections) while listening to music.

Learning Targets (Type):

- 1) I can show different qualities about music through movement and acting. (K,R)

NATIONAL STANDARD 7: Students evaluate music and music performances.

Benchmark 1: Students devise criteria for evaluating performances and compositions.

Learning Targets (Type):

- 1) I can create criteria to evaluate a performance or composition.

Benchmark 2: Students explain, using appropriate music terminology, their personal preferences for specific musical works and styles.

Learning Targets (Type):

- 1) I can use correct musical terms when I explain why I like or dislike a piece of music. (K,R)

NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.

Benchmark 1: Students identify similarities and differences in the meanings of common terms (e.g., form, line, contrast) used in the various arts.

Learning Targets (Type):

1) I can compare and contrast terms that are used in the different arts. *(K,R)*

Benchmark 2: Students identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., foreign languages: singing songs in various languages; language arts; using the expressive elements of music in interpretive readings; mathematics: mathematical basis of values of notes, rests, and time signatures; science: vibration of strings, drum heads, or air columns generating sounds used in music; geography: songs associated with various countries or regions).

Learning Targets (Type):

1) I can explain how music is related to other subjects taught in school. *(K,R)*

NATIONAL STANDARD 9: Students understand music in relation to history and culture, including Montana American Indian history and culture.

Benchmark 1: Students identify by genre or style aural examples of music from various historical periods and cultures, including Montana American Indian cultures.

Learning Targets (Type):

1) I can listen to and identify music from different times and cultures. *(K,R)*

Benchmark 2: Students describe in simple terms how elements of music are used in music examples from cultures of the world, including Montana American Indian cultures.

Learning Targets (Type):

1) I can describe, in my own words, how musical elements are used in the music of other cultures. *(K,R)*

Benchmark 3: Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.

Learning Targets (Type):

1) I can identify how music is a part of my daily life. *(K,R)*

2) I can explain how different kinds of music are best used for certain things. *(K,R)*

Benchmark 4: Students identify and describe roles of musicians (e.g., orchestra conductor, folksinger, church organist) in various music settings and cultures, including Montana American Indian cultures.

Learning Targets (Type):

1) I can identify and explain the different types of musicians in different situations and cultures. *(K,R)*

Benchmark 5: Students demonstrate audience behavior appropriate for the context and style of music performed.

Learning Targets (Type):

1) I can show the correct way to behave at a concert or program. *(K,R,P)*