

Havre Public Schools Music Grade 5

Course Information:

Grade Level: 5th Grade Music

Length: 1 Year

Periods Per Week: Two 30 minutes periods

Essential Understanding:

In 5th Grade Music, students will continue to be exposed to the artistic processes of Creating, Performing, Responding, and Connecting, as stated in our National and State Standards. This includes recognizing and performing rhythmic, melodic, and harmonic ideas, and evaluating accuracy and expressiveness of musical performances by ourselves and others. We will explore the connection between music and its historical and cultural context.

Course Objectives and Expectations:

Performing and creating vocal and instrumental songs, reading and notating music according to the 5th grade level, reading and demonstrating musical articulations, expressions, and vocabulary, understanding melody and harmony, identifying and describing particular cultures, times, and places, analyzing and evaluating musical works, including our own.

Student Objectives:

- I can sing ostinatos, canons, partner songs, countermelodies, descants, 2-part harmony, and develop pitch-matching abilities.
- I can identify and sing traditional children's songs and experience music from cultures around the world, including Montana historical and indigenous cultures.
- I can use classroom instruments, recordings, music texts, and computer/technology to experiment with music.
- I can identify and demonstrate melody: alone or with accompaniment - vocal or instrumental accompaniments.
- I can perform my own musical ideas/compositions and those of others.
- I can participate in group performances.
- I can recognize, notate, sing, and play whole, dotted half, half, quarter, dotted quarter, eighth, sixteenth, eighth/sixteenth combos, and triplet notes with a steady beat.
- I can recognize, notate, sing, and play whole, half, quarter, eighth, and sixteenth rests with a steady beat.
- I can relate syncopated patterns to steady beats.
- I can name the pitches from the treble clef (lines, spaces, Middle C, D) and identify pitch relationships on a staff - upward/downward motion - steps, skips, repeats between pitches, and beginner intervals.
- I can identify the sound of major and minor scales and chords and understand the notation and effects of sharps and flats.
- I can identify and play standard major chords (I, IV, V) in the key of C, D, and G.
- I can play the recorder with correct fingerings and posture, using the C major scale.
- I can identify same and different elements of songs (repetition/contrast, AB) - phrases, phrase lengths AB, ABA, AABA, AABB forms, rondo, and theme and variations - verse and refrain within a song - call-response and solo-chorus forms - repeat signs, D.C. al fine, D.C. al coda, D.S. al fine, D.S. al coda, 1st and 2nd endings.

- I can identify and demonstrate dynamic terms and symbols (ff - fortissimo, f-forte, mf-mezzo forte, mp-mezzo piano, p-piano, pp-pianissimo) - select appropriate dynamics for a song - gradual changes in dynamics (crescendo, decrescendo).
- I can identify and demonstrate tempo terms: largo, adagio, andante, moderato, allegro, presto - change in tempo of a song: allargando, ritardando - hold: fermata.
- I can identify examples of music (e.g., folk, jazz, ethnic, popular, classical).
- I can identify dances from different cultures and eras, including Native American powwow dances.
- I can relate mood and meaning of lyrics to expressive performance; identify musical articulation by term and symbol (legato, slur, accent, staccato).
- I can evaluate musical works using appropriate grade level vocabulary, musical terminology, everyday language, and can audition to act in a performance.
- I can identify visually and aurally the families of instruments: Brass, Strings, Woodwind, Percussion.

Pacing & Standards:

11 National & State Anchor Standards for Music.

Creating:

- Anchor Standard #1: Generate and Conceptualize Artistic Ideas and Work. The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources
- Anchor Standard #2: Organize and develop artistic ideas and work. Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Anchor Standard #3: Refine and complete artistic work. Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Musicians' presentation of creative work is the culmination of a process of creation and communication

Performing:

- Anchor Standard #4: Select, analyze, and interpret artistic work for presentation. Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Performers make interpretive decisions based on their understanding of context and expressive intent.
- Anchor Standard #5: Develop and refine artistic techniques and work for presentation. To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Anchor Standard #6: Convey meaning through the presentation of artistic work. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.

Responding:

- Anchor Standard #7: Perceive and analyze artistic work. Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Anchor Standard #8: Construct meaningful interpretations of artistic work. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- Anchor Standard #9: Apply criteria to evaluate artistic work. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Connecting:

- Anchor Standard #10: Synthesize and relate knowledge and personal experiences to create art. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Anchor Standard #11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding, including artistic ideas and works by American Indians. Understanding

connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Course Outline and Assessments:

Assessments by teacher observation.

Timeline:

- Year Round – Steady beat, singing/matching pitch, note names, playing/reading rhythms and notes, reading musical symbols
- September – Review of musical symbols, reading/playing rhythms, memorizing note names, matching pitch, singing, hand drums, Native American powwow dances, Navajo story
- October/November/December – sight reading vocal music, 2-part singing, auditions for acting, learning choreography, memorization, Christmas Program Performance, Christmas sing-along
- January – The Nutcracker music (auxiliary percussion), solfeggio sight reading (do through sol), review C major scale, learning and writing chords (major/minor, I, IV, V), playing chords (Boomwhackers/Xylophones/Autoharps)
- February – Learning the Recorder (note names, fingerings, rest/ready position, tonguing, following a conductor, recorder karate system)
- March – Finish studying the Recorder, Begin Instruments of the Orchestra (families, seating)
- April – Continue Instruments of the Orchestra (Brass, Strings, Woodwind, Percussion, Marching Band), Borrow instruments from the Middle School (demonstrations – flute, clarinet, alto saxophone, trumpet, french horn, baritone, trombone; students can try brass, and flute)
- May – Studying the Von Trapp family/The Sound of Music, vocabulary, using solfeggio (do-re-mi-fa-sol-la-ti-do), sight-reading/choral readiness for 6th grade

Resources:

Share the Music Books – 5th Grade

Get America Singing Vol. I

Get America Singing Again Vol. II

Whacked on Classics Vol. I & II

Percussion Cookbook

Global Grooves

About Time

Behind Bars

Mallet Madness

The Nutcracker Suite

Ed Sueta Recorder Method

Recorder Karate

30 Days to Music Theory

Music Symbols Bingo

Meet the Great Jazz Legends

The Magnificent Seven

Composer DVD pack

Native American Dances DVD

Hand Drums, rhythm sticks, djembes, xylophones, metallophones, auxiliary percussion, boomwhackers, recorders

Instrument Posters

Instrument Bingo

Christmas program packs

Merry Christmas Songbook

The Sound of Music

Ultimate-Guitar.com
Chromebooks
Various websites
Microphones/stereo/piano/digital keyboard

National & State Music Standards:

K-12 Arts Standards form OPI: <https://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards/Arts-Standards#98103736-montana-content-standards-for-the-arts>

National Art Standards: <https://www.nationalartsstandards.org/>

Technology Standards: <https://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards/Technology-Standards>

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