

Fifth Grade: Music Curriculum

Unit: Music History and Appreciation

Time: January-June

Essential Questions

- In what ways can a musical artist influence society?
- Can I name significant musical genres of American popular music?

Practices:

Interconnection, Interpret, Evaluate, Select, Analyze

Enduring Understandings

- I can identify major influential musical artists.
- I can identify significant musical genres of American popular music such as Ragtime, Swing, Jazz, and Rock.

Standards:

1.3A.5.Re7a- Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts
1.3A.5.Re7b- Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e. social, cultural, historical)
1.3A.5.Re8a- Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music
1.3A.5.Re9a- Demonstrate and explain how the expressive qualities (e.g. dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent
1.3A.5.Cn10a- Demonstrate how interest, knowledge and skills related to personal choices and intent when creating, performing and responding to music..
1.3A.5.Cn11a- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life

Benchmark Assessment(s)

- SWBAT identify key figures in American Popular Music and how their music impacted the societal norms and popular music through the decades (e.g. Elvis Presley, The Beatles). Participation in class discussions and journal writing can be used for assessments. **1.3A.5.Re9a, 1.3A.5.Cn10a**
- SWBAT identify the difference in styles and genres of American popular music from 1890's-1980's through videos, listening examples, and by learning popular dances of certain eras. **1.3A.5.Re7a, 1.3A.5.Re7b**

Other Assessments

- ✓ Timeline assignment to visually place the different genres of American popular music.
- ✓ Written tests about specific key elements of a composer or genre.

Materials

- BrainPop
- Spotlight on Music Grade 5

SUGGESTED ACTIVITIES

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- Analysis of audio and/or video performances of influential musical artists.
- Analysis and discussion of song lyrics.
- Utilize various resources to introduce the different genres of American popular music.
- Watch video recordings of popular dances of each style and learn to perform the movements. (e.g. Cakewalk, Charleston, Swing, Twist)

REINFORCEMENT

- Create modified study guides and tests

ENRICHMENT

- Research assignment to further examine a genre or artist

Suggested Websites

- Early Jazz:
<https://www.youtube.com/watch?v=ONDr4zau53c&list=FLWIL3KvvoLRHL5o6Pi8HUHA&index=17>
- George Gershwin “Swanee”:
<https://www.youtube.com/watch?v=xqGI8sSgXbE&index=27&list=FLWIL3KvvoLRHL5o6Pi8HUHA>
- Swing: (Benny Goodman Orchestra)
https://www.youtube.com/watch?v=3mJ4dpNal_k&index=54&list=FLWIL3KvvoLRHL5o6Pi8HUHA
- The Beatles “She Loves You”:
<https://www.youtube.com/watch?v=QoF-7VMMihA&list=FLWIL3KvvoLRHL5o6Pi8HUHA&index=67>

Suggested Materials

- Spotlight on Music Grade 5

Cross-Curricular Connections

21st Century Skills: CRP4: Communicate clearly and effectively and with reason.

CR/LL/KS: 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process

SEL: Utilize positive communication and social skills to interact effectively with others.

Language Arts: SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

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Unit: Musical Concepts

Time: September-January

Standards:

Essential Questions

- Can you recognize expression symbols in music?
- What do the dynamic markings mean?
- Do I know the notes names as well as able to recognize pitch by the note placement on the staff?
- Can I follow music which contains D.C., D.S., fine, coda, first and second endings?

Practices:

Select, Analyze, Interpret, Rehearse, Evaluate, Refine, Present

Enduring Understandings

- I understand expression symbols and can correctly use them.
- I can recognize and identify dynamic markings as ff, f, mf, mp, p, pp, crescendo, and decrescendo.
- I know the notes names and can match my pitch to their placement on the staff.
- I can follow along with all forms of printed music.

1.3.A.5.Pr4a- Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
1.3.A.5.Pr4b- Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance
1.3.A.5.Pr4c - Analyze selected music y reading and performing standard notation
1.3.A.5.Pr4d- Explain how context informs performances
1.3.A.5.Pr4e - Convey creators intent through the performers' interpretive decisions of expanded expressive qualities (dynamics, etc.)
1.3.A.5.Pr5b- Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time
1.3.A.5.Pr6a- Perform music, alone or with other with expression, technical accuracy, and appropriate interpretation
1.3.A.5.Pr6b- Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time

Benchmark Assessment(s)

- SWBAT identify musical elements such as rhythm, timbre, dynamics, form, and melody.
 1. (Expression) Identify and perform music using articulation (accents, staccato, slurs, and phrasing) to enhance a musical performance by adding more expression and feeling to the music. **1.3A.5.Pr4e**
 2. (Dynamics) Identify dynamics and dynamic markings as ff, f, mf, mp, p, pp, crescendo, and decrescendo in listening activities as well as demonstrate it in the voice. The teacher will audibly assess if the student is using the voice correctly. **1.3A.5.Pr4e**
 3. (Melody) Demonstrate ability to read music including note names and melodic direction through concert music. The teacher will audibly assess if the student is reading and performing the music correctly. **1.3A.5.Pr4e**
 4. (Form) Read and perform music from a score containing D.C., D.S., fine, coda, first and second endings in music class as well as in a performance during the school year. **1.3A.5.Pr4b**

Other Assessments

- ✓ Demonstrating these elements of music while singing or playing classroom instruments
- ✓ Dress Rehearsals and Performances

Materials

- Spotlight on Music Grade 5

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SUGGESTED ACTIVITIES

- Expression:
 - Sing “Pardon the Expression” by Jill Gallina to introduce expression markings and definitions.
- Dynamics:
 - Sing known songs getting louder and softer with the teacher using visual cues.
 - Perform movements to show changes in dynamics.
- Melody:
 - Perform on a mallet instrument phrases with notes that move up, move down, and repeat.
 - Use written exercises and *Note Name Bingo* for practice with note names.
- Form:
 - Learn and read new songs containing D.C., D.S., fine, coda, first and second endings from the 5th Grade Making Music Student Books.

REINFORCEMENT

- Simplify a dynamics lesson to just loud (f) and soft (p)
- Highlight music to assist in following the form of the song.

ENRICHMENT

- Introduce expression vocabulary such as staccato, legato, sforzando, and accelerando.
- Identify a more challenging song form

Suggested Websites

- <https://doremifunmusicforkids.weebly.com/fundamental-musical-concepts.html>

Suggested Materials

- Spotlight on Music Grade 5
- Classroom Instruments

Cross-Curricular Connections

21st Century Skills: CRP4: Communicate clearly and effectively and with reason.

CR/LL/KS: 9.4.5.Cl.4: Research the development process of a product and identify the role of failure as a part of the creative process

SEL: Utilize positive communication and social skills to interact effectively with others.

Language Arts: SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Fifth Grade: Music Curriculum

Unit: Performance

**Time: September - June Concerts:
Winter and Spring**

Essential Questions

- How do I sing while staying on pitch?
- How should I sit or stand when I'm singing?
- When should I take a breath during a song?
- What did I do well during the concert and what can I improve?

Practices:

Interconnection, Present, Select, Analyze,
Interpret, Rehearse, Evaluate, Refine

Enduring Understandings

- I can sing a variety of songs using a pure tone.
- I can sit or stand tall while singing.
- I know to breathe at the end of a phrase when singing.
- I can critique our concert with positive comments and constructive criticism.

Standards:

1.3.A.5.Pr4a- Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.

1.3A.5.Pr4b- Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance

1.3A.5.Pr4c - Analyze selected music by reading and performing standard notation

1.3A.5.Pr4d- Explain how context informs performances

1.3A.5.Pr4e - Convey creators intent through the performers' interpretive decisions of expanded expressive qualities (dynamics, etc.)

1.3A.5.Pr5b- Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time

1.3A.5.Pr6a- Perform music, alone or with other with expression, technical accuracy, and appropriate interpretation

1.3A.5.Pr6b- Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time

1.3A.5.Cn10a- Demonstrate how interest, knowledge and skills related to personal choices and intent when creating, performing and responding to music..

1.3A.5.Cn11a- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life

Benchmark Assessment(s)

- SWBAT demonstrate ability to perform on pitch using correct posture and proper breathing techniques for phrasing and tone production. **1.3A.5.Pr6a, 1.3A.5.Pr6b**
- SWBAT participate in a large group musical performance using singing and movement to demonstrate a cumulative performance of concepts learned during music class. **1.3A.5.Pr5b**
- SWBAT apply the principles of positive critique, basic arts elements, and the theme in works, in giving and receiving responses to video performances, school performances, and recordings of personal performances (5th Grade Concerts). **1.3A.5.Pr5a**

Other Assessments

- ✓ Teacher observation
- ✓ Dress Rehearsals and Performances
- ✓ Self-assessment worksheet

Materials

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- Knowlton Township Elementary School Music Library

SUGGESTED ACTIVITIES

- Find silences in a song and then breathe during those silences.
- Use vocal exercises that promote good singing posture.
- Practice and perform musical selections for a concert during the school year.
- After completion of the concert, watch the video recording of the performance. Critique the performance by naming what was performed well and what could be improved for 6th grade.

REINFORCEMENT

- The teacher can demonstrate proper and improper vocal techniques as examples

ENRICHMENT

- Offer solo opportunities in class and in concerts

Suggested Websites

Suggested Materials

- Knowlton Township Elementary School Music Library
- Video camera

Cross-Curricular Connections

21st Century Skills: CRP4: Communicate clearly and effectively and with reason.

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