

General Music: 5th Grade

Standard 1.0 Singing

Students will sing, alone and with others, a varied repertoire of music.

Learning Expectations

The student will

- 1.1 Demonstrate the ability to sing alone and in unison.
- 1.2 Demonstrate the ability to sing expressively using proper vocal technique.
- 1.3 Demonstrate the ability to sing in parts.

Performance Indicators: Evidence Standard Is Met

The student is able to

Level 1

- Sing, accurately, on pitch with good breath control, alone and with others.
- Blend with other voices in an ensemble.
- Sing, accurately, a vocal ostinato in an ensemble.

Level 2

- Sing, accurately, songs in major and minor tonalities.
- Sing, accurately, using appropriate dynamic levels.
- Sing, accurately, partner songs and rounds.

Level 3

- Sing, accurately, solo melodies from a varied repertoire.
- Sing with appropriate use of register (i.e., chest or head voice).
- Sing, accurately, counter melodies and descants.

Sample Performance Task

Students will accurately sing familiar partner songs (e.g. "Winter Fantasy" or "Festival of Lights") using correct pitch with good breath control and proper dynamics. Students will sing each song independently. With the class divided into two groups, each group sings one of the songs so that both songs are being sung at the same time. Teacher will assess for accuracy of singing and accurate partnership of the two songs.

Integration/Linkages

Social Studies, Science, Reading.

Standard 2.0 Playing Instruments

Students will perform on instruments, alone and with others, a varied repertoire of music.

Learning Expectations

The student will

- 2.1 Play syncopated and non-syncopated rhythms.
- 2.2 Play question and answer phrases.
- 2.3 Demonstrate skill in playing simple harmonies.

Performance Indicators: Evidence Standard Is Met

The student is able to

Level 1

- Play notated rhythmic patterns on classroom instruments.
- Recognize the difference between a musical question and answer.
- Demonstrate skill in playing a bordun as an accompaniment.

Level 2

- Play simple syncopated patterns on classroom instruments.
- Play the answer phrase on classroom instruments.
- Demonstrate skill in playing an ostinato as an accompaniment.

Level 3

- Play combinations of syncopated and non-syncopated patterns.
- Play question and answer pieces in an ensemble.
- Play an accompaniment part on pitched instruments.

Sample Performance Task

Students will sing a railroad song, "Drill, Ye Terriers." Select a small group to sing the ostinato, "drill, ye terriers, drill." Students will select non-pitched instruments to play the ostinato as written, recalling correct meter and notation. Students will write a new ostinato for pitched instruments. They will demonstrate skill in successfully performing the new ostinato. The teacher will assess for accuracy during the performance.

Integration/Linkages

Social Studies, Science, Reading.

Standard 3.0 Improvising

Students will improvise melodies, variations, and accompaniments.

Learning Expectations

The student will

- 3.1 Improvise upon a simple melody vocally and/or instrumentally.
- 3.2 Improvise a simple variation vocally and/or instrumentally.
- 3.3 Improvise a simple accompaniment.

Performance Indicators: Evidence Standard Is Met

The student is able to

Level 1

- Improvise vocally upon a melody using the pentatonic scale.
- Improvise vocally a variation on a simple melody.
- Improvise a rhythmic accompaniment to a simple melody.

Level 2

- Improvise vocally upon a melody using a diatonic scale.
- Improvise a rhythmic variation on a non-pitched instrument.
- Improvise a chordal accompaniment to simple melody.

Level 3

- Improvise upon a simple melody using pitched instruments.
- Improvise a variation using pitched and/or non-pitched instruments.
- Improvise a simple accompaniment within specified guidelines.

Sample Performance Task

Students will create a rhythmic variation to a familiar orchestral melody, "Sleigh Ride," by using non-pitched instruments such as jingle bells, coconut shells and sand blocks. Students will determine where each variation should occur in the piece. Divided into groups for each variation, students perform with the melody "Sleigh Ride." Teacher will assess appropriateness of variations during performance.

Integration/Linkages

Critical Thinking Skills, Science, Cooperative Learning.

Standard 4.0 Composing

Students will compose and arrange music within specified guidelines.

Learning Expectations

The student will

- 4.1 Compose a simple piece within specified guidelines.
- 4.2 Create a simple arrangement of a composition.

Performance Indicators: Evidence Standard Is Met

The student is able to

Level 1

- Experiment with melody and rhythm using classroom instruments.
- Create a vocal arrangement of part of a familiar tune.

Level 2

- Create a simple melodic composition using specified guidelines.
- Create an instrumental arrangement of part of a familiar tune.

Level 3

- Compose a harmonic accompaniment to a given melody using specified guidelines.
- Create a vocal and instrumental arrangement of a familiar tune.

Sample Performance Task

The teacher will review the pentatonic scale and simple rhythmic patterns comprised of sixteenth notes, eighth notes, quarter and half notes, and corresponding rests. Students will then create an original melodic composition using a pentatonic scale and a variety of rhythms. Assessment will be based on the completion of the assignment according to given criteria.

Integration/Linkages

Critical Thinking Skills, Mathematics, Language Arts

Standard 5.0 Reading and Notating

Students will read and notate music.

Learning Expectations

The student will

- 5.1 Demonstrate skills in interpreting musical notation including rhythm, melody and harmony.
- 5.2 Demonstrate skills in notating music including rhythm, melody, and harmony.

Performance Indicators: Evidence Standard Is Met

The student is able to

Level 1

- Sing, accurately, melodic notation.
- Notate rhythmic phrases.

Level 2

- Play, accurately, melodic notation.
- Notate simple melodic phrases using treble clef pitches.

Level 3

- Play, accurately, a simple notated harmony part.
- Notate simple melodic phrases in both treble and bass clefs.

Sample Performance Task

The teacher will select a familiar song, with or without words (e.g., "Twinkle, Twinkle Little Star"). The students will analyze the pitches, note names and values, and the intervals included in the simple selection. The students will then play the music on classroom instruments. Assessment will be based on the ability to accurately read and play music notation.

Integration/Linkages

Reading, Writing.

Standard 6.0 Listening and Analyzing

Students will listen to, analyze and describe music.

Learning Expectations

The student will

- 6.1 Recognize, aurally, music with theme and variations.
- 6.2 Recognize, aurally, major and minor tonalities in music.
- 6.3 Recognize, aurally, music from different genres.

Performance Indicators: Evidence Standard Is Met

The student is able to

Level 1

- Recognize theme in a selected composition.
- Distinguish between major and minor tonalities.
- Identify the genre of selected listening examples.

Level 2

- Recognize variations of a given theme.
- Recognize and apply appropriate terminology to the tonality of the music.
- Describe the characteristics of specific genres.

Level 3

- Compare and contrast variations of a given theme.
- Compare and contrast the characteristics of major and minor tonalities.
- Compare and contrast music of different genres.

Sample Performance Task

The teacher will select a composition that has a theme and a variation of the theme (e.g., *Variations on Yankee Doodle* by Joseph Joubert). Students will listen to the theme several times to become familiar with the melody. Students will then listen to the variation(s) of the theme. The teacher will engage the students in a discussion of the theme and each variation. The students will then compare and contrast the theme and each variation. Assessment will be based on the student's contribution to the discussion.

Integration/Linkages

Literature, Critical Thinking Skills

Standard 7.0 Evaluating

Students will evaluate music and music performances

Learning Expectations

The student will

- 7.1 Examine and evaluate, aurally and visually, selected music examples.
- 7.2 Evaluate the quality of music performances.

Performance Indicators: Evidence Standard Is Met

The student is able to

Level 1

- Explore criteria for evaluating music.
- Explore criteria for evaluating music performances.

Level 2

- Design criteria for evaluating music.
- Design criteria for evaluating music performances.

Level 3

- Listen to and evaluate the quality of selected music.
- Critique the quality and effectiveness of their own and the performances of others.

Sample Performance Task

The teacher will lead the students in a discussion of acceptable standards and behaviors to be displayed in a musical performance. The students will then view a live or recorded musical performance. The students will rate the performance based on the standards that they developed. The students will then review the standards for the purpose of editing or changing based on the type of performance. The students will then apply the standards as they view another performance. They will repeat these steps until there is a consensus among the class members of acceptable performance behaviors. Assessment will be based on productive participation.

Integration/Linkages

Listening Skills, Cooperative Learning, Critical Thinking Skills

Standard 8.0 Interdisciplinary Connections

Students will understand relationships between music, the other arts, and disciplines outside the arts.

Learning Expectations

The student will

- 8.1 Compare characteristics of two or more arts.
- 8.2 Demonstrate ways in which the principles of other disciplines relate with those of music.

Performance Indicators: Evidence Standard Is Met

The student is able to

Level 1

- List the characteristics of various art forms.
- Explain how the principles and/or subject matter of music correlate with those of another discipline.

Level 2

- Describe the characteristics of various art forms.
- Explain how the principles and/or subject matter of music correlate with those of two other disciplines.

Level 3

- Compare and contrast characteristics of various art forms.
- Explain how the principles and/or subject matter of music correlate with those of three other disciplines.

Sample Performance Task

The students will select a different art form to compare with music (e.g., visual art, theatre, dance). The students will examine the characteristics of the two art forms and then discuss the differences and similarities of the two forms. Assessment will be based on participation and accuracy of responses.

Integration/Linkages

Reading, Dance, Visual Art, Theatre, Critical Thinking Skills, Cooperative Learning.

Standard 9.0 Historical and Cultural Relationships

Students will understand music in relation to history and culture.

Learning Expectations

The student will

- 9.1 Identify and discuss music from different historical periods.

- 9.2 Identify and discuss music from different genres and cultures.

Performance Indicators: Evidence Standard Is Met

The student is able to

Level 1

- List the characteristics of music from selected historical periods.
- List the characteristics of music from selected genres and cultures.

Level 2

- Discuss the characteristics of music from two or more selected historical periods.
- Discuss the characteristics of music from two or more selected genres and cultures.

Level 3

- Describe the characteristics of music from two or more selected historical periods.
- Discuss the characteristics of music from two or more selected genres and cultures.

Sample Performance Task

The students will examine the music found in the Appalachian Mountains. In groups or individually, they will research (using the internet, books, or any other available resources) the music and culture of that location. Each group or individual will then display and discuss information discovered about the music and culture of the location. Assessment will be based on presentation and accuracy of information.

Integration/Linkages

History, Research Skills, Language Arts, Social Studies