

**COURSE TITLE: Music, General/Grade 5**

**CONTENT AREA: MUSIC EDUCATION**

GRADE/LEVEL:  
**5**

**COURSE TITLE:**  
**MUSIC, GENERAL**

COURSE NUMBER:  
**53.00600**

COURSE LENGTH:  
**YEARLONG**

**COURSE DESCRIPTION:**

**PREREQUISITE(S):** None

**MASTER LIST: STANDARDS AND ELEMENTS**

**STANDARDS:**

**Recognized National Standards**

**MENC Content Standards**

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

**A. Skills and Techniques/Performance**

M5GM.1 – Singing, alone and with others, a varied repertoire of music

- a. Sing melodies expressively using appropriate head voice accompanied and unaccompanied.
- b. Sing and perform with others speech canons, rounds, ostinati, descant, multiple stanzas, partner songs and simple two-part songs.
- c. Sing from memory multiple songs representing various genres, tonalities, meters, and cultures including songs in a foreign language.
- d. Respond with appropriate dynamics, phrasing, and interpretation to the cues of a conductor.
- e. Sing the notes of a major scale using Solfege syllables.
- f. Respond to ear training and tonal memory.

M5GM.2 – Performing on instruments, alone and with others, a varied repertoire of music

- a. Perform melodic patterns from a major scale with appropriate technique.
- b. Perform instrumental parts while other students sing or play contrasting parts.

- c. Perform multiple songs representing various genres, tonalities, meters, and cultures.
- d. Perform instrumental parts expressively matching dynamics and tempo while responding to the cues of a conductor.
- e. Perform simple accompaniments, including chords, on melodic instruments.
- f. Perform rhythm patterns using sixteenth notes, eighth notes, eighth rests, quarter notes, quarter rests, tied quarter notes, dotted quarter notes, half notes, half rests, dotted half notes, whole notes, and whole rests in response to teacher performance.

#### M5GM.3 – Reading and notating music

- a. Read aloud rhythmic patterns including sixteenth notes, eighth notes, eighth rests, quarter notes, quarter rests, tied quarter notes, dotted quarter notes, half notes, half rests, dotted half notes, whole notes, and whole rests using traditional symbols in 2/4, 3/4, and 4/4 meter.
- b. Notate rhythmic patterns including the use of eighth notes, quarter notes, quarter rests, tied quarter notes, dotted quarter notes, half notes, half rests, beamed sixteenth notes, dotted half notes, whole notes, and whole rests in response to teacher performance.
- c. Read melodies which include low Sol, low La, Do, Re, Mi, Fa, Sol, La, Ti, and high Do within a treble clef staff.
- d. Notate simple melodies within a treble clef staff.
- e. Identify flats, sharps, and note names of the treble staff.
- f. Read dynamic markings: *ff*, *f*, *mf*, *mp*, *p* and *pp*.
- g. Read syncopated rhythm patterns.
- h. Recognize the bass clef.
- i. Recognize tempo markings and words.

### **B. Creative Expression and Communication**

#### M5GM.4 – Improvising melodies, variations, and accompaniments

- a. Improvise rhythmic patterns using a variety of sound sources and answers to given rhythmic questions.
- b. Improvise simple pentatonic and diatonic melodies and accompaniments.
- c. Improvise simple rhythmic and/or melodic variations.

#### M5GM.5 – Composing and arranging music within specified guidelines

- a. Create rhythmic and melodic motives to enhance literature.
- b. Create simple songs using any of the following: quarter notes, quarter rests, eighth notes, beamed sixteenth notes, half notes, dotted half notes, whole notes, or text within an octave scale using simple meter.
- c. Arrange rhythmic and melodic patterns creating simple form, instrumentation, and various styles.

### **C. Critical Analysis/Investigate**

M5GM.6 – Listening to, analyzing, and describing music

- a. Distinguish between repeating and contrasting sections, phrases, and simple formal structures – AB, ABA, AABA, rondo, theme and variation, introduction and coda.
- b. Describe music using appropriate vocabulary (e.g., allegro, moderato, adagio, syncopation, forte, mezzo, piano, crescendo, decrescendo, upward, downward, step, skip), articulation terms, appropriate mood and timbre adjectives, and other musical terms: (e.g., fermata.)
- c. Identify and classify orchestral, folk, electronic, and world instruments by sight, sound, and families.
- d. Aurally distinguish between soprano, alto, tenor, and bass voices.
- e. Identify and describe the members of the woodwind family.
- f. Aurally distinguish between music in major and minor keys.
- g. Identify the musical styles of jazz, American musical theater and opera.

M5GM.7 – Evaluating music and music performances

- a. Evaluate musical performances of themselves and others.
- b. Explain personal preferences for specific musical works and styles using appropriate vocabulary.

**D. Cultural and Historical Context**

M5GM.8 – Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Describe the relationship between music and the other arts.
- b. Describe the relationship between music and disciplines outside the arts.
- c. Describe career opportunities in the field of music.

M5GM.9 – Understanding music in relation to history and culture

- a. Perform, listen, move and/or distinguish between music from various historical periods and cultures from the Civil War to present (e.g., jazz, musical theater, rock-n-roll, country, gospel, new age, rap, heavy metal, pop).
- b. Describe the role of music and musicians in various historical time periods.
- c. Demonstrate appropriate audience behavior for the context and style of music performed.

M5GM.10 – Moving, alone and with others, to a varied repertoire of music

- a. Respond to melodic contour, contrasts, and events in music with gross and fine locomotor and non-locomotor movements.
- b. Perform choreographed and non-choreographed movements.
- c. Perform dances from various cultures including traditional folk dances with and without a partner.
- d. Sign the notes of a major scale using the Curwen hand signs.
- e. Perform simple body percussion exercises.

## **BENCHMARKS**

1. Sings, recognizes, and demonstrates Solfege hand signs for the major scale.
2. Recognizes and describes melodic direction and the use of whole and half steps.
3. Recognizes Solfege syllables Fa and Ti.
4. Performs with increasing accuracy in pitch.
5. Responds to complex ear training and tonal memory.
6. Recognizes flats, sharps and note names of the treble staff.
7. Explains, recognizes, and performs the pentatonic scale.
8. Identifies major and minor tonalities.
9. Reads, performs, improvises, and creates accompaniment patterns on instruments.
10. Recognizes the bass clef.
11. Recognizes and sings canons, rounds, descants, and easy two-part songs.
12. Moves to, performs, sings, plays, reads, and creates rhythm patterns by ear and notation.
13. Discriminates between simple and compound meters: 2's, 3's, 4's, and 6's.
14. Identifies and performs frequently used time signatures: 2/4, 3/4, 4/4, 6/8.
15. Reads and performs syncopated rhythms.
16. Reads, performs, and notates the following: dotted quarter note, dotted half sixteenth note/rest, eighth note/rest, quarter note/rest, half note/rest, whole note/rest.
17. Distinguishes between repeating and contrasting sections.
18. Distinguishes among AB, ABA, AABA, and rondo forms.
19. Sings songs with multiple stanzas.
20. Sings songs in rounds and canons with increasing accuracy.
21. Recognizes theme and variations.
22. Recognizes band, folk, orchestral, ethnic, and electronic instruments by sight and sound.
23. Identifies the orchestral families and their members.
24. Describes various environmental sounds.
25. Recognizes soprano, alto, tenor, and bass voices.
26. Recognizes the child and boy soprano voices.
27. Demonstrates improved accuracy in vocal tone quality.
28. Demonstrates an understanding of music in relation to history and culture.
29. Describes relationships between music, arts, and other disciplines.
30. Performs folk songs and ethnic songs with appropriate musical style.
31. Sings and understands some foreign text.
32. Recognizes famous composers and their compositions.
33. Plays instruments to accompany folk songs and ethnic songs.
34. Identifies and appreciates the musical styles of jazz, musical and opera.
35. Identifies and demonstrates contrasts in music: loud/very loud/soft/very soft and fast/slow.
36. Participates in song stories, singing games, action songs, and musical dramatizations.
37. Moves expressively to music.
38. Creates new text to familiar songs.
39. Creates and performs simple accompaniments to songs, poems, and stories.
40. Evaluates music and performances.
41. Demonstrates appropriate music vocabulary.

42. Responds to music in a variety of styles through listening, analyzing, describing, moving, singing, and playing instruments.
43. Performs simple body percussion exercises.
44. Creates movements to music while being sensitive to tempo and style of music.
45. Recognizes and moves to musical phrases.
46. Identifies dynamic markings: *ff*, *f*, *mf*, *mp*, *p*, and *pp*.
47. Describes personal responses to listening selections.
48. Performs melodies and accompaniments on Orff instruments.
49. Describes texture and style of music.
50. Experiences choral and/or instrumental music programs.
51. Identifies legato and staccato phrases.
52. Sings with appropriate musical expression.
53. Recognizes environmental sounds aurally.
54. Demonstrates appropriate audience skills.
55. Describes career opportunities in the field of music.
56. Recognizes common tempo markings and words.

**SUGGESTED PACING (Scope and sequence for introducing concepts):**

**Artistic Skills and Knowledge: Creating, Performing, Production**

Responds to music in a variety of instrumental and vocal styles through listening, singing, and playing instruments	ongoing
Describes the expressive effect of basic elements of music including melody, dynamics, harmony, timbre, and texture.	ongoing
Distinguishes aurally between music in major and minor keys	5 classes
Identifies orchestral families of instruments by sight and sound	ongoing
Identifies a variety of instruments – ethnic, acoustic, and electronic	ongoing
Distinguishes among repeating and contrasting phrases, sections and formal structures – AB, ABA, AABA, ABACA (rondo), and theme and variations.	2 classes
Sings unison, simple harmonic songs and rounds with attention to tone quality, accuracy, style, diction, blend, and balance.	ongoing
Creates simple accompaniments in various musical mediums	ongoing
Performs accompaniments for singing using melodic, harmonic, and percussive instruments.	2 classes
Discriminates between simple and duple meters: 2’s, 3’s, 4’s, and 6’s.	3 classes
Creates sound compositions, sound images and sound collages using body percussion, environmental sounds, and classroom instruments	ongoing
Creates improvised accompaniments for pentatonic songs on melodic instruments	ongoing
Recognizes and names frequently uses symbols such as treble clef, notes, 2/4, 3/4, 4/4, and 6/8 meter signatures	ongoing
Demonstrates growth in knowledge and vocabulary appropriate to the level	ongoing
Creates new texts for familiar songs	2 classes
Performs from notation of simple scales	2 classes

**Historical and Cultural and Context**

Demonstrates developing skills in musical proficiency in performing music from a variety of cultures	ongoing
Explains and follows text for multi part songs	ongoing
Compares and contrasts music of an era or a nation to another era of nation or nation	ongoing
Expands knowledge of selected families of instruments	ongoing
Uses print and non print media to learn about music and musicians	ongoing
Describes career opportunities in the field of music.	3 classes
Describes the instruments and style of music from America and from other countries	ongoing

**COURSE TITLE: Music, General/Grade 5****UNIT 1: Syncopation****PACING:** 2 weeks**STANDARDS AND ELEMENTS:**

M5GM.1 – c  
M5GM.3 – a, g  
M5GM.6 – b, g  
M5GM.9 – d, e  
M5GM.9 – e

**UNIT RESOURCES:****Silver Burdett: Making Music, Grade 5****SUGGESTED INSTRUCTIONAL STRATEGIES:**

- 1. Begin with discussion on syncopation – p. 12.**
- 2. Practice reading, listening to, clapping, and singing syncopated rhythms in “Morning Comes Early” and “Eliza Kongo”– pp. 13 – 15.**
- 3. Read and discuss “Bebop” p. 42.**
- 4. Read and discuss the written syncopated pattern (ti-ta-ti) on p. 220.**
- 5. Listen and move to “Take Five” (1950’s)– using body percussion to show syncopation in song.**

6. Locate the ti-ta-ti pattern in and sing “It Don’t Mean a Thing…” on p. 336 (1930’s) (for more discussion on swing, go to p. 340 for “Sing, Sing, Sing!”)
7. Listen to and feel the syncopation in “Birdland,” p. 155 (1960’s).
8. Find the syncopated rhythms in and sing “Choo Choo Ch’Boogie,” p. 44 (1940’s)

**SAMPLE ASSESSMENTS:**

Point to a measure showing syncopation in “Now’s the Time,” pp. 445 – 451.

**Remedial:** Show syncopation by patting your legs.

**Enrichment:** Using eighth notes and quarter notes, compose two measures with syncopation in 4/4 time.

**COURSE TITLE:** Music, General/Grade 5

**UNIT 2: Jazz**

<b>PACING:</b>	2 weeks
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**STANDARDS AND ELEMENTS:**

- M5GM.1 – c
- M5GM.2 – e
- M5GM.4 – a
- M5GM.6 – g
- M5GM.9 – a
- M5GM.10 – b, c, e

**UNIT RESOURCES:**

**Silver Burdett: Making Music, Grade 5**

**SUGGESTED INSTRUCTIONAL STRATEGIES:**

**Ragtime** (piano; mostly in duple meter; steady beat in left hand/syncopation in right)

1. Discuss ragtime as a precursor to jazz on p. 332.
2. Listening map to “Cotton Ball Rag,” (1900), p. 333

3. Discuss cakewalks, and play the cakewalk game to above song – directions are on p. 333.
4. Learn the real cakewalk step (p. 334), and move to “North Carolina Breakdown,” p. 334.
5. Read and discuss Scott Joplin, and listen to “Scott Joplin’s New Rag,” p. 335
6. Follow the dance directions for “S.J.N.R.” on p. 565 (similar to the Charleston).

**Swing/Big Band** (constant tempo, unified group sound of the orchestra; rhythmic bounce; syncopated rhythms; instrumentation)

1. Discuss “swing” on p. 82, sing “Teach Me To Swing,” pp. 84-85. This would be a good time to introduce scat singing as rhythmic syllables. (This will also make a nice review for the syncopation lesson).
2. “It Don’t Mean a Thing (If It Ain’t Got That Swing),” pp. 336-37 – Play basic piano chords shown on p. 338 to song during response part- improvising rhythm.
3. Read and discuss Duke Ellington and his contribution to jazz.
4. “Sing, Sing, Sing!” p. 340
5. “How High the Moon” p. 341 – Ella Fitzgerald.
6. “Pennsylvania 6-5000” – Learn the basic swing step and dance to this song. Dance directions are on p. 566.

**SAMPLE ASSESSMENTS:**

**Identify two characteristics of ragtime.**

**Create scat compositions by taking a known song and scat it on rhythmic syllables.**

**Choose a partner to perform dance moves showing rag, cakewalk, or swing to a particular song.**

**COURSE TITLE: Music, General/Grade 5**

**UNIT 3: Songs of the Civil War**



<b>PACING:</b>	<b>3 weeks</b>
<b>STANDARDS AND ELEMENTS:</b>	
<p>M5GM.1 – a  M5GM.2 – f  M5GM.6 – a, b  M5GM.8 – c  M5GM.9 – a, b</p>	
<b>UNIT RESOURCES:</b>	
<p><b><u>Silver Burdett: Making Music, Grade 5</u></b></p> <p><b><u>Additional Materials:</u></b>  <b>Various rhythm instruments</b>  <i>Follow the Drinking Gourd</i> (most media centers have this)  “Follow the Drinking Gourd” from Grade 4</p>	
<b>SUGGESTED INSTRUCTIONAL STRATEGIES:</b>	
<ol style="list-style-type: none"> <li>1. p. 272 – “Battle Cry of Freedom” – Read and discuss page, sing. Divide class in half: “North” and “South” verses.</li> <li>2. p. 274 – “Battle Hymn of the Republic” – Sing (in another lesson, use this song to rewrite lyrics).</li> <li>3. p. 180 – “When Johnny Comes Marching Home” – Sing. Play rhythm patterns on instruments.</li> <li>4. p. 88 – “When Johnny comes Marching Home” (arr. Harris) – using listening map on p. 89, listen for dynamic changes.</li> <li>5. p. 275 – “American Salute” – Listen for a familiar melody (“When Johnny Comes Marching Home”)</li> <li>6. p. 26 – “This Train” – Read and discuss Underground Railroad Code Words. Find the codes words in the song. Sing song.</li> <li>7. <i>Follow the Drinking Gourd</i>. Read/discuss story, song, and escape route.</li> <li>8. “Follow the Drinking Gourd” (from 4<sup>th</sup> Grade) – Sing song.</li> <li>9. p. 190 “Go Down, Moses” – Sing song. Discuss lyrics.</li> </ol>	

**10. p. 256 “Down By the Riverside” – Read the “Spotlight On” for more information on code words. Sing song. (This is another good song to use in rewriting lyrics.)**

**11. p. 392 “Oh, Freedom” – Complete lesson with singing a spiritual about freedom.**

**SAMPLE ASSESSMENTS:**

**Using code words and a well-known melody, write your own code song.**

**Describe the difference in the southern and northern verses in “Battle Cry of Freedom?”**

**Explain how you think these songs contributed to the morale of the slaves and soldiers.**