

Elementary General Music

GRADE FIVE

The Grade Five music curriculum is divided into eight themes. These include: melody, rhythm, tone color, expression, form, style, harmony, and related arts. The study of melody will include the the recognition of familiar melodies, development of melodic memory, singing a varied repertoire of songs, improvisation of "answers" to given melodic phrases, and recognition of letter name notation on the G-clef staff, melodic direction using steps, skips, and repeated tones, Do, Re, Mi, Fa, Sol, La, Ti, Do, matching pitch, and playing the recorder. Students will learn to recognize the major scale aurally and to sing it with solfege syllables. Rhythmic memory, improvised rhythmic "answers" to rhythmic phrases, rhythmic performance, discrimination between beat and rhythm, visual recognition of 2/4, 3/4, and 4/4 will be covered under rhythm. Students will read the quarter note, eighth note, quarter rest, half note, dotted half note, whole note, triplet eighth notes, half rest, whole rest, (Ta, Ti-Ti, rest, Ta-ah, Ta-ah-ah, Ta-ah-ah-ah, Trip-o-let), and the rhythmic pattern eighth-quarter-eighth, expressed as "Syncopa." The new rest is the eighth rest. The theme of tone color will include playing and listening to tonal, rhythm band, orchestral, and multicultural instruments, as well as becoming familiar with the characteristics of these instruments. Students will be exposed to a variety of sound sources when composing. Expression in music is taught through the topics of tempo, change in tempo, dynamics, change in dynamics, mode, and mood. The theme of style will cover identification of music in daily life, movement to specific music characteristics, demonstration of perceptual skills involving music of various cultures, demonstration of appropriate audience behavior, identification of characteristics of music of specific time periods and nationalities, criteria for evaluation of performance, composition and arranging, and verbal comparison of the use of music elements in multicultural pieces. Students will create and arrange music to accompany readings or dramatizations and will be able to explain their personal preferences using appropriate music terminology. The lives and music of Bach and Handel will be introduced in the fifth grade. Students will sing or play one part or ostinato while hearing other parts of songs in the study of harmony.

Elementary General Music Course Objectives

Grade Five

Students will be able to:

1. Sing from memory a variety of songs.
2. Continue to review, sing by memory, describe and explain the historical and musical significance of America's patriotic songs and songs from the American Revolution and other war periods.

3. Sing/play one part while hearing other parts.
4. Define harmony as “two or more parts being sung or played at the same time.”
5. Define descant as “a second melody, usually higher than the main melody that forms harmony when the two parts are sung together.”
6. Define “consonance” and “dissonance” and recognize either when listening to different styles of music.
7. Continue to recognize that singing, movement and instrument playing are means of personal expression.
8. Sing, alone and with others, eight-note melodic patterns (sol-mi-la-low do-high do, re, fa, ti) and simple songs maintaining accurate intonation, steady tempo, rhythmic accuracy, appropriately-produced sound, clear diction and correct posture.
9. Continue to recognize visually the staff, G clef/treble clef and letter names of notes on the staff.
10. Sing simple Sol-Mi-La-low do-high do-Re-Fa-Ti, melodies by sight when reading from the treble clef staff.
11. Continue to sing in a proper head voice.
12. Continue to recognize aurally and sing the major scale using solfege syllables, ascending and descending.
13. Continue to sing expressively with appropriate dynamics, phrasing and interpretation.
14. Continue to sing in groups, blending vocal timbres, matching dynamic levels and responding to the cues of a teacher or conductor.
15. Hold their part against another part when singing rounds, chants and partner songs.
16. Continue to demonstrate and respond to the steady beat through clapping, marching, and instrument playing.
17. Echo clap and improvise four-beat rhythm patterns which incorporate quarter notes, quarter rests, eighth notes, half notes and half rests, dotted half notes, whole notes, whole rests, sixteenth notes and triplets.
18. Visually recognize the quarter note, quarter rest, eighth notes, half note, half rest, dotted half note, whole note, whole rest, sixteenth notes, triplets and basic syncopated rhythms.
19. Recognize and apply proper musical terminology for musical opposites, including fast and slow (tempo), high and low (pitch), happy and sad (mode) and loud and quiet (dynamics) when singing, listening or moving to music.
20. Perceive, describe, define and respond to the basic elements of music including: Melody, Harmony, Rhythm, Form, Tone Color, Tempo and Dynamics.
21. Continue to respond through purposeful movement, conduct and determine the meter to selected music characteristics or to specific music occurrences while singing or listening to music in meters of two, three and four.
22. Continue to understand what it is to be a good listener of music.
23. Identify specific listening selections from the Baroque Period including: Johann Sebastian Bach’s Minuet in G, Tocatta and Fugue in D Minor, Brandenburg

- Concerti; George Friedrich Handel's selections from "Messiah," "Water Music" and "Royal Fireworks Suite."
24. Continue to understand that a composer is one who creates and writes music and will question and answer, "Who created this and why?", "What is the composer trying to say?", "How does this music make me feel?"
 25. Continue to use appropriate terminology in describing music, musical instruments and voices.
 26. Continue to identify by sight and sound band and orchestral instruments from the woodwind, brass, string, percussion and keyboard families.
 27. Continue to classify orchestral instruments as woodwinds, brass, strings, percussion or keyboard.
 28. Continue to identify the sounds of some instruments including hand-held classroom instruments, and band/orchestral instruments.
 29. Continue to listen to and describe aural examples of music of various styles, genres, cultural and historical periods, identifying expressive qualities, instrumentation, and cultural and or geographical content.
 30. Continue to demonstrate that there are proper and respectful ways to play classroom musical instruments.
 31. Compose a song with lyrics and appropriate accompaniment using miscellaneous hand-held classroom instruments such as drums, triangles, tambourines, maracas, sand blocks, wood blocks, rhythm sticks, boom whackers and xylophones.
 32. Demonstrate proper posture when singing and playing the recorder.
 33. Play on the recorder notes F, high C, high D while reviewing E-D-C, B-A G while reading from the treble clef staff.
 34. Continue accompanying one's self and others while singing and playing simple accompaniments, and bordun/ostinato patterns on xylophones, metallophones and classroom instruments.
 35. Continue to describe and demonstrate audience skills of listening attentively and responding appropriately in classroom, rehearsal and performance settings.