

**MUSIC
COURSE OF STUDY
GRADES K-5
GRADE 5
2009**

CORE CURRICULUM CONTENT STANDARDS

Core Curriculum Content Standard: The arts strengthen our appreciation of the world as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater, and the visual arts enhances these abilities.

STANDARD 1.1 (Aesthetics) All students will use aesthetic knowledge in the creation of and in response to dance, music, theater, and visual art.

Strands and Cumulative Progress Indicators

Workplace Readiness:

- 3.10 Monitor thinking
- 3.12 Interpret
- 4.2 Work cooperatively

Cumulative Progress Indicator:

A. Knowledge

- 1. Examine works of art that have a utilitarian purpose (Functionalism).
- 2. Analyze works of art that place emphasis on structural arrangement (Formalism).
- 3. Describe how an element of a music form contributes to the aesthetic value of a particular work.
- 4. Describe the compositional design in selected works of art or performance.

B. Skills

- 1. Explain the aesthetic qualities of specified art works in oral and written responses.
- 2. Incorporate personal life experiences into an aesthetic response about an artwork.
- 3. Examine how exposure to various cultures and styles influence individuals' feelings toward art forms and artworks.
- 4. Communicate ideas about the social and personal value of art.

Suggested Activities:

Suggested activities may include, but are not limited to the following:

- 1. The class will complete listening logs which contain music from various styles (Pop, Country, Jazz, Blues, and Rock) and ensembles (Orchestras, Bands, Trios, Chorus) and determine how tempo and dynamics affect the general mood of a piece, distinguish differences in sound between band and orchestra, and distinguish between contemporary music and classical. The children will have an opportunity to express their feelings about the stylistic qualities of the music through class discussion and or artwork.

Thinking Skills: Recall, analyze, imagine

- 2. Students will discuss the function of music in society including music used for specific purposes (sales, memory association, elevator music) as well as music therapy application.
- 3. Students will listen to music from a variety of historical periods that reflects the social tone of

the period. Students will use the musical cues to try and uncover the social, political, or financial status of the time.

Thinking Skills: Compare and contrast, analyze, memorize, recall

4. Students will listen to “Work songs” (Sea Songs, Slave Songs) and sing parts in a call-response form, paying attention to the speed of the beat (tempo) of each piece. They will compare the tempo of each piece and see how it is related to the job performed as the song is sung.

Thinking Skills: Compare and contrast, analyze, memorize, recall

4. By listening to select songs students discuss the musical elements which allow them to characterize a particular song. Songs will be categorized into genres and placed in particular time periods to be studied.

Thinking Skills: Compare and contrast, analyze, memorize, recall

Instructional strategies:

- Define musical term to be used during course of study
- Have students communicate their response using musical terms.
- Encourage students to at some point listen with eyes closed, visualizes what the sound is suggesting.
- Refer to your teachers’ editions for sequence of instruction and suggested strategies.

Evaluation/Assessment of students

1. Students will communicate their responses to music with supporting statements based on aesthetics.
2. Students will understand that arts elements, such as, rhythm, instrumentation, and form, may be combined selectively to elicit a specific aesthetic response.
3. Students will communicate about the aesthetic qualities of art works through oral and written analysis using appropriate technical and evaluative terms.

Evaluation/Assessment of Curriculum

Evaluate class responses (positive or negative) to lessons and make notes.
Suggest possible strategies to be implemented in the curriculum course study.

Resources/Bibliography:

MacMillan/McGraw-Hill, “Share The Music” Grade 5, Copyright 2003
Silver Burdett Ginn Inc., “The Music Connection” Grade 5, Copyright 2000
New Jersey Core Curriculum Content Standard 2004
New Jersey Visual and Performing Arts Curriculum Framework
The K-12 National Standards

Internet online Resources:

www.mhschool.com, www.slider.com/Arts/Music/Education/Resources.htm,
www.menc.org/, www.isd77.k12.mn.us/resources/staffpages/shirk/k12.music.html,
www.njmea.org/, www.lessonplanspage.com/Music23.htm,

Core Curriculum Content Standard: Through an education in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and

technologies apply to the successful completion of tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, fingering of musical instruments, etc.

STANDARD 1.2 (Creation and Performance) All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation of dance, music, theater, and visual art.

Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:

Music

1. Read music from progressively complex notation, including mixed meters, compound meters, and the grand staff.
2. Sing independently and in groups, both melodic and harmonizing parts, adjusting to the range and timbre of the developing voice.
3. Perform simple melodies and rhythmic accompaniments in expanded binary, ternary, and rondo form independently and in groups.
4. Improvise simple harmonic accompaniment, melodic embellishments, and simple melodies.
5. Demonstrate how the elements of music are used to achieve unity and variety, tension and release, and balance in composition.
6. Investigate arts-related careers.

Suggested Activities:

Suggested activities may include, but are not limited to the following:

1. Students will play a game of rhythm baseball, which involves students individually performing and reading various rhythm patterns. Rhythms can be swapped out to suit the level of any class.

Thinking Skills: Compare, analyze, reproduce, match, label

2. While playing an instrument, students will demonstrate different ways to lengthen or shorten notes. Students will discuss how changing note length can affect measures, meters and musical expression.

Thinking Skills: Compare, analyze, reproduce, match, label

3. Students will use fractions and mathematical symbols to manipulate notes and rhythms. Discuss the similarities between music and mathematics.

Thinking Skills: Match, reproduce, review, apply

4. **Music technology:** Students will be able to create music using supplied loops in Garage Band. Students will compose lyrics on interdisciplinary topics and record song with full computer accompaniment.

Thinking Skills: create analyze, evaluate, performance

Instructional strategies:

-Define musical term to be used during course of study (form, AB, ABA, G and F Clefs, whole, half, quarter, sixteenth and eighth notes and their rests, rhythm, phrase, Midi

- Have students communicate their response using musical terms.
- Encourage students to improvise movements
- Include clapping, marching and singing to reinforce motor skill and speech
- Encourage students to share their emotional responses with the class.
- Refer to your teachers' editions for sequence of instruction and suggested strategies.

Evaluation/Assessment of students

Students should demonstrate performance and participation skills by working and creating individually and with others.

Evaluation/Assessment of Curriculum

Evaluate class responses (positive or negative) to lessons and make notes.
Suggest possible strategies to be implemented in the curriculum course study.

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The K-12 National Standards
Orff Instruments

Internet online Resources:

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www.njmea.org/, www.lessonplanspage.com/Music23.htm, www.aosa.org (American Orff-Schulwerk Association)

Core Curriculum Content Standard: In order to understand the visual and performing arts, students must discover the elements and principles both unique and common to dance, music, theater, and the visual arts. The elements, such as color, line, shape, form and rhythm, time, space and energy, are the basis for the creation of works of art. An understanding of these

elements and practice of the principles ensure the strengthening of interdisciplinary relationships with all content area curricula and their applications in daily life.

STANDARD 1.3 (Elements and Principles) All students will demonstrate an understanding of the elements and principles of dance, music, theater, and visual art.

Workplace Readiness:

- 2.6 accessing information
- 4.2 work cooperatively
- 5.8 promote safety

Cumulative Progress Indicators

1.3.5 Music

1. Analyze musical elements in response to aural prompts and printed scores representing diverse genres and cultures and notational systems.
2. Demonstrate knowledge of the basic concepts of meter, rhythm, tonality, intervals, chords, and harmonic progressions.

Suggested Activities:

Suggested activities may include, but are not limited to the following:

1. Students will listen to different styles of music and discuss musical elements using musical vocabulary. Students will compare notation systems used in various cultures.

Thinking Skills: Create, discuss, evaluate, singing, memorize, read, classify, Recall

2. Using Media equipment and a reduced score students will read and play basic rhythms and melodies using pitched and non-pitched instruments.

Thinking Skills: Recall, recitation, memorize, summarize, deduce, create

3. Using tone chime, xylophone or boom whackers students will play an ascending and descending C and G Major scale in whole, half, quarter and eighth notes. They will also learn how to play simple melodies with accompaniment. All music will be read from the G Clef and the F Clef. Students will create a rondo form of improvisation and composition. Grades will be based on performance.

Thinking Skills: Memorize, review, read, name, locate, compare, create and evaluate

4. Students will begin lessons on the Soprano Recorder. Focus will be on reading notes in the G Clef, reading rhythm, and playing C4, D4, E4, F#4, G4, A4, B4, and C5. The lesson book will contain short exercises and simple melodies. Students will further develop their finger coordination, breath control and attack, knowledge of musical notations. Students are expected to practice their lessons at home. Grades will be based on the student's performance.

Thinking Skills: locate, identify patterns, demonstrate

5. **Song writing using music technology:** Using a theme set by the teacher, students will type in the computer verses and choruses relating to the theme. For Historical inspiration students will use the Internet to research historical facts and images about the theme. Students will be pair up to brainstorm for rhyming words to be used in the song. Students will organize the words into verses. Each group will share with the class the verses created for critiquing and selection of verses. The class will then come up with an agreeable chorus to go with the verses selected. Then the class will organize the verses and choruses to

complete the song.

Music Scoring:

Students will use keyboard skills learned to create melodies and accompaniment.

Students will work in pairs at a computer with an electronic keyboard linked up to it and create melodies using a set of parameters (Key, meter, length, quarter notes, half notes, eighth notes, whole notes and sixteenth notes). Students will use the computer music software "Sibelius" to organize melodies and accompaniments.

Each score will be presented to the class to be analyzed. The class will choose a score that best suits with the song.

Performance:

Students will play and record their composition on Garageband software or any other recording software.

Assessment:

Students will be evaluated based on teacher observation of the student's mastered skills.

Students will also be evaluated on the completion of each activity. A rubric will be used in this assessment.

Thinking Skills: Identify, recall, read, listen, create, evaluate, analyze, organize, brainstorm

Instructional strategies:

- Define musical term to be used during course of study
- Have students communicate their response using musical terms.
- Encourage students to improvise movements
- Include clapping, marching and singing to reinforce motor skill and speech
- Encourage students to share their emotional responses with the class.
- Refer to your teachers' editions for sequence of instruction and suggested strategies.

Evaluation/Assessment of students

Students should apply elements and media common to the arts to produce a work of art.

Evaluation/Assessment of Curriculum

Evaluate class responses (positive or negative) to lessons and make notes.

Suggest possible strategies to be implemented in the curriculum course study.

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The K-12 National Standards

Orff Instruments, various percussion and rhythm instruments.

Internet online Resources:

www.mhschool.com, www.slider.com/Arts/Music/Education/Resources.htm,

www.menc.org/, www.isd77.k12.mn.us/resources/staffpages/shirk/k12.music.html,

www.njmea.org/, www.lessonplanspage.com/Music23.htm, www.aosa.org (American Orff-Schulwerk Association)

Core Curriculum Content Standard: Through the informed criticism of works of art, students will develop a process by which they will observe, describe, analyze, interpret and evaluate artistic expression and quality in both their own artistic creation and in the work of others. Through this critical process, students will arrive at informed judgments of the relative artistic and aesthetic merits of the work examined.

STANDARD 1.4.5 (Critique) All students will develop, apply and reflect upon knowledge of the process of critique.

Workplace Readiness:

- 2.6 access information
- 3.8 organize, synthesize and evaluate information
- 3.9 identify patterns
- 4.2 work cooperatively
- 5.3 demonstrate physical movement

Cumulative Progress Indicators

1.4.5 A. Knowledge

1. Classify elements of unity or repetition in a work of art.
2. Apply domain specific arts terminology to express statements of both fact and opinion regarding works of art.
3. Describe the technical proficiency of the artist's work, orally and in writing.

1.4.5 B. Skills

1. Critique performances and exhibitions based on the application of the elements of the art form.
2. Identify and differentiate among basic formal structures within artworks.
3. Consider the impact of traditions in the critique of works of art.

Suggested Activities:

Suggested activities may include, but are not limited to the following:

1. Students will critique presentation done by students, guest artist and live Internet performances. A list of criteria is made up by student input and a checklist system is developed to indicate whether certain aspects and elements of music were met in the performance. The class can openly discuss an oral presentation of the results. Attention is paid to the descriptive use of the elements of music studied thus far.

Thinking Skills: Analyze, evaluate, compare, recall

2. Students will watch two performance (live or video) of a production (musical, theater, dance) and express their feeling, ideas regarding the performances.

Thinking Skills: Analyze, evaluate, compare, recall

3. Students will work cooperatively in creating a performance (dance, movement patterns, vocal, or instrumental) and evaluate each others using criteria set by the teacher and the class.

Thinking Skills: Analyze, evaluate, compare, recall

5. The class will listen to a short musical piece. The students will then answer questions as to the nature of the melody, harmony, rhythm, form and tone color.

They will also be asked to note any words that would describe the feelings that the music may

evoke and be able to explain why they liked or disliked the piece. Proper music terminology will be stressed, e.g. instead of saying the music was loud students would use *forte* as a descriptive term etc.

Thinking Skills: Analyze, evaluate, compare, recall

Instructional strategies:

- Define musical term to be used during course of study
- Have students communicate their response using musical terms.
- Encourage students to improvise movements
- Criteria for evaluation should include pitch, beat, rhythm, and why the composer used each of these elements in a particular way.
- Include clapping, marching and singing to reinforce motor skill and speech
- Encourage students to share their emotional responses with the class.
- Refer to your teachers' editions for sequence of instruction and suggested strategies.

Evaluation/Assessment of students

Students should explain the criteria by which they evaluate the quality of their work and the work of others.

Evaluation/Assessment of Curriculum

Evaluate class responses (positive or negative) to lessons and make notes.
Suggest possible strategies to be implemented in the curriculum course study.

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www.njmea.org/, www.lessonplanspage.com/Music23.htm, www.aosa.org (American Orff-Schulwerk Association)

Core Curriculum Content Standard: In order to become culturally literate, students need to understand the historical, societal, and multicultural aspects and implications of dance, music, theater, and visual art. This includes understanding how the arts and cultures continue to influence each other.

STANDARD 1.5 .5(History/Culture) All students will understand and analyze the role, development, and continuing influence of the arts in relation to world cultures, history, and society.

Workplace Readiness:

- 2.6 accessing information
- 3.10 monitor their own thinking
- 4.3 evaluate own accomplishments

Cumulative Progress Indicators

1.5.5 A. Knowledge

1. Reflect on a variety of works of art representing important ideas, issues, and events in a society.
2. Recognize that a chronology exists in all art forms.

1.5.5 B. Skills

1. Compare and contrast the contributions of significant artists from an historical period.
2. Hypothesize how the arts have impacted world culture.

Activities:

Suggested activities may include, but are not limited to, the following:

1. Students listen, sing or play songs of popular styles from the past two hundred years and discover how musical styles are related to the social and economic time in history. When listening to these songs, attention is paid to the different influences that many cultures brought to this music through the use of instruments, rhythms and life styles.

Thinking Skills: Analyze, evaluate, compare, recall

2. Expand the students repertoire of learned songs by include foreign language folk tunes from Africa, France, China, Spain etc.

Thinking Skills: Analyze, evaluate, compare, recall demonstrate, review, create

3. Have students listen to a televised or prerecorded concert. A discussion can follow which allows students to deduct the origins of the selection performed. Special attention should be paid to the influence that history, culture and society had on the various different styles.

Thinking Skills: Analyze, evaluate, compare, recall, identify patterns, demonstrate, review, create

4. Students will listen, sing or perform music with a particular theme in mind, such as, country western, march, madrigal etc. When finished students will draw on past experiences and or creative thinking to picture in their mind what the music is trying to express.

Thinking Skills: Analyze, evaluate, compare, recall, identify patterns, demonstrate, review, create

5. Students will attend musical events in the community, such as school concerts, community band concerts, chorus concerts, church recitals etc. They will experience first hand the variety of different musical styles in history and cultures from throughout the world.

Thinking Skills: Analyze, evaluate, compare, recall, identify patterns,

demonstrate, review, create

Instructional strategies:

- Expose the students to diverse material that will develop an awareness of how people from different culture create and participate in music.
- Define musical term to be used during course of study
- Have students communicate their response using musical terms.
- Focus on pronunciation
- Team-up with foreign language specialist for cross-curriculum activity
- Encourage students to improvise movements
- Include clapping, marching and singing to reinforce motor skill and speech
- Encourage students to share their emotional responses with the class.
- Refer to your teachers' editions for sequence of instruction and suggested strategies.

Evaluation/Assessment of students

Students should investigate, experience and participate in dance, music, theater, and visual arts activities representing various historical periods and world cultures.

Students should apply knowledge of historical, social, and cultural influences to understanding a work of art.

Evaluation/Assessment of Curriculum

Evaluate class responses (positive or negative) to lessons and make notes.
Suggest possible strategies to be implemented in the curriculum course study.

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www.njmea.org/, www.lessonplanspage.com/Music23.htm, www.aosa.org (American Orff-Schulwerk Association)

STANDARD 8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.

Workplace Readiness:

- 2.6 accessing information
- 4.3 evaluate own accomplishments
- 3.8 organize, synthesize and evaluate information
- 3.9 identify patterns
- 3.10 monitor their own thinking

4.2 work cooperatively

Cumulative Progress Indicator:

1.5.4 A. Knowledge

1. Identify software and internet applications associated with gathering information about the arts.

1.5.4 B. Skills

1. Use search engines effectively to locate music resources online.
2. Use visual reproductions of sound waves to solve performance problems on pitched and non-pitched instruments.

Activities:

Suggested activities may include, but are not limited to, the following:

1. Students will do research on a composer and identify genre, time period, greatest achievement, and the extent of his/her music's influence.
2. Students will use recording software such as garage band to create recordings of class performances for critique.
3. Students will use digital media players to compare music of various composers.

Thinking Skills: problem solving, evaluate, compare, demonstrate, review, create, analyze, classify

Instructional strategies:

- Promote the use of websites such as PBS, United Streaming, and pages from performance groups as resources for projects and general inquiry.
- Utilize On Course website to aid in completion of class homework and links for further study.

Evaluation/Assessment of Students

Students will be assessed through written assignments and through class discussion.

Evaluation/Assessment of Curriculum

Evaluate class responses (positive or negative) to lessons and make notes.

Suggest possible strategies to be implemented in the curriculum course study.

Internet online Resources:

www.pbs.com, www.musictheory.net, www.dsokids.com, www.njso.org
www.classicsforkids.com, www.mymusicclass.com

STANDARD 8.2 (Technology Education) All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

Workplace Readiness:

- 2.6 accessing information
- 4.3 evaluate own accomplishments
- 3.8 organize, synthesize and evaluate information
- 3.9 identify patterns

Cumulative Progress Indicator:

1.5.4 A. Knowledge

- 1. Discuss the impact of recording technology, equipment, and formats over the last 50 years and the impact it's had on the music industry.

1.5.4 B. Skills

- 1. Students will experience use of each type of media and discuss any special needs of each type.

Activities:

Suggested activities may include, but are not limited to, the following:

1. Students will compare and contrast various forms of music related storage media and brainstorm about what may come in the future
2. Students will write a paragraph describing the benefits of the current musical technology in comparison to the past.
3. Students will interview adults at home to describe progress of media technology

Thinking Skills: evaluate, compare, review, analyze, classify

Instructional strategies:

- Demonstration of both current and past music technology including final result.

Evaluation/Assessment of students

Students will be assessed through written assignments and through class discussion.

Evaluation/Assessment of Curriculum

Evaluate class responses (positive or negative) to lessons and make notes.
Suggest possible strategies to be implemented in the curriculum course study.

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