

MUSIC CURRICULUM STANDARDS FIFTH GRADE

Standard 1.0 Singing

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

Grade Level Expectations (GLEs)

The student will

- 1.1 Sing melodies in varied modes with appropriate style, accurate pitch and rhythm.
- 1.2 Demonstrate the ability to sing expressively using proper vocal technique.
- 1.3 Demonstrate skills for singing in parts.

Checks for Understanding

- 1.1 Sing, alone, a simple melody with accurate rhythm and pitch (solfege and/or lyrics).
Sing, with others, a simple melody with accurate rhythm and pitch (solfege and/or lyrics).
Demonstrate various terraced dynamic levels while singing a melody.
Demonstrate ability to change dynamic levels (crescendo and decrescendo) while singing a melody.
Demonstrate ability to follow a conductor on an accelerando and a ritardando.
Demonstrate the ability to use proper breath support and head and chest voice to sing a four-measure phrase at given tempos.
- 1.2 Demonstrate grade-appropriate vocal technique when singing a melody with a large group.
Demonstrate grade-appropriate vocal technique when singing a melody with a small group.
Demonstrate grade-appropriate vocal technique when singing a melody alone.
Demonstrate a smooth transition between head and chest tones.
Demonstrate beginning and ending consonants and pure vowels for good enunciation.
Demonstrate jaw flexibility and the use of teeth, tongue and open throat for good vocal production.
- 1.3 Sing a partner song in small and/or large groups.
Sing the melody of a round/canon in large and/or small groups.
Sing a round/canon in two and/or three parts in a large and/or small group.
Demonstrate the ability to sing an assigned part in two-part harmony.
Sing an assigned line in two-part harmony with others.

Student Performance Indicators (SPIs)

The student is able to

- 1.1.1 Sing a melody with accurate pitch, rhythm, dynamics, and tempo.
- 1.1.2 Sing a melody with accurate pitch, rhythm, dynamics, tempo, and phrasing.
- 1.1.3 Sing a melody with accurate pitch, rhythm, and musicality.

- 1.2.1 Exhibit good posture, grade-appropriate diction, breath control, and tone in both head and chest voice.
- 1.2.2 Demonstrate proper posture, grade-appropriate diction, breath control, and tone in both head and chest voice.
- 1.2.3 Demonstrate proper vocal technique in both head and chest voice.

- 1.3.1 Sing partner songs and/or rounds and canons.
- 1.3.2 Sing rounds and canons while maintaining tempo and pitch.
- 1.3.3 Sing two-part harmony of varied repertoire.

Standard 2.0 Playing Instruments

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

Grade Level Expectations (GLEs)

The student will

- 2.1 Demonstrate simple and complex patterns including syncopation in various meters on pitched and/or non-pitched instruments using correct technique.
- 2.2 Exhibit skill in playing simple orchestrations on pitched and/or non-pitched instruments using correct technique.
- 2.3 Perform rhythmic and/or melodic accompaniments using correct technique.
- 2.4 Perform with appropriate expressive qualities in various genres.

Checks for Understanding

- 2.1 Perform, alone, teacher selected, developmentally and/or grade-appropriate rhythms in duple and triple meter on non-pitched instruments using proper technique.
Perform, with others, teacher selected, developmentally and/or grade-appropriate rhythms in duple and triple meter on non-pitched instruments using proper technique.
Demonstrate an understanding of syncopated rhythms on non-pitched instrument in small and/or large groups.

- 2.2 Play, alone, a teacher-selected example, demonstrating developmentally and/or grade-appropriate technique and correct notes on a pitched instrument.
Play, with others, a teacher selected example, demonstrating developmentally and/or grade-appropriate technique and correct notes on a pitched instrument.

- 2.3 Demonstrate, alone, teacher-selected rhythmic accompaniments in duple and triple meter.

Demonstrate, with others, teacher-selected rhythmic accompaniments in duple and triple meter.

Demonstrate, alone, teacher-selected melodic accompaniments in duple and triple meter.

Demonstrate, with others, teacher selected melodic accompaniments in duple and triple meter.

Perform, with expression, a part from a simple score for pitched instruments (e.g., an Orff instrumentarium score), a rhythmic score for non-pitched instruments, and/or a score for recorder ensemble.

- 2.4 Play a melody with tempo and/or dynamic changes and appropriate phrasing in a large group setting.
Play a melody with tempo and/or dynamic changes and appropriate phrasing in a small group setting.
Demonstrate, with others, the ability to follow the tempo markings in a piece of music, as set by the conductor or with a recording.
Demonstrate developmentally and/or grade-appropriate use of expressive markings.

Student Performance Indicators (SPIs)

The student is able to

- 2.1.1 Perform basic rhythmic patterns (dotted half notes, half notes, quarter notes, paired eighth notes, half rests, quarter rests) in duple and triple meters on non-pitched instruments using proper technique.
- 2.1.2 Perform rhythmic patterns (dotted half, half, dotted quarter, quarter, eighth, and sixteenth notes, and half, quarter, and eighth rests) in duple and triple meters on non-pitched instruments using proper technique.
- 2.1.3 Perform simple and complex rhythm patterns in small and large ensembles.
- 2.2.1 Play, alone or in groups, simple melodies based on selected major scales including steps, skips, leaps and repeated notes (four-measure minimum).
- 2.2.2 Play melodies based on selected major and minor scales.
- 2.2.3 Play, with others, ostinati, partner songs, and/or rounds/canons.
- 2.3.1 Perform an accompaniment (two-note chords, broken two-note chords, three-note chords and/or arpeggios) in duple and triple meter using basic rhythms on pitched instruments, and an accompaniment using varying rhythm patterns (dotted half notes, half notes, quarter notes, paired eighth notes, quarter rests) on non-pitched instruments.
- 2.3.2 Perform an accompaniment on pitched or non-pitched instruments using an orchestration that includes varying rhythms, pitches, and parts.
- 2.3.3 Perform an accompaniment on pitched or non-pitched instruments using an orchestration that includes varying instrumentation, rhythms, and pitches.
- 2.4.1 Demonstrate dynamics, phrasing, and tempo changes when playing a given example.
- 2.4.2 Demonstrate expressive qualities in performance (e.g., dynamics, balance, tempo changes, phrasing) of a given example.

2.4.3 Demonstrate, through performance, expressive qualities in an ensemble setting.

Standard 3.0 Improvising

Students will improvise melodies, variations, and accompaniments.

Grade Level Expectations (GLEs)

The student will

- 3.1 Improvise, vocally and instrumentally, a two- to four-measure melody on a pentatonic scale.
- 3.2 Improvise a two- to four-measure rhythmic accompaniment to varying musical styles.
- 3.3 Improvise two- to four-measure question and answer phrases.
- 3.4 Improvise a two- to four-measure melodic accompaniment within teacher-given parameters.

Checks for Understanding

- 3.1 Improvise a developmentally and/or grade-appropriate melody using a pentatonic scale on a pitched instrument.
- 3.2 Improvise developmentally and/or grade-appropriate rhythms using body percussion, pitched, and/or non-pitched instruments while keeping a steady tempo.
- 3.3 Improvise developmentally and/or grade-appropriate question and answer phrases.
- 3.4 Improvise, on instruments, a developmentally and/or grade-appropriate accompaniment or ostinato accompaniment.

Student Performance Indicators (SPIs)

The student is able to

- 3.1.1 Improvise an eight-beat melody based on a pentatonic scale.
- 3.1.2 Improvise, on a variety of instruments (may include recorder), an eight-beat melody based on a pentatonic scale.
- 3.1.3 Improvise, on a variety of instruments (including recorder) an eight-beat melody using a pentatonic scale
- 3.2.1 Improvise an eight-beat pattern using half notes, quarter notes, paired eighth notes, and/or quarter rests while maintaining a steady tempo.
- 3.2.2 Improvise an eight-beat pattern using half notes, quarter notes, paired eighth notes, half rests, and/or quarter rests while maintaining a steady tempo.

- 3.2.3 Improvise a sixteen-beat pattern using half notes, quarter notes, paired eighth notes, sixteenth notes, half rests, and quarter rests while maintaining a steady tempo.
- 3.3.1 Improvise, in pairs, a four- or eight-beat question and answer phrase using body percussion or non-pitched instruments.
- 3.3.2 Improvise, in pairs, a four- or eight-beat question and answer phrase on pitched instruments (may include recorder).
- 3.3.3 Improvise, in pairs, an eight- or sixteen-beat question and answer phrase on pitched instruments (may include recorder).
- 3.4.1 Improvise a simple eight-beat accompaniment on body percussion or non-pitched instruments within teacher-given parameters.
- 3.4.2 Improvise a simple eight-beat accompaniment on pitched instruments within teacher-given parameters.
- 3.4.3 Improvise an eight-beat accompaniment on pitched instruments based on a pentatonic scale.

Standard 4.0 Composing

Students will compose and arrange music within specified guidelines.

Grade Level Expectations (GLEs)

The student will

- 4.1 Create, individually or in groups, a simple vocal or instrumental two-part composition using teacher-given parameters.
- 4.2 Compose a short melodic vocal or instrumental introduction, interlude and/or coda to given melodies on major and/or minor pentatonic scales.
- 4.3 Create an arrangement of a familiar melody using instruments and/or movement.

Checks for Understanding

- 4.1 Create, in a group, a teacher-guided, short vocal or instrumental composition on a pentatonic scale.
Create an ostinato accompaniment for a short melody.
Create a short melody and an ostinato to accompany it.
- 4.2 Create, in a large group setting, a teacher-guided introduction.
Create, in a small group setting, a short introduction.
Create, in a small group setting, an interlude using teacher-given parameters.
Demonstrate the ability to locate a coda in a music score.
Create, in a small group setting, an introduction, interlude and/or coda for a selected music example.

- 4.3 Change the rhythm of a familiar melody.
Change the meter of a familiar melody.

Student Performance Indicators (SPIs)

The student is able to

- 4.1.1 Create and demonstrate, in a group setting, a four-measure instrumental or vocal melody based on a pentatonic scale.
- 4.1.2 Create and demonstrate, in a group setting, a four-measure instrumental or vocal melody based on a pentatonic scale with an ostinato accompaniment.
- 4.1.3 Create and demonstrate, in a group setting, a four-measure instrumental or vocal melody based on a pentatonic scale with a simple chordal accompaniment.

- 4.2.1 Create and demonstrate a short introduction, interlude, and coda to a given melody.
- 4.2.2 Create and demonstrate a two-measure interlude for a given melody.
- 4.2.3 Create and demonstrate a two- to four-measure melodic interlude for a given melody.

- 4.3.1 Create an arrangement of a simple melody by changing one element (e.g., rhythm, meter, tempo).
- 4.3.2 Create an arrangement of a given melody by changing one element (e.g., rhythm, meter, tempo) and demonstrating through movement, singing, or playing an instrument.
- 4.3.3 Create an arrangement of a given melody by changing harmony, meter, tempo, or parts of the melody and demonstrating through movement, singing, or playing an instrument.

Standard 5.0 Reading and Notating

Students will read and notate music.

Grade Level Expectations (GLEs)

The student will

- 5.1 Identify and explain symbols represented in rhythm and melody.
- 5.2 Use symbols to read, notate and perform.
- 5.3 Identify and interpret terms and symbols referring to musicality.

Checks for Understanding

- 5.1 Demonstrate an understanding of treble clef pitches (including ledger lines) by notating a given example.
Determine the meter of a music example by identifying the number of beats in each measure.

- 5.2 Sing and/or play intervals using teacher-given solfege.

Sing and/or play melodies using teacher-given solfege.
Notate, using standard notation, a given example.

- 5.3 Identify dynamic markings through a teacher-guided classroom activity.
Identify directional markings through a teacher-guided classroom activity.
Follow dynamic markings in teacher-given listening examples.
Follow directional markings in teacher-given listening examples.
Demonstrate, vocally, an understanding of dynamic and directional markings.
Demonstrate, instrumentally, an understanding of dynamic and directional markings.
Demonstrate an understanding of tempo markings through a listening map of a recorded musical selection.
Demonstrate an understanding of tempo markings, vocally or instrumentally.
Demonstrate an understanding of phrasing, vocally or instrumentally, within a teacher-given music selection.

Student Performance Indicators (SPIs)

The student is able to

- 5.1.1 Compare and contrast meters (duple and triple); identify note names in the treble clef, note values (whole notes, half notes, quarter notes, paired eighth notes), and rest values (half rests, quarter rests).
- 5.1.2 Compare and contrast meters (duple and triple); identify note names in treble clef, note values (whole notes, dotted half notes, half notes, quarter notes, paired eighth notes, sixteenth notes), and rest values (half rests, quarter rests).
- 5.1.3 Compare and contrast meters (duple and triple); identify note names in treble clef, note values (whole notes, dotted half notes, half notes, quarter notes, paired eighth notes, sixteenth notes), and rest values (half rests, quarter rests, eighth rests).
- 5.2.1 Demonstrate pitch understanding by using solfege or other teacher-provided symbols.
- 5.2.2 Demonstrate an understanding of treble clef pitches by singing intervals using solfege and letter names or by playing intervals.
- 5.2.3 Demonstrate an understanding of treble clef pitches by singing intervals using solfege and letter names and by notating those pitches.
- 5.3.1 Identify and demonstrate dynamic markings (e.g., fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo, crescendo, decrescendo) and tempo markings (e.g., andante, largo, presto, ritardando).
- 5.3.2 Identify and demonstrate dynamic markings (e.g., fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo, crescendo, decrescendo), tempo markings (e.g., andante, largo, presto, ritardando), and articulation markings (e.g., staccato, marcato, accent).
- 5.3.3 Identify and demonstrate dynamic markings (e.g., fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo, crescendo, decrescendo), tempo markings (e.g., andante, largo, presto, ritardando), and articulation markings (e.g., staccato, marcato, accent) in music selections.

Standard 6.0 Listening and Analyzing

Students will listen to, analyze and describe music.

Grade Level Expectations (GLEs)

The student will

- 6.1 Explain characteristics of same and different sections.
- 6.2 Identify and classify, visually and aurally, orchestral instruments individually and by family.
- 6.3 Analyze, orally and written, the characteristics of vocal and instrumental musical selections using appropriate music vocabulary.
- 6.4 Compare and contrast various styles and genres of music, both vocal and instrumental.

Checks for Understanding

- 6.1 Identify rondo form in a listening example.
Demonstrate the similarities and differences of rondo form and AB and ABA forms.
Demonstrate an understanding of rondo form using movement and manipulatives.
Identify theme and variations in a listening example.
Demonstrate an understanding of theme and variations using movement and manipulatives.
- 6.2 Classify, visually or aurally, given instruments into their orchestral families.
- 6.3 Select appropriate vocabulary from a word bank to describe a music selection.
Compare and contrast given music selections using a graphic organizer.
- 6.4 Classify selected listening examples by style and/or genre.

Student Performance Indicators (SPIs)

The student is able to

- 6.1.1 Create a pictorial representation of different sections of complex forms (e.g., rondo, theme and variations) of music.
- 6.1.2 Create movement patterns to demonstrate different sections of complex forms of music.
- 6.1.3 Identify and explain, orally and/or written, complex forms of music.
- 6.2.1 Identify, visually, teacher-selected orchestral instruments and group into families.
- 6.2.2 Identify, through listening examples, teacher-selected instruments, individually and as families.
- 6.2.3 Identify, aurally, teacher-selected orchestral instruments in ensembles.

- 6.3.1 Classify the elements of music using teacher-given vocabulary.
- 6.3.2 Describe a listening example using correct music vocabulary.
- 6.3.3 Compare and contrast listening examples using correct music vocabulary.

- 6.4.1 Classify styles and/or genres (e.g., lullaby, march, jazz, folk song, patriotic, work song, spirituals, Tennessee songs, Civil War songs, ethnic music) using teacher-given vocabulary.
- 6.4.2 Analyze teacher-given styles and/or genres of music.
- 6.4.3 Analyze styles and genres of music using teacher-given parameters.

Standard 7.0 Evaluating

Students will evaluate music and music performances.

Grade Level Expectations (GLEs)

The student will

- 7.1 Devise and apply criteria for evaluating music and music performances.
- 7.2 Demonstrate proper audience etiquette and evaluate audience behavior during performances.

Checks for Understanding

- 7.1 Describe a musical selection by using a teacher-created word bank.
Discuss the elements of a music selection within teacher-given parameters.
Evaluate a performance by using a teacher-provided rubric.
- 7.2 Discuss and create, as a class, guidelines for audience etiquette.
Create a rubric for evaluating audience etiquette
Use a created rubric in evaluating audience etiquette.

Student Performance Indicators (SPIs)

The student is able to

- 7.1.1 Discuss a student or professional performance using grade-appropriate music vocabulary and teacher-given criteria.
- 7.1.2 Create, with teacher guidance, a rubric for evaluating music performances.
- 7.1.3 Use student developed rubric to evaluate a music performance.

- 7.2.1 Demonstrate appropriate audience behavior in a formal performance setting.
- 7.2.2 Evaluate one's own and other's audience behavior using teacher-given criteria.
- 7.2.3 Evaluate the effect of audience behavior on a musical performance.

Standard 8.0 Interdisciplinary Connections

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

Grade Level Expectations (GLEs)

The student will

- 8.1 Experience and integrate the elements of music as they relate to other arts disciplines.
- 8.2 Investigate and compare ways in which music interrelates with other academic disciplines.

Checks for Understanding

- 8.1 Identify commonalities between music and dance.
Create dramatizations to music selections.
Identify how music and visual art share common themes (e.g., *The Rite of Spring* by Stravinsky and *Three Musicians* by Pablo Picasso) using examples from textbooks or from websites.
- 8.2 Identify commonalities between music and one other academic discipline.

Student Performance Indicators (SPIs)

The student is able to

- 8.1.1 Demonstrate commonalities between music and dance and theatre.
- 8.1.2 Determine and demonstrate ways of combining elements of music, dance and theatre.
- 8.1.3 Evaluate the relationship of music to other performing arts in a given performance.
- 8.2.1 Describe the literary characteristics of song lyrics.
- 8.2.2 Investigate the relationship of music to literature, mathematics, science (e.g., acoustical properties of instrumental music), and/or social studies in teacher-given classroom activities.
- 8.2.3 Compare music to other selected academic disciplines.

Standard 9.0 Historical and Cultural Relationships

Students will understand music in relation to history and culture.

Grade Level Expectations (GLEs)

The student will

9.1 Classify and/or perform music of various cultures and historical periods.

Checks for Understanding

9.1 Discuss and demonstrate traditional music of selected cultures (e.g., African, Native American, Asian, Celtic, Latin American).
Discuss and demonstrate an understanding of selected historical periods as related to music studied.

Student Performance Indicators (SPIs)

The student will be able to

- 9.1.1 Discuss characteristics of selected cultures within a musical and/or historical context using teacher-given parameters.
- 9.1.2 Demonstrate an understanding of the music of selected cultures and/or historical periods through performance of music examples (vocal and/or instrumental).
- 9.1.3 Compare and contrast music examples of selected cultures and historical periods.