**Grade 5**

# Music

**Strand 1:** Artistic Foundations
**Standard 1:** Demonstrate knowledge of the foundations of the art area.

**Benchmarks:**
The student will:
1. Identify and/or demonstrate knowledge of the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, and form

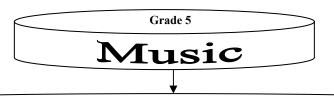| 1 Melody | 2 Rhythm | 3 Harmony | 4 Dynamics | 5 Tone Color | 6 Texture | 7 Form |
|---|---|---|---|---|---|---|
| • High/low<br>• Higher/lower<br>• Same/different pitch<br>• Tone matching<br>• Expressive speech/singing<br>• Sing/play SM, LSM, SMD, MRD<br>• T, F<br>• Steps vs skips (leaps)<br>• Octave<br>• Low LS, High D<br>• D and L centered pentatonic, diatonic, SMRD, LSMRD, home tone, major/minor<br>• Sing/play major scale, **minor scale**<br>• **Range**<br>• **Intervals** | • Beat/rhythm<br>• Strong beat<br>• Tempo<br>• Fast/slow<br>• Accelerando<br>• Meter<br>• 3 vs 4 sounds to a beat<br>• Pickup notes<br>• 2/4, 3/4, 4/4, 6/8<br>• Quarter note/rest, eighth notes<br>• Half note/rest dotted half note<br>• Whole note/rest<br>• Sixteenth notes<br>• Dotted quarter note/rest<br>• Syncopation<br>• Repeat sign<br>• Treble clef<br>• Barlines<br>• Accented beat<br>• Equal vs unequal<br>• Beat divisions | • One pitch/many pitches<br>• Sing/chant accompanied by pitched instruments<br>• Vocal ostinati<br>• 2 and 3 part canon (sung and played)<br>• I, **IV** and V chords<br>• Descants<br>• Partner songs<br>• **Sing major scale in thirds**<br>• **Countermelodies**<br>• **Root position of chords**<br>• **Letter names of chords**<br>• **Intervals** | • Loud/soft<br>• Getting softer/ getting louder<br>• Forte/ piano<br>• Crescendo<br>• Decrescendo<br>• mf, f, mp, p<br>• Accent<br>• Singing with dynamic changes | • Speaking/singing<br>• Non-pitched instruments: woods, metals, drums, shakers, scrapers<br>• Pitched instruments: Metallophones, xylophones, glockenspiels<br>• Instrument families: string, woodwind, percussion, brass<br>• Specific instruments within families<br>• Changed/ unchanged voice<br>• **Soprano, alto, tenor, bass** | • One sound/many sounds<br>• Voice only/ instrument only/ both<br>• Instruments used for story or poem sound effects<br>• One ostinato<br>• Rhythmic and vocal canon<br>• Multi-layered sound<br>• Bordun<br>• **Thick vs thin** | • Beginning, middle, end<br>• Same/different melody<br>• Call/response<br>• Echo<br>• Repeat<br>• Introduction/Coda<br>• Phrase<br>• Same/different phrases: AA vs AB<br>• Question/answer<br>• Verse/refrain<br>• ABA<br>• Sections<br>• DC, **DS** al fine<br>• Theme & var.<br>• 1st & 2nd endings<br>• Rondo<br>• AABA |

*Northfield Public Schools*
*Final: 11/4/08*

*(**Bolded** text indicates new material introduced/taught.)*

**Grade 5**

# Music

**Strand I:** Artistic Foundations
**Standard 2:** Demonstrate knowledge and use of the technical skills of the art form integrating technology when applicable.

**Benchmarks:**
The student will:
1. Demonstrate the ability to read and notate music
2. Demonstrate proper tone production and articulation while singing and/or playing a classroom instrument

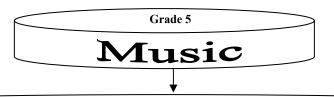| 8 Read and Notate | 9 Pedagogy (Tone Production, Articulation, And Intonation) | 10 Technology Resources |
|---|---|---|
| <ul><li>Beat icons</li><li>Rhythm icons</li><li>Pitch icons</li><li>Melodic contour lines</li><li>Quarter note/ rest</li><li>Paired eighth notes</li><li>Half note/rest</li><li>Whole note/rest</li><li>Sixteenth notes</li><li>Dotted half note/rest</li><li>Dotted quarter note/rest</li><li>Syncopation</li><li>p/f, bar lines, fermata, accent, staff, measure, repeat</li><li>SM, LSM</li><li>SMD, MRD</li><li>T, F</li><li>Pentatonic</li><li>treble clef lines & spaces</li><li>Meter signature</li><li>Dynamic markings</li><li>Choral score</li><li>**Key signatures**</li><li>**Treble and bass clef**</li></ul> | <ul><li>Model breathing, diction, support, expression</li><li>Sing aloud/ sing inside your head</li><li>Pat beat/ clap word rhythms</li><li>Move on strong beat</li><li>Bi-lateral/ alternate patschen</li><li>Clapping</li><li>Stepping</li><li>Simple folk dances</li><li>Mirroring, imitation, pantomime</li><li>Mallet skills: identify head, stem, handle; head plays, stem doesn't click on bars, tremolo, glissando, crossover, moving bordun</li><li>High, middle, low</li><li>Scale</li><li>Play steady beat with both hands, with one hand</li><li>**Layered entry parts**</li><li>**Parallel thirds**</li><li>Rhythmic/melodic ostinati</li><li>Self space/ classroom space</li><li>Sing/ shout (call)/ whisper/ speak</li><li>Posture</li><li>Register (speak in upper/middle/lower register)</li><li>Sustain pitch</li><li>Tuneful singing with solfege: SFMRD, octaves</li><li>Staccato, legato, fermata, slur</li></ul> | <ul><li>Spotlight on Music Series</li><li>Supplementary books, sheet music, DVDs, videos, recorded music, etc.</li><li>I-tunes</li><li>Garage Band</li><li>Finale</li><li>Smart Music</li><li>Smartboard</li></ul> |

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**Grade 5**

# Music

**Strand I:** Artistic Foundations
**Standard 3:** Demonstrate understanding of the personal, social, cultural, and historical contexts that influence the art areas including the contributions of the Minnesota Indian tribes and communities.

**Benchmarks:**
The student will:
1. Describe the characteristics of music from a variety of cultures and historical times, including the contributions of the Minnesota Indian tribes and communities.
2. Describe the similarities and differences among the arts areas and among disciplines outside the arts areas such as mathematics, science, and history.
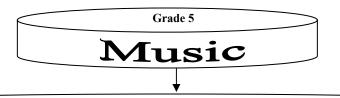
11
Cultural and
Historical Contexts

12
Arts Connections

- Music in everyday life
- Celebration music
- Music from diverse cultures
- Explore similarities and differences between pieces from different cultures
- Stay current with classroom curriculum: Thanksgiving, MLK, patriotic, etc.

- Poetry
- Dance
- Visual Arts
- Drama

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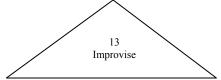
**Grade 5**

# Music

**Strand II:** Create/Make
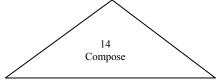**Standard 1:** Create/make in a variety of contexts in the art area using the artistic foundations.
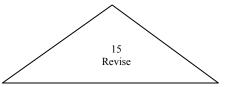
**Benchmarks:**
The student will:
1. Express musical ideas using improvisation and composition on classroom instruments.
2. Revise a musical creation based on feedback from others.

### 13 Improvise

- Sound effects for stories and poetry
- Instrumental interludes
- Rhythmic accompaniment
- Melody for a simple rhyme
- LSM melody
- SMD, MRD
- Rhythmic question and answer including sixteenth notes
- Melodic question and answer in pentatonic
- Syncopation
- Dotted quarter + eighth
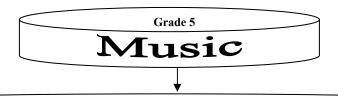- Eighth + sixteenth combinations
- **4/4, 6/8**

### 14 Compose

- Plan rhythm patterns using icons
- Quarter note/rest
- Paired eighth notes
- Half note/rest
- Sixteenth notes
- Whole note/rest
- Melodic composition in pentatonic using rhythms above
- **Melodic composition in diatonic**
- Recorder composition
- **2/4 3/4 4/4 6/8**

### 15 Revise

- Group discussion on performance of compositions: Accuracy? Add or change something? Interest? Ending?
- Partner feedback

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**Grade 5**

# Music

**Strand III:** Perform/Present
**Standard 1:** Perform/Present in a variety of contexts in the art area using the artistic foundations.
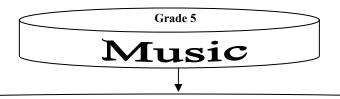
**Benchmarks:**
The student will:
1. Sing and play a varied repertoire that includes simple rhythms and melodies.
2. Revise performance based on feedback of others.

16
Repertoire

17
Rehearsal and
Performance Feedback

- "Spotlight on Music" Series

- Music programs
- Audience etiquette: sit still, be quiet, clap
- Solo performer etiquette: announce selection, bow, smile
- Group etiquette: when to watch conductor, when to smile at audience

*(**Bolded** text indicates new material introduced/taught.)*

**Grade 5**

# Music

**Strand 1V:** Respond/Critique
**Standard 1:** Respond to and critique a variety of creations or performances using the artistic foundations.

**Benchmarks:**
The student will:
1.  Describe the characteristics of a variety of musical works and performances.

18
Listening

- Selections from "Spotlight on Music" Series

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