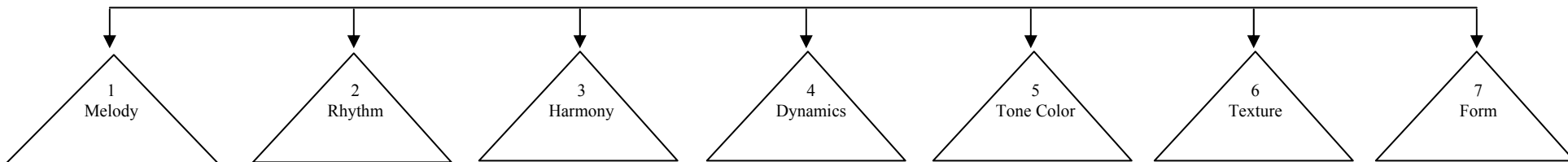


Grades 4-5
Choir

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

Benchmarks:
The student will:
1. Describe the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.
2. Describe how the elements and related concepts, such as pitch, tempo, canon, and ABA are used in the performance, creation and response to music.
3. Identify the characteristics of a variety of genres and musical styles, such as march, taiko, mariachi, and classical.



- 1
Melody
- Simple melodic patterns
 - Scales
 - Major/minor
 - Pitch
 - Intonation
 - Horizontal pitch relationships

- 2
Rhythm
- Steady pulse in various tempos
 - Duple/triple meter
 - Beat subdivisions
 - Identify notes/rests
 - Time Signatures

- 3
Harmony
- Vertical pitch relationships using solfège
 - 3rd
 - 4th
 - 5th
 - Octave

- 4
Dynamics
- Crescendo
 - Decrescendo
 - Staccato
 - Legato
 - *p., mp, mf, f*

- 5
Tone Color
- Pure vowel sounds
 - Bright
 - Dark
 - Clear
 - Breathy

- 6
Texture
- Descant
 - 2-part
 - Partner songs
 - Canon
 - Unison
 - Acapella

- 7
Form
- Verse/refrain
 - Strophic
 - AB vs. ABA
 - Coda
 - Repeat
 - DC al Fine
 - 1st/2nd endings
 - DS al Fine

Grades 4-5
Choir

Strand I: Artistic Foundations
Standard 3: Demonstrate understanding of the personal, social, cultural, and historical contexts that influence the art areas.

Benchmarks:
The student will:
1. Describe the cultural and historical traditions of music including the contributions of Minnesota American Indian tribes and communities.
2. Describe how music communicates meaning.

11
Cultural and
Historical Contexts

Variety of songs from cultural/historical:
Folk music, spirituals, Time periods

12
Arts Connections

Incorporate dance/movement
Visual arts connections
Historical literature

Grades 4-5
Choir

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. Read and notate music using the standard notation such as quarter, half, and eighth notes and rests; the lines and spaces of the treble clef, and time signatures.
2. Sing and play alone and in a group demonstrating proper posture, breathing, technique, age appropriate tone quality and expressive intent.

8
Read and Notate

Read:
Repeat signs
Part 1
Part 2
DC al Fine/DS al Fine
Coda
1st/2nd endings

- System – vocal line w/wo piano (text melody/rhythm)
- Page #
- System #
- Measure #
- Rehearsal #/letter
- Part #

Dynamic Markings
Solfège
Breath Markings
Expression

9
Pedagogy
(Tone Production, Articulation,
And Intonation)

Respiration
Phonation
Resonant Tone Production
Diction
Expression

10
Technology
Resources

Audio/digital recording
On-line resources/recordings
Garage Band
Finale
Smart Music
Electronic textbook
SMARTboard
Music Ace I

Grades 4-5
Choir

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. Improvise and compose rhythms, melodies, and accompaniments using voice or instruments to express a specific musical idea.
2. Revise creative work based on feedback of others and self-reflection.

13
Improvise

Warm ups on a familiar tune – change:
Vowels
Diction
Dynamics

Sing phrase using various expressions/emotions:
Happy
Sad
Angry
Puzzled

14
Compose

15
Revise

Grades 4-5
Choir

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 alone and in groups such as rounds and part songs or play instruments alone and in a group.
2. Revise performance based on the feedback of others and self-reflection.

16
Repertoire

ACDA state repertoire

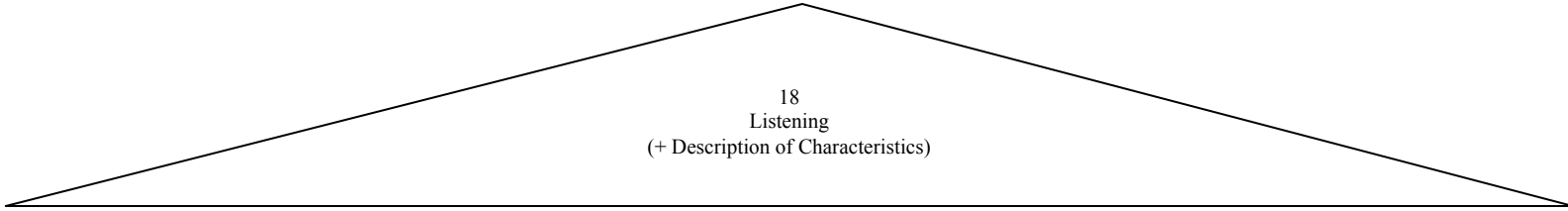
17
Rehearsal and
Performance Feedback

Audio recordings
Oral critiques
Video recordings
Group discussion of artistic intent

Grades 4-5
Choir

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

Benchmarks:
The student will:
1. Justify personal interpretations and reactions to a variety of musical works or performances.



Recorded examples of ACDA Honor Choirs and others
Textbook choral examples from "Spotlight on Music"