

# Elementary General Music CURRICULUM

## FIFTH GRADE

**...singing, performing, improvising, composing, reading, listening, evaluating, understanding (National Standards)**

The fifth grade music experience is a culmination and synthesis of knowledge, skills and processes. The focus will be an in-depth application and exploration of musical concepts.

### Element – Rhythm

Key Concepts:

- Rhythm is the organization of long and short sounds and silences into patterns, moving with an underlying steady beat.
- Rhythmic durations can be notated with icons or specific music symbols.
- Meter is the organization of the underlying pulse into groups of twos or threes.

Benchmarks:

5R1 Chant, move to, create, improvise and play a variety of rhythms. \* E1.13, E2.6, E2.7, E1.19

5R2 Read, write and perform music in more complex rhythmic notation. E1.16, E1.19

5R3 Use appropriate terminology in explaining music notation. E3.9

### Element – Melody

Key Concepts:

- Melody is the organization of pitch and duration and may have a tonal center.
- Melodies can be notated with icons or specific musical symbols.

Benchmarks:

5M1 Listen, analyze and describe characteristics of a melody. E3.7

5M2 Sing and play a melody independently and with others. E1.9, E1.13, E1.14

5M3 Read and perform simple pitch notation. E1.17

5M4 Improvise and create simple melodies within the context of a tonality. E2.6, E2.7

5M5 Create and arrange short songs and instrumental pieces. E2.8, E2.9

5M6 Use appropriate terminology in explaining music notation. E.3.9

5M7 *Aurally discriminate between major and minor tonalities. FMD 3*

\* Benchmark codes in this document refer to the Michigan Music Standards  
Bold face indicate a new benchmark for this grade level

## Element – Harmony

### Key Concepts:

- Harmony is the simultaneous performance of two or more parts that are different yet musically compatible.

### Benchmarks:

- 5H1 Perform independent instrumental parts while other students sing or play contrasting parts. E1.16
- 5H2 Construct and perform easy chordal progressions. E1.13
- 5H3 Sing simple harmonies such as rounds and partner songs as well as more complex harmonies such as countermelodies, descants, and **2 part-harmony**. M1.15

## Element – Form

### Key Concepts:

- Form is the organization of musical ideas.

### Benchmarks:

- 5F1 Sing, perform and create songs and instrumental pieces using authentic musical forms, **including Theme and Variations**. E.2.9, E.2.11
- 5F2 Identify specific musical forms through analytical listening. E.3.7

## Element – Expression

### Key Concepts:

- Expression (tempo, timbre, dynamics, articulation, and phrasing) in performance creates an effect or mood.

### Benchmarks:

- 5E1 Describe the effect that expression has on music. E.3.11
- 5E2 Perform expressively and create music with appropriate dynamics, phrasing, tempo, timbre, diction and articulation. E.1.9
- 5E3 Identify symbols and traditional terms referring to dynamics and articulation. E.1.18

## Element – Timbre

### Key Concepts:

- Timbre is the organization of different qualities of sound generated by the manipulation of various physical materials found in the following: vocal, environmental, acoustic and electronic music.

**Benchmarks:**

- 5T1 Use a variety of traditional and nontraditional sound sources and electronic media when composing, arranging, and improvising. E.2.10
- 5T2 Identify the sounds of a variety of instruments, including many orchestra, band and electronic instruments, and instruments from various cultures. E.3.10
- 5T3 Use classroom instruments, voices, and other sources to demonstrate a variety of sounds in music. E3.10

**Element – Style**

**Key Concepts:**

- Styles of music reflect historic/cultural traditions and genres.
- One piece of music may be performed in a variety of different styles.

**Benchmarks:**

- 5S1 Perform and create in a variety of styles, cultures, and historical periods.  
E.1.10, E.4.6
- 5S2 Listen, move to, and describe a variety of styles, cultures, and historical periods.  
E.3.7, E.4.5, E.4.6

**Element – Texture**

**Key Concepts:**

- Texture is the layering of sounds.

**Benchmarks:**

- 5Tx1 Identify the sounds of a variety of instruments and voices within the context of a multi-layered piece of music. E1.15, E.3.10
- 5Tx2 Create and arrange short songs and instrumental pieces that reflect the students' understanding of the use of layered sound in music. E.2.9

**Etiquette**

**Key Concepts**

- At a performance, there are expectations for both performers and audience members.
- Proper respect and care of musical instruments and equipment have a profound effect on their ability to function and endure.

**Benchmarks:**

- 5Et1 Demonstrate correct posture while performing. E1.9
- 5Et2 Respond appropriately to the musical cues of a director. E1.9
- 5Et3 Demonstrate active listening skills when listening to a performance. E4.9
- 5Et4 Demonstrate proper handling of classroom instruments. FMD 1

**Authentic Assessments-Throughout the assessment process sensitivity to individual learning styles; ethnicity; gender etc. will be recognized.**

May include:

- Student demonstrations
- Teacher observations
- Student observations
- Written
- Individual and small-group discussion
- Individual and small-group performance
- Teacher, peer and self assessment E3.12
- Computer assisted instruction (CAI)

**Integration**

- All music unites (elements) are interrelated and may occur simultaneously. E5.5, E5.6, E5.8
- Technology (video/audio recording)
- Integration examples (see Appendix H)

**Authentic Application**

Musical experiences lay the foundation for:

- Musical understanding
- Audiation
- Informed decision makers E3.13
- Empowered consumers and producers of music
- Career opportunities involving music. E4.7, E4.8 (see Appendix K)

**Instructional Resources**

- Appropriate, representative literature
- AV equipment (i.e. TV, VCR, CD player/burner, video camera)
- Classroom instruction
- Computers and peripherals
- Computer/digital recording capabilities
- MIDI keyboards
- Selected audio/video recordings, computer software, etc.
- Textbooks
- Web sites

**Appendix**

- A. Cross Reference to Michigan Standards
- B. Cross Reference to National Standards
- C. Farmington Music Department Standards
- D. Cross Reference to the Standards
- E. Listening Repertoire
- F. Singing Repertoire
- G. Technology

- H. Integration of grade-level curriculum concepts
- I. Student Profile
- J. Behavior
- K. Careers Involving Music
- L. Composition
- M. Enrichments
- N. Improvisation