

5th Grade Music Curriculum, Assessments, and Resource Pacing Chart

K-5 Music Goals:

**Demonstrate musical expression through speaking, singing, playing, and moving.*

**Develop a repertoire of songs: folk, seasonal, multi-cultural, patriotic.*

**Experience performing in a concert, grades K-5. Students experience hearing the Grand Rapids Symphony in February each year; after studying the orchestra & instruments. The “5th Grade Celebration” concert in May of each year.*

**To be Tuneful (to have melodies in the head & learn to coordinate the voice to sing those melodies), Beatful (to feel the pulse & how it is grouped in 2s or 3s), and Artful (music elicits feelings). “We sing, say, dance, and play, in a tuneful, beatful, artful way.”*

Note: Effective elementary music teaching is cyclical, like a musical “workout.” While the focus may be on one area, it is necessary that the various musical aspects are covered throughout the year.

5th Grade Michigan Standards for Music Education found at:

https://www.michigan.gov/documents/mde/Complete_VPAA_Expectations_June_2011_356110_7_458390_7.pdf - pages 46 - 48.

Weeks	KCE Curriculum	Resources & Assessment	Additional Resources:	Standards / Learning Targets	Vocabulary (III.7)
7	Rhythm	Performing & reading rhythm patterns: add eighth/sixteenth note combinations, triplet, & dotted rhythms to previous notes & rests. question & answer technique on pitched and UPP, Conduct in 2 and 3. Assess: rhythm cards (pre and post); Teacher Listening & Observation.	Artie Almeida, GamePlan 5, Unpitched Percussion Parade, 4th grade rhythm cards (GP)	<p>I can perform & conduct in 2/4, 3 / 4, & 4/4 time. (I.7)</p> <p>I can read / perform / write a rhythmic pattern with accuracy. (I.7, II.3, III.3)</p> <p>I can write a rhythm pattern four+ measures in length. (I.7, II.3)</p> <p>I can demonstrate question & answer through an instrument. (II.2)</p> <p>I can identify and perform coda, D.S., & D.C. accurately. (III.1)</p> <p>I can read an eighth/sixteenth note combination correctly (I.9)</p> <p>I can read a triplet rhythm correctly (I.9)</p> <p>I can read & perform dotted quarter & dotted half rhythms. (I.9)</p>	dotted half note, dotted quarter note, triplet, syncopation, coda, D.S., D.C., question/answer, 2/4, 3 / 4, 4/4 meter, time signature, tempo

				I can perform a rhythmic pattern that is presented aurally (I.7)	
6	Melody	Review lines & spaces (Pre & post test on treble clef note names). Introduce & label ledger lines, scales, sharp, flat	GamePlan 5, Get America Singing Again;	<p>I can (sing) (play) a melody demonstrating proper technique (I.1)</p> <p>I can sing an ostinato. (I.4)</p> <p>I can demonstrate expression & dynamics (I.3)</p> <p>I can match my voice and playing to the cues of the conductor. (I.5)</p> <p>I can identify the treble clef notes on the staff. (I.10)</p> <p>I can create a musical accompaniment on my instrument. (II.1)</p> <p>I can sing the major scale using hand signs. (I.10)</p> <p>I can identify a sharp & a flat. (I.10)</p>	Treble clef, staff, lines & spaces, scale, sharp, flat, solfege, hand signals, pentatonic
6	Harmony	Spoken & instrumental ostinato, explore moving & crossover bordun on barred instruments, experience vocal harmonies in 3 ways: ostinato, round/canon, partner song	Grab a Partner, Partner America, GamePlan Grade 5, Recorder Karate, Barred instruments, UPP, Mallet Madness (Almeida)	<p>I can sing an ostinato while others are playing (II.1)</p> <p>I can play a moving bordun on a barred instrument. (II.1, II.6)</p> <p>I can play a crossover bordun on a barred instrument (II.6)</p> <p>I can create an accompaniment for a familiar song (II.3)</p>	Round, canon, partner song, ostinato, moving bordun, crossover bordun, crescendo, decrescendo, dynamics

4	Form / Movement	Review Phrase then extended Form: Rondo, Introduction, Coda	GamePlan Grade 5, Gagne Listening Resource Kit, "I'm Growing Up" (Amidon), Weikert "Teaching Folk Dance," "Parachutes, Ribbons, & Scarves, Oh My!" (Almeida)	I can respond to the music through showing or writing how it makes me feel (III.3) I can identify and play /move to rondo form. (III.4, III.3) I can move musically through a folk dance. (I.2, II.1, I.1)	Phrase, extended form, coda, ABA, Rondo, contrasting styles, folk dance, interlude, introduction, coda
9	Timbre	Vocal - loft voice, Instrumental - mallet technique, hand drum technique; Orchestra families & instruments	Percussion Parade (Almeida), GamePlan 5	I can identify the four instrument families. (III.3.5) I can identify the instruments within the instrument families. (III.5) I can demonstrate proper recorder technique when playing. (I.6) I can demonstrate knowledge of the notes BAG on my recorder. (I.6) I can identify two characteristics of jazz music. (IV.1) I can play my part on a barred instrument while others sing. (I.8) I can improvise using UPP & other instruments. (II.5) I can describe characteristics of (Beethoven) & his musical time period. (IV.1, IV. 2) (other composers / time periods as well)	orchestra, symphony, instrument families, string, woodwind, brass, percussion; mallet & hand drum technique, accents, mallets, jazz

5	Musical Expression	Accelerando, Forte / Piano, Fast / Slow through songs, movement, instruments, & chants, unit of the month, which features music history or musical styles		<p>I can demonstrate audience appropriate behavior. (IV.3)</p> <p>I can evaluate & reflect on my musical performance. (V.3, III.5)</p> <p>I can give my personal response to music. (III.7)</p> <p>I can identify and perform crescendo & decrescendo (I.11)</p> <p>I can sing with expression & match dynamic levels. (I.3)</p> <p>I can identify & demonstrate tempo markings. (I.11)</p> <p>I can label and perform music with various tempos. (II.4)</p>	<p>accelerando, composer, arranger, improvisation, evaluation, dynamics, forte, mezzo forte, mezzo piano, piano, tempo, largo, moderato, allegro, presto,</p>
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