# 2017.18 Fifth Grade Music, Semester 1

## On-Going Standards

**Big Ideas/Key Concepts:** Students will sing regularly music from various cultures, demonstrate appropriate audience and performer behaviors and investigate the relationship of music to other disciplines.

<table>
<thead>
<tr>
<th>Standards</th>
<th>Student Friendly “I Can” Statements</th>
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<tbody>
<tr>
<td><strong>5.MU.1.2.3</strong> Demonstrate proper vocal technique in both head voice and chest voice.</td>
<td>I can demonstrate proper technique using:</td>
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<td></td>
<td>• Smooth transitions between head and chest voice.</td>
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<td>• Beginning and ending consonants and pure vowels for good enunciation.</td>
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<td>• Jaw flexibility and the use of teeth, tongue and open throat for good vocal production.</td>
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<td><strong>5.WCE.MU.1</strong> Demonstrate cultural awareness and empathy when performing music from different cultures.</td>
<td>I can maintain proper vocal technique while using movement.</td>
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<tr>
<td><strong>5.WCE.MU.2</strong> Sing repertoire in multiple languages.</td>
<td>I can demonstrate cultural awareness when performing music from different cultures including appropriate diction.</td>
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<tr>
<td><strong>5.MU.7.2.2</strong> Evaluate one’s own and other’s audience behavior using teacher-given criteria.</td>
<td>I can sing, using appropriate diction, in various languages.</td>
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<tr>
<td><strong>5.MU.7.2.3</strong> Evaluate the effect of audience behavior on a musical performance.</td>
<td>I can exhibit concert etiquette as an actively involved listener during performances.</td>
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<tr>
<td><strong>5.WCE.MU.3</strong> Demonstrate performance decorum appropriate for the context, genre and style.</td>
<td>I can decide if those around me are exhibiting correct audience behavior.</td>
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<td>I can discuss how different audience behaviors affect a performance. (Ex. Clapping encourages performers, talking on the phone distracts other audience members, etc.)</td>
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I can demonstrate appropriate performance etiquette based on the context, genre and style of music being performed.

I can investigate and compare the relationship of music to other subjects.

I can compare how the rehearsal or compositional process in music (planning, analyzing, revising, etc.) follows the same structure as producing quality writing. *Correlates with ELA 5.W.5 re: editing writing*  
*Correlates with 5.ART.1.4 re: steps of art-making process*

**PERFORM**

**Big Ideas/Key Concepts:** Students will reinforce rhythm and pitch reading and notation from 4th grade through singing and playing instruments.

**Essential Question:** How does understanding the structure and context of music inform a musical performance?

1.0 Singing

5.MU.1.1.2 Sing a melody with accurate pitch, rhythm, dynamics, tempo, and phrasing.

I can sing a melody with accurate pitch, rhythm, dynamics, tempo and phrasing.

5.MU.1.3.2 Sing rounds and canons while maintaining tempo and pitch.

I can sing partner songs and rounds while maintaining good tempo and pitch.

2.0 Playing Instruments

5.MU.2.1.3 Perform simple and complex rhythm patterns in small and large ensembles.

I can perform easy and difficult rhythms patterns in groups.

5.MU.2.2.2 Play melodies based on selected major and minor scales.

I can use proper technique when playing an instrument.

5.MU.2.2.3 Play, with others, ostinato, partner songs, and/or rounds/canons.

I can play an ostinato, round and/or partner song with a group.
**Standard 5.0 Reading and Notating**

**5.MU.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).

*Correlates with Math 5.NF.1 Q2 re: adding and subtracting fractions with unlike denominators*

| I can determine the meter of a piece of music by identifying the number of beats in each measure. |
| I can identify and notate the following rhythms: |
| - Whole notes |
| - Dotted half notes |
| - Half notes |
| - Quarter notes |
| - Paired eighth notes |
| - Sixteenth notes |
| - Half rests |
| - Quarter rests |
| - Eighth rests |

**5.MU.5.2.3** Demonstrate an understanding of treble clef pitches by singing intervals using solfege and letter names and by notating those pitches.

| I can read and notate music in the treble clef. |
| I can identify and perform skips, steps and repeated patterns. |
| *Correlates with ELA 5.WCE.7 Q2 re: sounds of language (repetition)* |
| I can read and perform a scale. |
| I can sing intervals using solfege or letter names. |

**CREATE**

**Big Idea/Key Concepts:** Students will experiment with melody, rhythm and form through composition and improvisation activities.

**Essential Question:** How does understanding the structure and context of music inform the creative process?
### 3.0 Improvising

- **5.MU.3.2 & 5.MU.3.4** Improvise on a variety of instruments (including recorder) an eight-beat melodies and accompaniments using a pentatonic scale.

  - I can improvise melodies and accompaniments using a pentatonic scale.

### 4.0 Composing

- **5.MU.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.

  - I can collaborate with a group to create a melody based on the pentatonic scale.
  - I can recognize when I hear a chord change.

- **5.MU.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.

  - I can change a melody and demonstrate that change.

### RESPOND

**Big Idea/Key Concepts:** Students will apply their knowledge of the musical elements to the analysis and evaluation of musical works with an emphasis on American traditions in music.

**Essential Question:** How does understanding the elements and structure of music inform a response to the music?

### 6.0 Listening and Analyzing

- **5.MU.6.1.3** Identify and explain, orally and/or written, complex forms of music.

  *Correlates with ELA 5.RI.5 Q1 re: using text structure to understand a sequence of events and ELA 5.WCE.3 re: using text features to understand text (Essential question re: patterns)*

  - I can explain and demonstrate rondo form and theme and variation.
  - I can analyze the effect of form on how I listen to and talk about music.
  - I can identify aurally, major and minor scales.
  - I can experience how major and minor modes affect our responses to music.

  *Correlates with ELA 5.WCE.8 Q2 re: connotations and denotations in poetry and literature.*
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**5.MU.6.3.3** Compare and contrast listening examples using correct music vocabulary.
*Correlates with ELA 5.R.I.5 re: comparing and contrast structure of two texts*

**5.MU.WCE.4** Analyze styles and genres of music using teacher-given parameters that include folk songs, Civil War songs and spirituals.
*Correlates with 5.SS.14 Q1 re: Civil War experience and 5.SS.1 Q1 re: harshness of slavery*
*Correlates with 5.ART.2.5 & 2.7 re: various purposes of artwork*
*Correlates with ELA 5.W.9 Q1 re: drawing evidence from primary resources*
*Correlates with 5.R.I.6 re: multiple accounts of the same event/topic*

### 7.0 Evaluating
**5.MU.7.1.3** Use student developed rubric to evaluate a music performance.

I can compare and contrast the form of different music selections.

I can analyze how the elements of music are used in different styles and genres including folk songs, Civil War songs and spirituals using teacher-provided vocabulary.

I can develop with a group the criteria for evaluating a performance, incorporating correct music vocabulary.

I can critique a performance using my own rubric containing correct music vocabulary.

### Connect
**Big Idea/Key Concepts:** Students will discover interdisciplinary connections in music with other disciplines and recognize the roles of American musicians in U.S. and music history.

**Essential Question:** How do musicians make meaningful connections to other disciplines and our daily lives?

### 8.0 Interdisciplinary Connections
**5.MU.8.1.2** Determine and demonstrate ways of combining elements of music, dance and theatre.

I can demonstrate ways music, dance and theatre can be combined (EX “Billy the Kid,” “Rodeo”).
| **5.MU.8.2.1** Describe the literary characteristics of song lyrics. | I can demonstrate through performance how a series of stanzas fit together to provide structure.  
*Correlates with ELA 5.RL.5 Q1 re: structure of poetry*

**9.0 Historical and Cultural Relationships**  
**5.MU.9.1.3** Compare and contrast music examples of selected cultures and historical periods. | I can experience music from each major time period (Baroque, Classical, Romantic and 20th Century).  
*Correlates with 5.SS.31 Q2 re: appeal of the Great Plains region*

**4.WCE.MU.5** Analyze how Copland’s music depicts the appeal of the Great Plains.  
*Correlates with 5.SS.31 Q2 re: appeal of the Great Plains region* | I can recognize Copland as a 20th century composer.  
I can analyze how Copland was inspired by American culture. |