

Fifth Grade Music Curriculum Map Preface

In the fifth grade the student shows competence in understanding the elements of music through song games, two-part singing, creative movement, playing accompaniment, listening activities, gaining familiarity with masterworks, and identifying instrumental qualities. The conceptual sequence for fifth grade children is to expand their ability to perform and enjoy their understanding of a wide range of music. They are intellectually and developmentally ready to put concepts into a more personal context and discover how music impacts their life as they become discriminating creators and listeners of music. At this level children study brass instruments.¹

Through their participation in music activities the students can develop² these important learning skills:

1. The ability to focus and gain intrinsic motivation
2. Social comfort in participating
3. Ease of movement-i.e., the physical ability to move and the desire to try to move
4. The habit of singing
5. Spatial and sequential reasoning
6. Music capacity and the ability to recognize and use previously-acquired language skills.³

STATE MUSIC CURRICULUM STANDARDS

CREATE (5.M.CR.) Students will conceptualize, generate, and organize artistic ideas and work. They will complete and refine musical works **(Standards 5.M.CR.1–7)**.

PERFORM (5.M.P.) Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works **(Standards 5.M.P.1–11)**.

RESPOND (5.M.R.) Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process **(Standards 5.M.R.1–9)**.

CONNECT (5.M.CO.) Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding **(Standards 5.M.CO.1-5)**.

¹ *Music Expressions Teacher Resource Guide*, Warner Bros Publications 2003, pp. 13-16. ISBN 0-7579-1298-2

² e.g., *increased literacy*, complex symbolization and meaning skills, integration of sensory data - Richards Institute of ETM, 198

³ e.g. rhythm, accent, timing, flow, pitch, voice inflections, phrasing in reciting a nursery rhyme, telling a story

ELEMENTS of MUSIC* <small>* melody, rhythm, harmony, sound & form</small>	Quarter 1: MELODY		FIFTH GRADE MUSIC <small>May 2013</small>
Music Objectives - MELODY	Vocabulary students should use	Lesson Activities	
<p>Through song experiences, two-part singing, and listening activities:</p> <ol style="list-style-type: none"> 1. I can sing with a light, unforced, beautiful, childlike quality using good posture and breath support. 2. I can improve my ability to sing a melody line with accurate pitch and rhythm. ☞ 3. I can develop my ability to read and sing my own part independently while others are singing a different part. ☞ 4. I can recognize the home tone of songs. ☞ 5. I can distinguish the difference in color between major and minor tonality in songs and instrumental works. 	<p>vocal quality pitch accuracy rhythm accuracy</p> <p>independent singing 2-part singing</p> <p>home tone (tonal center, or key)</p> <p>Instrumental music</p> <p>Tonalities major /minor</p>	<p><u>First, Second, and Third “I Cans”</u>: Sing part songs, partner songs, rounds, songs with descants and ostinatos, as well as unison songs to develop skill and independence. Select such songs as: Chumbara, Rock-a-My Soul & He’s Got the Whole World in His Hands, Old Abram Brown, Cindy, Hey Ho, & Oh Susanna . <u>Note</u>: See Developing Singing Skills , Our Amazing Voice , 101 Ways to Repeat A Song.</p> <p><u>Fourth “I Can”</u>: Sing a familiar song together, such as America, or Row, Row, Row, Swing Low, Sweet Chariot and stop just before the last note. Ask where does the voice want to go? To the home tone of course, which is the tonal center (or key) of the song.</p> <p><u>Fifth “I Can”</u>: Have students become familiar with Erie Canal and help them recognize the difference in color or mood between the minor verse and the major chorus. Ask them why they think the verse is in a minor tonality and the chorus is in a major tonality. Can they get a clue from the words? Have the students practice their ability to identify major and minor tonalities by listening to the accompaniments and by singing or playing such songs as: (minor) Johnny Has Gone For a Soldier (recorder); (major) All Night, All Day-recorder on <i>all night, all day</i>; (minor) Follow the Drinking Gourd, When Johnny Comes Marching Home; (major) Cindy, Clementine, Kum Ba Yah -recorder), CottonEyed Joe-recorder. LISTEN to the 1st movement of Mozart’s Symph #40 in Gminor and compare it to 1st movement of Mozart’s Eine Kleine Nacht Musik (in major). Play other recordings in both major and minor and see if children can hear the difference in tonality.</p> <p><u>Holiday</u>: Halloween Night ABC p. 34 2-pt song; Ghost of Tom, The (BYU); Night on Bald Mountain for listening. <i>These are all in minor.</i></p>	
Music Language Objectives	Resources		
<p>Through singing, moving, speaking, hand signs, listening, drawing, notation, dramatizing, writing, mapping, and/or creating:</p> <ul style="list-style-type: none"> • I can clearly communicate differences between major & minor tonalities. 	<p>Embedded links provide access to selected corresponding music teaching ideas, written scores, and mp3 files for singing, listening and dancing activities from publications such as FAVORITE SONGS AND MUSIC ACTIVITIES, THE MUSICAL CLASSROOM, and other valuable resources.</p> <p>5th Grade STATE MUSIC GUIDEBOOK. <i>Links to additional songs, teaching ideas, music notation, vocabulary, prof. music teaching associations</i></p>		

ELEMENTS of MUSIC* * melody, rhythm, harmony, sound & form	Quarter 2: RHYTHM		FIFTH GRADE MUSIC
Music Objectives - RHYTHM	Vocabulary students should use	Lesson Activities	
<p>Through exploring and enjoying various types of songs, song games, and other music literature:</p> <ol style="list-style-type: none"> ➔ I can increase my ability to read and perform simple rhythm patterns through singing and playing various instruments. I can illustrate the strong downbeat through conducting patterns while singing songs in various meters and tempos. I can develop rhythmic fluency and musical psychomotor coordination. 	<p>rhythm instruments</p> <p>notes & rests</p> <p>rhythm patterns</p> <p>conducting patterns</p> <p>Upbeat (pick-up)</p> <p>meter</p> <p>tempo</p> <p>descant</p> <p>counter-melody</p> <p>ostinato</p> <p>body percussion (stamping, patching, clapping, snapping)</p>	<p><u>First “I Can”</u>: For a rhythmic experience, assign particular rhythm instruments to play specific note values; e.g., Hot Cross Buns- play quarter notes with sand blocks, half notes with triangle, and eighth notes with woodblocks; or Scotland’s Burning- play drums on eighth notes (ti-ti’s), tambourines on quarter notes (ta); Rocky Mountain- eighth notes (ti-ti’s) on rhythm sticks, quarter notes on jingle sticks, and “sh” on rests. Cindy- For a melodic and rhythmic experience, when students demonstrate they can sing the melody securely, help them add the descant and recorder ostinato.</p> <p><u>Second “I Can”</u>: Guide students in implementing the conducting patterns while singing songs such as: Oh Susanna (2/4); America 3/4, Coventry Carol 3/4, We Wish You a Merry Christmas 3/4, The First Noel, (3/4); I’ve Been Working On the Railroad (4/4); I Saw Three Ships Come Sailing (6/8) - notice that a fast 6/8 meter is conducted with two beats per measure.</p> <p><u>Third “I Can”</u>: When the children demonstrate they can sing securely the melody of When Johnny Comes Marching Home, or Deck the Hall- invite them to sing and also clap the rhythm of the words while marching to the beat or stamping in place. To lead them into it, consider first having half the class march while singing and the other half clap the rhythm of the words while singing. For an activity with instruments, play the beat on deeper pitched instruments and the rhythm of the words on higher pitched instruments. For variety, ask the students to think the song (<i>inner hearing</i>) while patting the beat with one hand (probably LH) and the rhythm with the other hand. FUN!!! Additional songs to achieve this objective: Oh, My Aunt Came Back, Obwisana, Mama Paquita, and My Hat.</p> <p><u>Holiday Ideas</u>: Hymn of Thanks, Come Ye Thankful People (4/4, unison w/ bell or recorder; part singing for voices only); Go Tell It On the Mountain-4/4 perform w/descant, ostinato; autoharp, also sing song while stamping to the beat and clapping the rhythm of the melody; Deck the Hall 2/2 –harmony parts, I Saw Three Ships, Jingle Bells 2/4 w/ counter melody & ostinatos and intro & coda and Spanish words; Twelve Days of Christmas; <u>Note</u>: In traditional songs words may vary – feel free to do it the way you wish.</p>	
Music Language Objectives	Resources		
<p>Through singing, moving, or speaking, etc.:</p> <ul style="list-style-type: none"> I can clearly communicate what a descant is. 			

ELEMENTS of MUSIC* <small>* melody, rhythm, harmony, sound & form</small>	Quarter 3: HARMONY AND SOUND		FIFTH GRADE MUSIC
Music Objectives - HARMONY AND SOUND	Vocabulary students should use	Lesson Activities	
<p>Through structured experiences in singing, playing, creating & listening:</p> <ol style="list-style-type: none"> ☞ I can accompany songs with rhythm instruments and with basic chords in major and minor tonalities using autoharp, tone bells, recorder, and/or Orff instruments. ☞ I can increase my ability and independence in singing unison songs, partner songs, rounds, and songs with descants. I can identify characteristics of various brass instruments and various voice qualities. 	<p>tuba</p> <p>trombone</p> <p>trumpet</p> <p>french horn</p> <p>baritone</p> <p>childrens choir</p> <p>bass voice</p> <p>tenor voice</p> <p>contralto voice</p> <p>soprano voice</p> <p>untrained adult voice</p> <p>child</p>	<p><u>First "I Can"</u>: Being careful that the instrumental part does not overpower the singing, add suggested live accompaniments to familiar songs such as This Little Light of Mine (tambourine), Erie Canal, Cindy, Clementine, Kum Ba Yah (recorder), and I've Been Working On the Railroad, Polly Wolly Doodle (autoharp); Johnny Has Gone For A Soldier (recorder), This Land Is Your Land (bells); Ring the Banjo (autoharp in F or C).</p> <p><u>Second "I Can"</u>: Guide students in singing unison songs such as: You're a Grand Old Flag, When Johnny Comes Marching Home, Yankee Doodle Boy; partner song such as: Rock-a-my-Soul & He's Got the Whole World in His Hands, This Train & When the Saints, Swing Low, Sweet Chariot & All Night All Day; rounds such as: A Ram Sam Sam, My Paddle (Canoe Song); 2-pt rounds, beginning with 1st and 3rd measures unless marked otherwise, such as: Row, Row, Row, Old Abram Brown, Are You Sleeping, Little Tommy Tinker, Make New Friends, Oh How Lovely, Scotland's Burning, Three Blind Mice; and songs with descants such as: Battle Hymn of the Republic and Cindy.</p> <p><u>Third "I Can"</u>: Through listening help students to perceive differences in tone qualities and to recognize specific instruments. Trumpeter's Lullaby, Mozart Horn Concerto #495; London Brass; Tuba; Trombone; Baritone; Salt Lake Children's Choir ; Soprano, Contralto, Tenor, Bass, Bass, untrained adult, child.</p>	
Music Language Objectives	Resources		
<p>Through singing, moving, speaking, hand signs, listening, drawing, notation, dramatizing, writing, mapping, and/or creating:</p> <ul style="list-style-type: none"> I can describe how singers make harmony. 			

ELEMENTS of MUSIC* * melody, rhythm, harmony, sound & form	Quarter 4: FORM		FIFTH GRADE MUSIC
Music Objectives - FORM	Vocabulary students should use	Lesson Activities	
<p>Through structured experiences in singing, playing, creating & listening:</p> <ol style="list-style-type: none"> I can illustrate the form of a round through movement and singing. ☞ I can recognize the patterns in music and determine when they form a theme and variations, an ABA, or a rondo. I can create and play introductions and interludes to simple songs on various instruments. I can show how musical works (e.g., <i>musical theatre, marches, songs, instrumental pieces, ballet, hymns</i>) are created to serve specific purposes and to give expression to ideas, thoughts, and feelings which reflect our history, culture, and other things of importance to us. 	<p>musical forms</p> <p>music map</p> <p>patterns same/different/similar</p> <p>introduction</p> <p>interlude</p> <p>theme and variations</p> <p>ABA verse and chorus</p> <p>rondo</p> <p>ABACADABA</p>	<p><u>First "I Can"</u> - Help students succeed in singing a 4-pt round, such as Are You Sleeping. Have the class make up an action for each of the four phrases and sing with the actions; then divide the class into four groups and number them 1-2-3-4; have each group form one side of a large square with all facing the open center; beginning with group one, start the round with singing and actions, and proceed in order with groups 2, 3, and 4; enjoy the round several times- listening and watching it go "round!"</p> <p><u>Second "I Can"</u> – THEME AND VARIATIONS: Chopsticks; Carnival of Venice –you may wish to play only a portion of this performance RONDO: Mouret’s Rondeau (ABACA); ABA: Handel’s Alla Hornpipe from Water Music, Leroy Anderson’s Trumpeter’s Lullaby -consider guiding students in reading a map of the trumpet melody as they listen.</p> <p><u>Third "I Can"</u> – He’s Got the Whole World. Create or draw from the song a two or four-measure melodic pattern or rhythmic pattern to perform as an introduction or an interlude to a familiar song. Repeat for an interlude if desired.</p> <p><u>Fourth "I Can"</u> - Enjoy performing and/or listening to the musical expressions found in MUSICAL THEATRE: (Willson’s 76 Trombones from the <i>Music Man</i>), Supercalifragelisticexpialidocious from Richard M. and Robert B. Sherman’s Mary Poppins; MARCHES: Sousa’s El Capitan; SONGS: Stephen Foster’s Beautiful Dreamer, Nelly Bly, Some Folks Do, Camptown Races, Johnny Has Gone For A Soldier, Erie Canal, O Susanna, Old Folks at Home, Swing Low, Sweet Chariot & All Night, All Day; This Train & When the Saints; When Johnny Comes Marching Home, Clementine; INSTRUMENTAL PIECES: Anderson’s Bugler’s Holiday, and Grofe’s Grand Canyon Suite; BALLET: (Copland’s Rodeo and Appalachian Spring <i>note: The familiar "Gift to be Simple" comes at 20:36</i>). HYMNS: Navy Hymn, Come Thou Fount of Every Blessing, Nearer My God To Thee</p>	
Music Language Objectives (CC component)	Resources		
<p>Through singing, moving, speaking, hand signs, listening, drawing, notation, dramatizing, writing, mapping, and/or creating:</p> <ul style="list-style-type: none"> I can communicate how patterns organize music. 			