Course Outcome Summary

Course Information: Music 5

Description: Students in this course perform varied repertoire using proper singing, recorder and accompanying technique, and understanding music of various historical and cultural groups.

Instruction Level: Grade 5

Course Standards:

- Sings expressively, with appropriate dynamics, phrasing, and interpretation
- Blends vocal timbres, matches dynamic levels, and responds to the cues of a conductor when singing as part of a group
- Knows songs representing genres (e.g., march, work song, lullaby, Dixieland) and styles (e.g., of various composers, nations) from diverse cultures
- Performs on pitch, in rhythm, with appropriate dynamics and timbre, and maintains a steady tempo
- Performs simple rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments (e.g., recorder-type instruments, percussion instruments, keyboard instruments, electronic instruments, fretted instruments such as a guitar or ukulele)
- Knows a varied repertoire of music representing diverse genres and styles
- Performs in groups (e.g., blends instrumental timbres, matches dynamic levels, responds to the cues of a conductor)
- Performs independent instrumental parts (e.g., simple rhythmic or melodic ostinatos, contrasting rhythmic lines, harmonic progressions and chords) while others sing or play contrasting parts
- Reads whole, half, dotted half, quarter, eighth, and sixteenth notes and rests in 2/4, 3/4, and 4/4 meter signatures
- Identifies (by genre or style) music from various historical periods and cultures
- Knows how basic elements of music are used in music from various cultures of the world
- Understands the roles of musicians (e.g., orchestra conductor, folk singer, church organist) in various music settings and cultures

Units

1. Quarter 1
2. Quarter 2
3. Quarter 3
4. Quarter 4
1. Quarter 1

Standards:
- Sing songs from diverse culture.
- Read and sing melodies using the pentatonic scale and diatonic scale (do, re, mi, sol, la) using solfege in simple meters.
- Tell the meaning of the top and bottom number in time signatures.
- Listen to music and sing songs from various cultures in various meters.
- Perform on Orff instruments with proper mallet technique.
- Recognize the direction of melodies and use the terms step, skip and leap and repeat.
- Sing rounds and partner songs to make harmony.
- Perform music representative of American and Wisconsin heritage using correct vocal technique.
- Recognize the tonality of a piece, major or minor.
- Sing patriotic songs.
- Perform rhythms using quarter notes, eighth notes, sixteenth notes, quarter rests, half notes, half rests, whole notes, whole rests.
- Recognize musical symbols and terms including: staff, note head, stem, rest, bar line, measure, repeat sign, double bar line, flag, treble clef, 1st and 2nd Ending, coda, tie staccato and legato.
- Improvise for 4 to 8 beats on selected pitch and non-pitched instruments.

Essential Question:
Students will be able to answer the question(s):
- How does the tonality change the mood of music?
- How do rhythms affect the mood, speed of music?
- How does the contour of melody change in different cultures?
- How does adding expressive elements affect music?
- How does good vocal and mallet technique affect tone?

Essential Knowledge:
What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?
- The student will perform 4 beat rhythm patterns by using standard music notation.
- The student will create harmony by singing rounds and partner songs.
- The student will perform major and minor melodies by singing solfege patterns.
- The student will sing steps, leaps and repeats using a variety of music literature including patriotic and Wisconsin literature.
- The student will sing expressively by adding dynamics to simple songs.
- The student will identify basic music symbols by using them appropriately in music.
- The student will perform on Orff instruments by using appropriate mallet technique.
2. Quarter 2

Standards:
- Perform a variety of literature in a performance setting.
- The student will demonstrate proper audience etiquette.
- The student will evaluate a musical performance.
- The student will use proper posture and breathing technique.
- The student will use phrasing, clear diction in performance.
- Sing cultural holiday repertoire.

Essential Question:
Students will be able to answer the question(s):
- How does good breathing and posture affect the tone?
- How does tempo affect the mood of a piece of music?
- How does proper vocal and performance techniques enhance a musical performance?
- How does good audience etiquette affect a performance?

Essential Knowledge:
What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?
- The student will sing standard music literature by matching pitches, rhythms, using good posture and vocal technique, including good diction.
- The student will identify like and unlike phrases.
- The student will demonstrate proper posture and breathing technique.
- The student will perform in front of an audience.
- The student will evaluate their own performance by listening for matching pitches, diction, looking for posture and stage presence.

3. Quarter 3

Standards:
- Identify *Largo, Adagio, Moderato, Allegro, Presto, Ritardando, a tempo* and *Fermata* in musical examples.
- Identify AB, ABA, Rondo and theme and variation form in musical examples.
- Read music on lines and spaces of the treble staff.
- Compose a 5 note melody.
- Create simple accompaniments using pitched and non-pitched percussion instruments.
- Recognize basic dynamic symbols, f, p, ff, pp, crescendo, diminuendo.
- Understand the terms and roles of Conductor, Composer, Instrumentalist, Singer, Lyricist, Arranger, Producer and Audience.

Essential Question:
Students will be able to answer the question(s):
- How does tempo affect the mood of a piece of music?
- How do composers go about composing?
- Why is it important to know note names?
What are some of the musical concepts to listen for to hear changes in music?

**Essential Knowledge:**

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- The student will perform music at different speeds by using tempo markings.
- The student will identify note names on the treble clef by using memorized sayings (such as “space rhymes with FACE”).
- The student will compose a six measure 4 beat recorder piece using notes B,A,G, E, D.
- The student will identify AB, ABA and rondo form by listening for changes in the music.
- The student will perform a composed song on recorder.
- The student will demonstrate proper recorder technique.

4. **Quarter 4**

**Standards:**

- Listen to music in AB, ABA and Rondo form.
- Understand the terms and roles of Conductor, Composer, Instrumentalist, Singer, Lyricist, Arranger, Producer and Audience.
- Accompany songs from various cultures on rhythm and Orff instruments.
- Identify AB, ABA, Rondo and theme and variation form in musical examples.
- Identify vocal timbres(SATB) and orchestral instruments and families by sight and sound.
- Listen to music memory selections as examples of thick and thin textures.
- Use basic criteria to evaluate listening examples from various periods of history and culture.
- Identify, define and evaluate performances exhibiting *pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, crescendo, diminuendo* and *accent*.
- Compose rhythms using quarter notes, eighth notes, quarter rests, half notes, half rests, whole notes, whole rests.
- The student will accompany composed rhythm patterns on Orff instruments using 4 bordun patterns.
- Sing or listen to music in various textures: sections of orchestra, choir, vocal solo, small ensembles, Solo, Duet, Trio and Quartet.
- Listen to music from various periods of history and culture.

**Essential Question:**

Students will be able to answer the question(s):

- What are musical differences in the four main musical styles of Baroque, Classical, Romantic and 20th Century music?
- How does the tone color of chosen instruments affect a composition?
- How does meter affect the feeling of a musical composition??
- How do dynamics and tempo affect the mood of a composition?
- How can notes be combined to form 4 beat rhythm patterns?
Essential Knowledge:
What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- The student will identify AB, ABA, rondo and theme and variation form by listening for changes in the music.
- The student will identify tone color of orchestral instruments and their families.
- The student will identify meter by listening for the strong beat in music.
- The student will perform 4 bordun patterns.
- The student will perform 4 beat rhythm patterns by knowing note values.
- The student will classify a piece of music from one of the four main styles of music by listening for identifying characteristics of each style.