

Shakopee Public School District 720

5th Grade General Music Curriculum



Updated

Summer 2014

5th Grade Essential Skills:

These are skills that learners must know in order to master the Essential Learning. Teachers determine the time needed on each skill in order to master the Essential Learning.

	Reading/Notating	Production (Singing/Playing)	Analysis/Creating
1st Quarter		Review rhythm patterns from previous grades Folk songs	Describes Elements of Music (Pitch/Melody, Beat/Meter, Harmony, Form, Timbre, Expressive Qualities, Genre/Style) <i>Suggestion: "Is It Music?"</i> Non-traditional Music <i>Suggestions: Lincoln Portraits, Typewriter, Heat it Up, Didgeridoo, Popcorn Spoon playing, Whale songs</i> Analyze Native American music using Elements of Music
2nd Quarter	Sightreading using solfege	World Music	Analyze World Music using the Elements of Music
3rd Quarter	Sightreading using solfege	Field hollers, Work songs, Call/Response, Spirituals Drumming to accompany songs	Analyze Field hollers, Work songs, Call/Response, Spirituals using Elements of Music Analyze relationship between rhythm and fractions
4th Quarter	Sightreading using solfege I, IV, V chord progression	Blues Music I, IV, V chord progression	Analyze Blues Music using the Elements of Music

5th Grade Essential Learning:

These are the core competencies that all learners must know upon completion of the grade level. These are also the concepts that will be **graded** throughout the year.

ELEMENT OF MUSIC

ESSENTIAL LEARNING (Graded)

BEAT/RHYTHM

Performs I, IV, V chord progression to a steady beat

PITCH

Performs folk songs

Performs world music

Performs field hollers, work songs and spirituals

Performs Blues songs

HARMONY

FORM

Performs I,IV, V chord progression

TIMBRE

EXPRESSIVE QUALITIES

GENRE/STYLE

Analyze Folk music using Elements of Music

Analyze Native American music using Elements of Music

Analyze World Music using the Elements of Music

Analyze Field hollers, Call and Response, Work songs and Spirituals using Elements of Music

Analyze Blues Music using the Elements of Music



"I CAN" Statements for 5th Grade

1st Quarter "I CAN" statements

"I CAN" name the Elements of Music

"I CAN" sing a folk song

"I CAN" use the element words to describe non-traditional music

"I CAN" use the element words to describe Native American music

3rd Quarter "I CAN" statements

"I CAN" perform a call and response song

"I CAN" perform a field holler, call and response work song or spiritual

"I CAN" use element words to describe a field holler, call and response, work song or spiritual

2nd Quarter "I CAN" statement

"I CAN" perform a piece from another country

"I CAN" use the element words to describe music from another country

4th Quarter "I CAN" statements

"I CAN" perform the I, IV, V chord progression

"I CAN" use the element words to describe a piece of blues music

"I CAN" name a blues musician

END OF UNIT ASSESSMENT and RUBRIC

Grade: 5th grade

Essential Learning: Pitch

Assessment: The student can identify and perform various styles of music, including: folk music, world music, field holler, call and response, work songs, spirituals and blues music

Assessed:

Quarter 1: folk music

Quarter 2: world music

Quarter 3: field holler, call and response, work song or spiritual

Quarter 4: blues music

Grade given: Participates throughout quarter

Report Card Strand: Production

Grade	Rubric
M	Student consistently participates in singing and/or playing various styles of music
P	Student does not consistently participate in singing and/or playing various styles of music
NP	Student does not attempt to participate in singing and/or playing various styles of music

END OF UNIT ASSESSMENT and RUBRIC

Grade: 5th grade

Essential Learning: Beat/Rhythm

Assessment: The student will perform rhythm patterns using traditional counting that include: previous grade level rhythm patterns

Assessed: Quarter 1

Grade given: Highest grade achieved throughout quarter

Report Card Strand: Production

Grade	Rubric
M	Student performs rhythm patterns with 1 or 2 errors
P	Student performs rhythm patterns 3 or 4 errors
NP	Student perform rhythm patterns with more than 4 errors or does not attempt

END OF UNIT ASSESSMENT and RUBRIC

Grade: 5th grade

Essential Learning: Genre/Style

Assessment: The student will analyze different styles of music using the Elements of Music, which include: ***Pitch/Melody, Beat/Meter, Harmony, Form, Timbre, Expressive Qualities and Genre/Style***

Assessed:

Quarter 1: Analyze Folk Music/ Native American music using Elements of Music

Quarter 2: Analyze World Music using the Elements of Music

Quarter 3: Analyze Field hollers, Call and Response, Work songs and Spirituals using Elements of Music

Quarter 4: Analyze Blues Music using the Elements of Music

Grade given: Final Assessment

Report Card Strand: Analysis

Grade	Rubric
M	Student analyzes the style of music by writing 3-4 complete sentences using the Elements of Music vocabulary
P	Student analyzes the style of music by writing 2 complete sentences using the Elements of Music vocabulary
NP	Student analyzes the style of music by writing 1 sentence or does not attempt

END OF UNIT ASSESSMENT and RUBRIC

Grade: 5th grade

Essential Learning: Beat/Rhythm

Assessment: The student can perform a I, IV, V chord progression to a steady beat

Assessed: Quarter 4

Grade given: Final Assessment

Report Card Strand: Production

Grade	Rubric
M	Student can perform I,IV, V chord progression independently
P	Student can perform I,IV, V chord progression with minimal teacher support
NP	Student does not attempt to perform the I, IV, V chord progression

END OF UNIT ASSESSMENT and RUBRIC

Grade: 5th grade

Essential Learning: Form

Assessment: The student can identify a I, IV, V chord progression in a piece

Assessed: Quarter 4

Grade given: Final Assessment

Report Card Strand: Read/Notate

Grade	Rubric
M	Student can identify I,IV, V chord progression independently
P	Student can identify I,IV, V chord progression with minimal teacher support
NP	Student does not attempt to identify the I, IV, V chord progression

END OF UNIT ASSESSMENT and RUBRIC

Grade: 5th grade

Essential Learning: Genre/Style

Assessment: Blues worksheet

Assessed: Quarter 4

Grade given: Final Assessment found in Q drive (worksheet)

Report Card Strand: Analysis

Grade	Rubric
M	Student completes worksheet with 1 or 2 errors
P	Students completes worksheet with 3 or 4 errors
NP	Student does not attempt or has 5 or more errors

5th Grade Vocabulary Check List

- ☐music
- ☐steady beat
- ☐tempo
- ☐rhythm
- ☐Quarter note
- ☐Quarter rest
- ☐Eighth notes
- ☐pitch
- ☐high and low
- ☐so, mi, la
- ☐Instruments; flute, clarinet, oboe, bassoon, French horn, violin, timpani
- ☐Dynamics, loud and soft (*forte and piano*)
- ☐Largo
- ☐Andante
- ☐Allegro
- ☐Presto
- ☐Half note and rest
- ☐Dotted half note
- ☐Staff
- ☐Repeat sign
- ☐repeat sign
- ☐Nutcracker Ballet
- ☐composer
- ☐Woodwind, Brass, Percussion, String
- ☐whole note
- ☐sixteenth notes and syncopation

- ☐ostinato
- ☐Rondo form
- ☐improvise
- ☐pentatonic scale
- ☐pianissimo. mezzo piano, piano
- ☐ fortissimo, mezzo forte, forte
- ☐mood
- ☐traditional counting
- ☐staff and treble clef
- ☐bar lines, measure
- ☐meter
- ☐round/canon
- ☐scale
- ☐soprano recorder
- ☐alto, tenor, bass
- ☐Beethoven
- ☐compose

Added in 5th grade:

- ☐Elements of Music
- ☐Pitch, Melody, Harmony, Timbre, Tone Color, Form, Dynamics
- ☐folk songs
- ☐Native American vocabulary: pow-wow, Jingle Dress dance, Ojibwe, Dakota, drum
- ☐Field hollers
- ☐Call/Response
- ☐Spirituals
- ☐Blues music
- ☐I, IV, V chord progression