



# Vocal Music

## 5<sup>th</sup> Grade

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COURSE TITLE: Elementary Vocal /General Music

GRADE LEVEL: Fifth Grade

CONTENT AREA: Music

**Course Description:**

In Fifth grade music, students explore the basic elements of music through singing, moving, listening, and playing classroom instruments. Students will have a solid understanding of many musical concepts and will be moving toward mastery in many general music skill sets.

**Course Rationale:**

Music is universal. In all societies, people sing, dance, and play instruments. All forms of music expression are keys to cultural heritage. People use music as a means of expressing their emotions. Music enhances the quality of life.

Music education contributes to the emotional, intellectual, aesthetic, and physical development of the child. Every child should have the opportunity to explore music, to develop a knowledge of musical concepts, to participate in musical performance, and to develop innate musical talents.

Music, by its very nature, encompasses all other core and non-core content areas. The cross-curricular connections are organic and authentic; they are inherently embedded in all music strands and activities.

A complete program of music education, while instilling an appreciation for all types of music, ensures that students have the knowledge necessary to make informed, intelligent decisions about the music they choose to have in their lives.

**Course Scope and Sequence**

Unit 1: Expressive Qualities (5 class periods)	Unit 2: Form (5 class periods)	Unit 3: Harmony/Texture (5 class periods)
Unit 4: History/ Culture (5 class periods)	Unit 5: Melody (5 class periods)	Unit 6: Rhythm/Meter (5 class periods)
Unit 7: Timbre (5 class periods)		

## Unit Objectives

### Unit 1: Expressive Qualities

- The student will create and perform a rhythm with staccato and legato articulations.
- The student will identify and describe music that is ritardando, allegro, moderato, andante, largo and a tempo.

### Unit 2: Form

- Students will identify and analyze forms and composition techniques: AB, ABA, Canon, Ostinato, Verse/Refrain, Repeat Sign, Partner Songs, Rondo, First and Second Ending, Blues, Coda, Theme and Variation, DC/Fine, DS al Coda/Fine.
- Students will improvise simple variations on familiar melodies.

### Unit 3: Harmony/Texture

- Students will perform ostinati, rounds, canons, partner songs, and two part harmony.
- Students will create and notate a rhythmic and/or melodic ostinati within teacher's specified guidelines.

### Unit 4: History/Culture

- Students will aurally distinguish several music styles.

### Unit 5: Melody

- The student will be able to identify the notation in the treble clef including one ledger line above and below the staff and read and perform at least five pitches on a melodic instrument.

### Unit 6: Rhythm

- Students will read and perform standard rhythmic notation in 2/4, 3/4, 4/4 and 6/8 meter signatures with bar lines consisting of: Whole note/rest, Dotted Half Note/Rest, Half Note/Rest, Dotted Quarter Note followed by an Eighth Note, Quarter Note/Rest, Eighth Note Pairs, Sixteenth Notes and three Eighth Notes beamed together (in 6/8 meter).
- Students will read and perform the following rhythmic pattern using standard or iconic notation: Dotted Quarter Note followed by an Eighth Note, Whole Note/Rest, Half Note/Rest, Quarter Note/Rest, and Eighth Note Pairs using syncopation.

### Unit 7: Timbre

- Students will identify contrasting musical timbre (e.g., voice classification – SATB, instrumental ensemble groupings – Jazz Band/Concert Band, etc.)

## Essential Terminology/Vocabulary

A tempo	Harmony	Rhythm
Adagio	Improvisation	Rhythmic Patterns
Allegro	Jazz	Ritardando
alto	Jazz Band	Rounds
Andante	Largo	Sextet
Articulation	Ledger line	Solo
bass	Legato	soprano
Beat	Melodic Patterns	Staccato
Blues	Melody	Staff
Canon	Meter	Syncopation
Coda	Moderato	Tempo
Composition	Notation	tenor
Concert band	Octet	Theme and variation
DC	Opera	Timbre
Dotted half note/rest	Orchestra	Time Signature
Sixteenth notes	Ostinati	Treble clef
Dotted quarter note	Ostinato	Trio
DS al coda	Part 1	Whole note/rest
Duet	Part 2	
Dynamics	Partner songs	
Eighth note/rest	Pianissimo	
Ensemble	Pitch	
Fine	Quarter note/rest	
Form	Quartet	
Fortissimo	Quintet	
Half note/rest	Ragtime	

### Approved/Proposed Course Materials and Resources:

Online Learning Exchange Interactive Music, Published by Silver Burdett with Alfred,  
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Midisaurus – Teacher Edition

All applicable audio/video recordings and internet sites as needed

All applicable technological devices, and the corresponding apps, including, but not limited to: ipods, ipads, android tablets, audio recording devices, midi devices (if available)

All applicable text resources and handouts

Classroom instruments

Guest Artists or Educators from professional performance companies, including, but not limited to: Saint Louis Symphony Orchestra, COCA, Opera Theatre of Saint Louis, The

Sheldon Concert Hall, The Repertory Theatre of Saint Louis, Dance Saint Louis, The Black Rep, and any performers participating in the E. Des Lee Collaborative at the University of Missouri- Saint Louis

All applicable choral and instrumental sheet music to be performed or analyzed by students

## Fifth Grade Vocal Music Scope and Sequence

	<b>Expressive Qualities</b>	<b>Form</b>	<b>Harmony/ Texture</b>	<b>History/ Culture</b>	<b>Melody</b>	<b>Rhythm/ Meter</b>	<b>Timbre</b>
<b>5</b>	<p>Read and perform a short song using effective expression and characteristic timbre <b>PP2B5</b></p> <p>Identify standard symbols for dynamics:            p for piano,            f for forte,            mp for mezzo piano,            mf for mezzo forte,            pp for pianissimo,            ff for fortissimo,            cresc or &lt; for crescendo,            decres or &gt; for decrescendo,            dim for diminuendo</p> <p>Tempo:            accelerando,            ritardando, allegro,            moderato, andante,            largo, a tempo</p> <p>Articulation: accent,            fermata, ties, slurs,            staccato, legato  <b>EP1D5 EP1C5</b></p> <p>Personal response-(suggestions for improvement)<b>AP2B5</b></p>	<p>Identify and analyze forms and composition techniques:            AB, ABA, canon, Ostinato,            verse/refrain, repeat sign,            partner songs, rondo,            first and second endings,            blues, coda, theme and variation,            DC/Fine,            DS al coda/Fine  <b>AP1A5</b></p> <p>Improvise simple variations on familiar melodies  <b>PP3A5</b></p>	<p>Perform simple harmonic songs: rounds, canons, partner songs, two-part songs <b>PP1D5</b></p> <p>Create and notate a rhythmic and/or melodic ostinati within teacher's specified guidelines  <b>PP4A</b></p>	<p>Aurally distinguish several music styles  <b>IC1A5</b>  <b>IC1B5</b></p>	<p>Read and perform at least five (5) pitches on a melodic instrument  <b>PP2A5</b></p> <p>Identify standard pitch notation in the treble clef, including one ledger line above and below the staff  <b>EP1B5</b></p>	<p>Read standard rhythmic notation in 2/4, ¾, 4/4, and 6/8 meter with bar lines consisting of:            Whole note/rest            Quarter note/rest            Half note/rest            Eighth note/rest            Dotted half note            Sixteenth notes            Dotted quarter followed by eighth            3 eighth notes beamed together in 6/8            Syncopation  <b>PP2A5 EP1D5 EP1A5</b></p>	<p>Identify contrasting musical timbre (e.g., voice classification- SATB, instrumental ensemble groupings- Jazz Band/Concert Band, etc.)  <b>AP1B5</b></p>

