

Music 5th Grade

Scope and Sequence K-5	Assessments and Rubrics	Instructional Resources and Tools	Standards
<p>Summary Statement: Fifth grade students will use their knowledge of music to inform their performance, creation, and inquiry of music across cultures, genres, eras, and the world around them.</p>			

5th Grade: Year at a Glance

	Expression	Theory	Creation	Aesthetic Experience
August	<ul style="list-style-type: none"> • Demonstrate proper care of voice and instruments 			<ul style="list-style-type: none"> • Demonstrate respect for individual, group, and self-contributions in a musical setting
September	<ul style="list-style-type: none"> • Play and sing melodies using expressive elements • Respond to the conductor for phrasing and dynamics 	<ul style="list-style-type: none"> • Apply vocabulary for largo, moderato, diminuendo, and slur when describing music • Demonstrate largo, moderato, diminuendo, and slur using movement, voice, and instruments 		<ul style="list-style-type: none"> • Identify and analyze differences in tempo and dynamics in contrasting music selections
October	<ul style="list-style-type: none"> • Perform diatonic melodies 	<ul style="list-style-type: none"> • Identify the position of whole and half steps in a major scale • Identify and demonstrate the use of accidentals 	<ul style="list-style-type: none"> • Create an eight-measure melody using the treble clef staff. 	
November	<ul style="list-style-type: none"> • Perform patterns that include fifth grade rhythms 	<ul style="list-style-type: none"> • Identify and notate fifth grade rhythms, independently and 	<ul style="list-style-type: none"> • Improvise completion of a given rhythmic/melodic 	

		through dictation	phrase.	
December				<ul style="list-style-type: none"> Discuss elements of performance in observational and evaluative way, using appropriate music terminology
January	<ul style="list-style-type: none"> Perform four part vocal and/or instrumental rounds 			<ul style="list-style-type: none"> Discuss the difference between preference for and quality of musical works
February	<ul style="list-style-type: none"> Perform I-IV-V chord progression 	<ul style="list-style-type: none"> Aurally and visually identify I, IV, V chords in the keys of C, F, and G 		
March	<ul style="list-style-type: none"> Play and sing simple melodic notation in treble clef in major and minor keys 			
April	<ul style="list-style-type: none"> Students will be able to improvise using I, IV and V chords in 12-bar blues form 	<ul style="list-style-type: none"> Aurally identify 12 bar-blues form 	<ul style="list-style-type: none"> Improvise instrumentally and vocally using I-IV-V chords in 12 bar blues form 	
May	<ul style="list-style-type: none"> Play and sing melodies using expressive elements 			<ul style="list-style-type: none"> Discuss the difference between preference for and quality of musical works

Students know...	Students understand...	Students can...
<ul style="list-style-type: none"> ● Fifth grade rhythms ● Lines and spaces on the treble staff ● Diatonic pitches ● Canon ● Preference vs. Quality 	<ul style="list-style-type: none"> ● Chord progressions ● 12 bar blues form ● Music notation: time signature, measures, phrasing, and melodic direction. ● Improvisation 	<ul style="list-style-type: none"> ● Play and sing <ul style="list-style-type: none"> ○ diatonic melodies ○ four-part rounds ○ Fifth grade rhythms ○ From traditional notation ● Improvise over 12 bar blues and chord changes ● Discuss the difference between preference and quality

Key Vocabulary

Largo, moderato, diminuendo, slur, accidentals, sharp, flat, natural, diatonic, chord, whole step, half step, soprano, alto, tenor, bass,