

Fifth Grade

Elements & National Core Arts Standards	Contents	Skills & Procedures	Assessment Tools	Essential Questions
<p>Expression</p> <p>National Core Arts Standards: 1, 2, 3, 7, 8, 9, 11</p>	<p>Dynamics Tempo Articulation Mood</p>	<p>Reading and executing music which requires a variety of dynamics, tempo, and articulation markings Dynamics: pp, p, mp, mf, f, ff, <, >, sfz Tempo: largo, presto etc. and changes in tempo. Articulation: legato, staccato, accents, slurs etc.</p>	<p>Direct observation Worksheets Creative projects Sing, say, dance, play Self evaluation</p>	<p>Why is it important that we sing/play in different dynamics? How does music elicit emotion? What makes a significant and meaningful performance?</p>
<p>Rhythm</p> <p>National Core Arts Standards: 4, 8, 10, 11</p>	<p>Beat Duration Meter Pattern</p>	<p>Modeling- visual, aural, oral, and kinesthetic Beat: steady beat, off beat, no beat, up/down beat Rhythmic values: Read whole, half, dotted half, quarter, and eighth notes and rests Meter: 2/4, 3/4 4/4 and 6/8 time signatures.</p>	<p>Direct observation Games Board work Technology Worksheets Repetitive tasks (skill/drill) Call and response Playing instruments</p>	<p>Can you have rhythm without a beat? How are varying lengths of sound and silence organized to create music?</p>
<p>Form</p> <p>National Core Arts Standards: 1, 4, 6, 7</p>	<p>Phrase Form Section Form Composite Form Form</p>	<p>Listen for same and different sections in musical examples and visuals Question/answer, long/short phrases, repetition/contrast <i>Form:</i> AB, ABA, AABA, AABB, ABACA (rondo), theme & variation, <i>Terms:</i> Solo, chorus, introduction, interlude, coda, D.C. and D.S. al Fine, 1st and 2nd endings, repeats</p>	<p>Manipulatives Visuals Listening Maps Movement Playing Instruments Singing/Speaking Improvisation Creative Projects Written Work/Quizzes</p>	<p>How does the structure of a piece of music create its order and clarity? How is sound organized to make music?</p>

Portsmouth School Department: Elementary Music Curriculum Map

<p>Melody</p> <p>National Core Arts Standards: 1, 4, 6, 7</p>	<p>Pitch and Direction, Tonality, Pattern</p>	<p>Melodic imitation, sequence, contour, and ostinato Intervals, pitch letter names, solfege, range & register, whole & half steps Tonal center, major/minor, key signatures, modulations, motive</p>	<p>Direct observation Singing (pitch matching) Playing instruments Written Work Movement Listening Exercises Vocalises</p>	<p>How is melody created? How is melody used to evoke emotion?</p>
<p>Timbre</p> <p>National Core Arts Standards: 1, 10, 11</p>	<p>Environmental Vocal Instrumental Electronic Combined</p>	<p>Solo/group singing, large/small ensembles Tone quality produced by individual instruments & groups of instrument Qualities of instrument families Synthesized sounds</p>	<p>Singing Playing Instruments Sound Experiments Making Instruments</p>	<p>Why does each voice and instrument have it's own timbre? How do different timbres work together?</p>
<p>Texture/Harmony</p> <p>National Core Arts Standards: 1, 2, 3, 5, 10</p>	<p>Texture Harmony</p>	<p>Ostinato, bordun, partner songs, rounds & canons, countermelodies & descants Major/minor, chord progressions, two-part & three-part singing</p>	<p>Singing Playing Instruments Visual expression of texture Movement Technology</p>	<p>Is there good harmony and bad harmony? What does harmony add to music?</p>
<p>History/Culture/ Appreciation</p> <p>National Core Arts Standards: 7, 8, 9, 10, 11</p>	<p>Listen to, analyze & describe music</p>	<p>Songs & dances from diverse cultures and traditional celebrations, folktales from various time periods and countries, integration with classroom units of study, Composers & their contribution to music (Baroque, Classical, and Romantic) Appropriate audience behavior</p>	<p>Written Work Composer projects Technology Singing Movement/Dance Listening Maps Playing Instruments Artwork Direct observation</p>	<p>How is personal preference for music developed? Why should we respect music if we don't like the way it sounds? How does culture affect music? In what ways do people use music to express their values and describe their experiences?</p>

Interventions: *Modifications for both struggling and advanced learners will include: peer to peer, repetition, small group, & differentiated instruction.*

Creating: Conceiving and developing new artistic ideas and work.

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

Performing: Realizing artistic ideas and work through interpretation and presentation

Presenting: Interpreting and sharing artistic work.

Producing: Realizing and presenting artistic ideas and work.

4. Select, analyze and interpret artistic work for presentation
5. Develop and refine artistic techniques and work for presentation
6. Convey meaning through the presentation of artistic work.

Responding: Understanding and evaluating how the arts convey meaning.

7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.

Connecting: Relating artistic ideas and work with personal meaning and external context.

10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.