

2022-2023-Fifth Grade-Music-Semester 1

Big Ideas:

Students will experience singing and playing in harmony with proper technique and with standard notation.

Students will create musical ideas to demonstrate and explain musical context citing evidence.

Students will demonstrate an understanding of relationships between music and other disciplines.

Students will evaluate musical works and performances.

Essential Questions:

PERFORM: How do musicians select, study, rehearse and perform music?

CREATE: How do musicians brainstorm, develop, and share creative ideas?

RESPOND: How do musicians evaluate and experience music?

CONNECT: How do musicians connect music to their own lives and the world around them?

Standards	Student Friendly "I Can" Statements
<p style="text-align: center;">PERFORM</p> <p>5.GM.P1.A Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.</p> <p>5.GM.P1.B Demonstrate understanding of the structure and elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.</p> <p>5.GM.P1.C Explain how context (such as social, cultural, and historical) informs performances.</p>	<p style="text-align: center;">PERFORM</p> <p>I can select a song to perform alone or with a group because I have skills and knowledge I need.</p> <p>I can demonstrate musical concepts through movement and/or performance.</p> <p>I can tell how history and cultures effect a performance.</p> <p>I can read music in order to perform it.</p>

Standards	Student Friendly “I Can” Statements
<p>5.GM.P1.D When analyzing selected music, read and perform using standard notation in treble clef with voice, body percussion, and/or instruments.</p> <p>5.GM.P3.A Sing, alone and with others, with expression, technical accuracy, and appropriate interpretation* <i>*Pitch matching games, extended scales/modes, questions/answers, in circle formation, in major/minor, in canon, in partner songs, and with proper posture/diction/tone/breath support/placement/enunciation</i></p> <p>5.GM.P3.B Using body percussion or instruments, perform instrumentally (pitched/unpitched), alone and with others, with expression, technical accuracy, and appropriate interpretation* <i>*Standard notation, ascending/descending, canon, pitched accompaniment, a chord/broken chord/level bordun, extended rhythm patterns, appropriate technique (mallet technique, tone, etc.), with a teacher/student conductor is various tempi/dynamics, and a melody</i></p> <p style="text-align: center;">CREATE</p> <p>5.GM.Cr1.A Use modal/scale based melodies in major/minor, simple/complex rhythms, and accompaniments to improvise rhythmic, melodic, harmonic, and/or movement ideas within a context (such as social, cultural, historical, etc.).</p> <p>5.GM.Cr2.A Using musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas for arrangement, improvisation, or composition.</p> <p style="text-align: center;">RESPOND</p>	<p>I can sing question and answer phrases.</p> <p>I can sing with proper vocal technique</p> <p>I can use my body and instruments to play musically.</p> <p style="text-align: center;">CREATE</p> <p>I can improvise melodies in major and minor.</p> <p>I can improvise simple and complex rhythms.</p> <p>I can improvise accompaniments.</p> <p>I can discuss reasons for my musical choices.</p> <p style="text-align: center;">RESPOND</p> <p>I can show and tell, using evidence, how music relates to its function or intent.</p> <p>I can show and tell how performers use music to demonstrate the composer’s ideas.</p> <p>I can evaluate music using the elements of music.</p> <p>I can evaluate music with teacher-given guidelines.</p> <p>I can create my own guidelines to evaluate music.</p>

Standards	Student Friendly "I Can" Statements
<p>5.GM.R1.A Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p> <p>5.GM.R2.A Demonstrate and explain how music concepts are used by performers to reflect intent (such as instrument selection by a composer/arranger).</p> <p>5.GM.R3.A Evaluate musical works and performances, applying established criteria, citing evidence from the elements of music; with teacher guidance, create a rubric for evaluating music performances.</p> <p style="text-align: center;">CONNECT</p> <p>5.GM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as identifying pieces of music that are important to one's family or how music is used in daily life).</p>	<p style="text-align: center;">CONNECT</p> <p>I can show how music is important to my family.</p> <p>I can show how music is used in daily life.</p>

2022-2023-Fifth Grade-Music-Semester 2

Big Ideas:

Students will sing, play, and move to music from various cultures with a focus on style and musicality.

Students will demonstrate appropriate audience and performer behaviors.

Students will understand the creative process by improvising and composing unique melodies and accompaniments.

Students will use their knowledge of the elements of music to describe the music from various historical periods and cultures as well as develop criteria for judging said music.

Essential Questions:

PERFORM: How do musicians select, study, rehearse and perform music?

CREATE: How do musicians brainstorm, develop, and share creative ideas?

RESPOND: How do musicians evaluate and experience music?

CONNECT: How do musicians connect music to their own lives and the world around them?

Standards	Student Friendly “I Can” Statements
<p style="text-align: center;">PERFORM</p> <p>5.GM.P1.B Demonstrate understanding of the structure and elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.</p> <p>5.GM.P1.D When analyzing selected music, read and perform using standard notation in treble clef with voice, body percussion, and/or instruments.</p> <p>5.GM.P2.A Apply established criteria to judge student rehearsal and/or performance.</p>	<p style="text-align: center;">PERFORM</p> <p>I can demonstrate music concepts through movement and/or performance.</p> <p>I can read music in order to perform it.</p> <p>I can name important criteria for judging a rehearsal or performance.</p> <p>I can apply a rubric to judge a rehearsal or performance.</p> <p>I can identify challenges to improve my performance.</p>

Standards	Student Friendly "I Can" Statements
<p>5.GM.P2.B Rehearse to refine technical accuracy and expressive qualities, and address performance challenges, showing improvement.</p> <p>5.GM.P3.A Sing, alone and with others, with expression, technical accuracy, and appropriate interpretation* <i>*Pitch matching games, extended scales/modes, questions/answers, in circle formation, in major/minor, in canon, in partner songs, and with proper posture/diction/tone/breath support/placement/enunciation</i></p> <p>5.GM.P3.B Using body percussion or instruments, perform instrumentally (pitched/unpitched), alone and with others, with expression, technical accuracy, and appropriate interpretation* <i>*Standard notation, ascending/descending, canon, pitched accompaniment, a chord/broken chord/level bordun, extended rhythm patterns, appropriate technique (mallet technique, tone, etc.), with a teacher/student conductor is various tempi/dynamics, and a melody</i></p> <p>5.GM.P3.C Perform appropriately for the audience and context; demonstrate appropriate posture, and evaluate performance etiquette.</p> <p>5.GM.P3.D Demonstrate appropriate audience behavior, and evaluate student behavior during a performance.</p> <p style="text-align: center;">CREATE</p> <p>5.GM.Cr1.B Use parameters such as improvising/composing a 2-4 measure musical idea, a modal/scale-based melody, or an extended rhythm pattern using grade-appropriate note values in various forms to generate musical ideas within a given tonality, form, and/or rhythmic set.</p>	<p>I can rehearse to improve my performance.</p> <p>I can sing musically.</p> <p>I can sing in a canon.</p> <p>I can sing a partner song.</p> <p>I can follow conductor cues.</p> <p>I can show the tempo and dynamics as a conductor.</p> <p>I can perform for an audience using appropriate behavior.</p> <p>I can tell whether a performer was using appropriate behavior.</p> <p>I can show appropriate audience behavior and evaluate the behavior of others.</p> <p style="text-align: center;">CREATE</p> <p>I can create musical ideas within guidelines. <i>(For example: improvise/compose two to four measure phrases using a melody or extended rhythmic pattern using quarter notes, eighth notes, sixteenth notes, half notes, whole notes, and various rests.)</i></p> <p>I can write or record my musical ideas.</p> <p>I can apply feedback to improve my composition or improvisation.</p>

Standards	Student Friendly “I Can” Statements
<p>5.GM.Cr2.B Use notation and/or recording technology to document personal musical ideas (such as grade-appropriate rhythm/melodic pattern, two-chord harmonies, introduction, coda, interlude, etc.)</p> <p>5.GM.Cr3.A Interpret and apply collaboratively developed feedback to revise personal music over time, such as the efficacy of a created introduction, sequence, or coda, use of form, two-part composition, or other characteristics of a created piece of music.</p> <p>5.GM.Cr3.B Demonstrate a final version of personal musical ideas using created vocal, instrumental, movement, or two-part created pieces through performance.</p> <p style="text-align: center;">RESPOND</p> <p>5.GM.R1.B Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical) through various means (such as manipulatives, movement, and/or pictorial representation).</p> <p>5.GM.R1.C Demonstrate an understanding of the elements of music applied to a listening example using teacher-given vocabulary (such as different sections of complex forms, teacher-selected orchestral instruments, etc.).</p> <p style="text-align: center;">CONNECT</p> <p>5.GM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as comparing how music is used in various cultures and performing it).</p>	<p>I can perform a final version of personal musical ideas.</p> <p style="text-align: center;">RESPOND</p> <p>I can use movement and/or pictures to respond to the form of music.</p> <p>I can use movement and/or pictures to respond to the elements of music.</p> <p>I can use movement and/or pictures to respond to the history or culture of a musical work.</p> <p>I can use teacher- given vocabulary to describe the elements of music to a listening example.</p> <p style="text-align: center;">CONNECT</p> <p>I can show the relationship between music and daily life.</p> <p>I can show the relationship between music and other subjects.</p>