



Diocese of Greensburg Curriculum

Music Grade 5

Unit	Standards	Content	Skills
<p>Rhythm</p>	<p>NCCAS: Music NCCAS: Grade 5</p> <hr/> <p>Creating Imagine Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>MU:Cr1.1.5 a Improve rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).</p> <p>MU:Cr1.1.5 b Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.</p> <p>Plan and Make Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>MU:Cr2.1.5 b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two- chord harmonic musical ideas.</p>	<ul style="list-style-type: none"> • Steady beat (Fast/Slow) • Long/short sounds • Beat Patterns • Bar line, Measure, Unpitched Symbols • Quarter note, quarter rest, eighth note, half note, half rest, dotted half, whole notes, and whole rests, sixteenth notes, eighth Rest, dotted Quarter/eighth, triplet, syncopated rhythm-eighth/quarter/eighth, Paired eight/sixteenth, sixteenth/eighth and dotted eighth/sixteenth notes • Time signatures <ul style="list-style-type: none"> ○ duple meter ○ triple meter • Tied and Slurred patterns 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Duplicate and generate a steady beat • Differentiate between long and short sounds • Perform beat patterns in groups of 2s (1, 2, 1, 2...) and 3s (1, 2, 3, 1, 2, 3...) • Echo rhythms as an ensemble and individually • Visually identify: <ul style="list-style-type: none"> ○ bar line ○ measure ○ unpitched symbols ○ time signatures <ul style="list-style-type: none"> ▪ 4/4, 2/4, 3/4 ▪ duple meter ▪ triple meter • Visually and aurally identify, demonstrate, and notate: <ul style="list-style-type: none"> ○ quarter note ○ eighth note ○ quarter rest ○ half note ○ half rest ○ dotted half ○ whole notes ○ whole rests ○ sixteenth notes ○ eighth rest ○ dotted quarter/eighth ○ Tied and Slurred patterns ○ Triplet, Syncopated Rhythm-eighth/quarter/eighth

Unit	Standards	Content	Skills
	<p>Performing Analyze Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>MU:Pr4.2.5 a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.</p> <p>MU:Pr4.2.5 b When analyzing selected music, read and perform using standard notation.</p> <p>Present Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>MU:Pr6.1.5 a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>		<ul style="list-style-type: none"> ○ Paired eighth/sixteenth, sixteenth/eighth and dotted eighth/sixteenth notes

Unit	Standards	Content	Skills
<p>Melody</p>	<p>NCCAS: Music NCCAS: Grade 5</p> <hr/> <p>Creating Imagine Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>MU:Cr1.1.5 a Improve rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).</p> <p>MU:Cr1.1.5 b Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.</p> <p>Plan and Make Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>MU:Cr2.1.5 b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two- chord harmonic musical ideas.</p> <p>Performing Analyze Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p>	<ul style="list-style-type: none"> • High/low sounds • Pitch • Melodic patterns • Staff • Treble clef notes • Bass clef notes • Major and minor • Accidentals 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Differentiate between high and low sounds. • Sing matching pitch individually and as a group. • Visually identify, perform, and notate melodic patterns individually and in a variety of groups: <ul style="list-style-type: none"> ○ SO MI LA DO RE ○ Octave DO SO LA ○ FA TI • Visually identify: <ul style="list-style-type: none"> ○ staff ○ treble clef notes on the staff ○ bass clef notes on the staff ○ accidentals • Differentiate major and minor tonalities

Unit	Standards	Content	Skills
	<p>MU:Pr4.2.5 a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.</p> <p>MU:Pr4.2.5 b When analyzing selected music, read and perform using standard notation.</p> <p>Present Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>MU:Pr6.1.5 a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>		
<p>Expression</p>	<p>NCCAS: Music NCCAS: Grade 5</p> <hr/> <p>Creating Present Anchor Standard 3: Refine and complete artistic work.</p> <p>MU:Cr3.2.5 a Present the final version of personal created music to others that</p>	<ul style="list-style-type: none"> • Loud/soft sounds • Fast/slow sounds • Heavy/light sounds • Forte/piano • Crescendo/decrescendo • Accents • Cues • Mood • Accelerando • Ritardando • Mezzo piano 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and demonstrate musical contrasts <ul style="list-style-type: none"> ○ loud/soft ○ fast/slow ○ forte/piano ○ crescendo/decrescendo ○ accents • Respond to a conductor

Unit	Standards	Content	Skills
	<p>demonstrates craftsmanship , and explain connection to expressive intent.</p> <p>Performing Interpret Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>MU:Pr4.3.5 a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).</p> <p>Rehearse, Evaluate and Refine Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p>MU:Pr5.1.5 a Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.</p> <p>MU:Pr5.1.5 b Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.</p> <p>Present Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>MU:Pr6.1.5 a Perform music, alone or with others, with</p>	<ul style="list-style-type: none"> • Mezzo forte • Pianissimo • Fortissimo • Articulation 	<ul style="list-style-type: none"> • Perform in an ensemble and individually • Interpret mood or emotion through listening or singing • Visually and Aurally identify and demonstrate: <ul style="list-style-type: none"> ○ accelerando ○ ritardando ○ mezzo piano ○ mezzo forte ○ pianissimo ○ fortissimo ○ articulation (staccato, legato, etc.)

Unit	Standards	Content	Skills
	<p>expression, technical accuracy, and appropriate interpretation.</p> <p>Responding Interpret Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>MU:Re8.1.5 a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>		
<p>Timbre</p>	<p>NCCAS: Music NCCAS: Grade 5</p> <hr/> <p>Performing Interpret Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>MU:Pr4.3.5 a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).</p>	<ul style="list-style-type: none"> • Different uses of the voice • Classroom instruments • Instrument families • Environmental sounds • Relationships between music and science 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Differentiate between and use different voices: sing, speak, whisper, shout • Play and explore various classroom instruments • Recognize sounds produced from environmental sounds, vocal projection, and musical instruments • Explore and distinguish sounds produced by the body and rhythm instruments • Visually and aurally identify the families of:

Unit	Standards	Content	Skills
	<p>Responding Select Anchor Standard 7: Perceive and analyze artistic work</p> <p>MU:Re7.1.5 a Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p> <p>Interpret Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>MU:Re8.1.5 a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>		<ul style="list-style-type: none"> ○ classroom instruments <ul style="list-style-type: none"> ▪ wood ▪ metal ▪ drum ▪ shaker ○ orchestra <ul style="list-style-type: none"> ▪ strings ▪ woodwinds ▪ brass ▪ percussion ● Discover the relationships between music and science
<p>Form</p>	<p>NCCAS: Music NCCAS: Grade 5</p> <hr/> <p>Performing Analyze Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p>	<ul style="list-style-type: none"> ● Echo songs ● Phrases ● AB form ● Same/different musical phrases ● ABA form ● Repeat sign ● Double bar line ● D.C. al Fine 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Sing echo songs ● Identify musical phrases that are the same and different ● Experience songs in AB form ● Visually and/or Aurally demonstrate:

Unit	Standards	Content	Skills
	<p>MU:Pr4.2.5 a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.</p> <p>Responding Analyze Anchor Standard 7: Perceive and analyze artistic work</p> <p>MU:Re7.2.5 a 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).</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>	<ul style="list-style-type: none"> • Fine • First and second endings • Canon • Theme and variation • Rondo 	<ul style="list-style-type: none"> ○ Same/different musical phrases ○ Song in AB form ○ Songs in ABA form ○ Repeat sign ○ Double bar line ○ D.C. al Fine ○ Fine ○ First and second endings ○ Canon ○ Theme and variation ○ Rondo <ul style="list-style-type: none"> • Perform phrases with 8-10 measures
<p>History/Liturgy</p>	<p>NCCAS: Music NCCAS: Grade 5</p> <hr/> <p>Responding Evaluate Anchor Standard 9: Apply</p>	<ul style="list-style-type: none"> • Music from diverse cultures and historical periods • Catholic liturgical and traditional music • Audience and performance etiquette • Composers 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Experience music from diverse cultures and historical periods • Sing a repertoire of Catholic liturgical and traditional music

Unit	Standards	Content	Skills
	<p>criteria to evaluate artistic work.</p> <p>MU:Re9.1.5 a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music .</p> <p>Connecting</p> <p>Anchor Standard 11: Synthesize and relate knowledge and personal experiences to make art.</p> <p>Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p> <p>Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p> <p>MU:Cn11.1.5a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>		<ul style="list-style-type: none"> • Practice audience and performance etiquette • Identify composers in conjunction with history class



Atlas Version 9.5

© 2019 [Faria Education Group Ltd.](#) All rights reserved. [Privacy Policy](#)