



EAST TROY COMMUNITY SCHOOL DISTRICT

Committed to the Growth & Success of Each Student, Each Year

Music (Grade 5)

Course Description:

The curriculum for this course is developed from the [Wisconsin Model Academic Standards for Music](#). This course is designed to teach fundamental music skills, and builds on skills learned in 4th grade. All aspects of music will be studied, including rhythm, melody, expression and cultural context. The Kodaly approach is used in teaching both melody and rhythm. Students receive music instruction twice a week for 30 minutes. Students have typically performed in winter as part of a large ensemble in an evening performance.

Essential Understandings:

1. Singing or playing an instrument requires fundamental skills for developing a foundation of personal expression, communication, and fulfillment. (A.8.1, A.8.2, A.8.3, A.8.4, B.8.1, B.8.2, B.8.3)
2. Musical creativity and personal expression are demonstrated through improvisation, composition, arrangement, movement or interpretation. (C.8.3, D.8.1)
3. Reading and understanding the language of musical notation develops a foundation for musical literacy. (E.8.1, E.8.3)
4. Music is appreciated and understood through analysis, description and evaluation of the musical elements. (F.8.1, F.8.3, F.8.5, G.8.2, G.8.3)
5. Music connects us to cultures, history, and other arts in our global society. (H.8.2, H.8.3, I.8.1)

Unit	Description of Unit and Learning Targets
Performance <ul style="list-style-type: none">• How do students demonstrate singing and playing fundamentals?	<p>This unit encompasses skills needed to perform alone and as part of a group through singing and or playing and instrument.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none">• I can sing with increasing accuracy (throughout the range of an unchanged voice) with proper posture and breath control, in small and large groups.• I can sing in harmony (rounds, ostinatos and partner songs) in two, three and four parts.• I can sing a variety of songs from our own and other cultures.• I can sing songs from memory.• I can sing with expression and blend my voice in a group (using phrasing and dynamics by following the conductor).• I can use proper technique on all classroom instruments.• I can play with increasing independence and accuracy on classroom instruments.• I can play music from our own and other cultures, and accompany singing.
Creativity <ul style="list-style-type: none">• How do students demonstrate expression and creativity in their singing or playing an instrument?	<p>This unit encompasses skills needed to demonstrate musical creativity.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none">• I can create simple patterns on classroom instruments (rhythm instruments, xylophones, recorders).
Literacy	<p>This unit encompasses skills needed to read and understand music, both melodic and rhythmic.</p>

<ul style="list-style-type: none"> How do students demonstrate an understanding of music, both melodic and rhythmic? 	<p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> I can read and perform whole, half, quarter, eighth and sixteenth and dotted notes in 2/4, ¾, and 4/4 time signatures. I can read and perform whole, half and quarter rests. I can use solfege to read pitch notation. I can identify symbols and musical terms to describe elements such as dynamic and tempo.
<p>Response</p> <ul style="list-style-type: none"> How do students demonstrate the ability to analyze, describe and evaluate the music they sing? 	<p>This unit encompasses skills needed to analyze, describe and evaluate music.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> I can identify/describe simple forms in music such as ABA and rounds. I can identify elements used in music (such as instruments of the band and orchestra, and male and female adult voices). I can evaluate my performance using specific criteria. I can evaluate my performance and the performances of others, and I can make suggestions for improvement.
<p>Connections</p> <ul style="list-style-type: none"> How do students relate the music they sing to it's history, culture or other discipline? 	<p>This unit encompasses skills needed to identify the relationship of music to history, culture and other disciplines.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> I can find relationships between music and other subjects I have in school. I can describe how music (and it's characteristics) can be used in daily life. I can perform and describe how music is used in my own culture and/or other cultures. I can listen to music from various cultures or historical periods and describe what I hear.