

STUDENT LEARNING GOALS FOR ELEMENTARY MUSIC

The student will:

- develop an appreciation for music.
- understand the role of music in society.
- acquire music reading skills.
- experience enrichment through participation.
- foster a spirit of cooperation and experimentation.
- share the talents of others.
- communicate through creativity.
- exercise critical thinking skills.
- acquire stage presence and decorum.
- appreciate different cultures and customs.
- appreciate the work/study ethic.

**LEARNING/
THINKING/
STUDY SKILLS**

- Applying standard grammar and usage
- Classifying
- Comparing and contrasting
- Constructing logical sequences
- Creating hypotheses
- Detecting fallacies
- Distinguishing between fact and opinion
- Drawing conclusions
- Following directions
- Formulating questions
- Increasing vocabulary
- Listening
- Managing time
- Observing
- Organizing
- Outlining
- Paraphrasing
- Participating in group activities
- Predicting outcomes
- Proofreading
- Reading critically
- Recognizing cause and effect
- Recognizing main idea and details
- Reporting
- Revising
- Sequencing
- Solving problems
- Speaking
- Technology
- Using mass media
- Using resources
- Writing

INSTRUCTION

Singing activities and games, the playing of instruments, movement experiences, listening activities, and creative experiences form the basis of the elementary music curriculum. At this grade level, these activities are designed to introduce, explore, practice, and apply the following concepts and skills:

Rhythm	Pitch	Form	Tone Color/Texture	Expressive Qualities
<ul style="list-style-type: none"> •perform rhythm patterns that include quarter notes, paired eighth notes, quarter rests, half notes and rests, whole notes and rests, dotted half notes, sixteenth notes, dotted quarter notes and rests, single eighth notes, eighth rests, dotted quarter-eighth note combinations, dotted eighth-sixteenth note combinations, eighth-sixteenth note combinations, and syncopation •identify and explain bar lines and measures • experience and explore 2/4, 3/4, 4/4, and 6/8 meter signatures 	<ul style="list-style-type: none"> •sing and notate melodies using the major scale (<i>do, re, mi, fa, so, la, ti, do</i>) •identify <i>sharp, flat, and natural</i> •describe melodic contour as consisting of steps, skips, or repeated pitches •letter names of the lines/spaces of music staff (treble and bass clefs) • perform two-part and/or music vocally and instrumentally •experience music with three-chord accompaniment (I, IV, and V (or V7) chords) • distinguish between major and minor tonality 	<ul style="list-style-type: none"> •identify music in AB, ABA, and rondo (ABACA) forms •identify music in theme and variations form •identify and perform repeat signs •identify and perform first and second endings •explain and perform <i>D.C. al Fine</i> and <i>D.C. al Coda</i> •explain and perform <i>D.S. al Fine</i> and <i>D.S. al Coda</i> • recognize the musical phrase 	<ul style="list-style-type: none"> •identify and classify orchestral instruments by family •identify selected multicultural instruments •experience and describe a variety of musical styles • experience and describe music from a variety of historical periods and by a variety of composers 	<ul style="list-style-type: none"> •identify and perform the dynamic markings <i>pp</i>, <i>p</i>, <i>mp</i>, <i>mf</i>, <i>f</i>, and <i>ff</i> •identify and perform <i>crescendo</i> and <i>decrescendo</i> •identify and perform selected tempo markings •identify and perform various articulation styles including <i>legato</i> and <i>staccato</i> • identify and perform <i>fermata</i>

CONNECTIONS

The following topics and activities are examples of how this subject will connect knowledge across disciplines.

- Mathematics:** fractions, computation, making predictions
- Art:** creative expression
- Social Studies:** Civil War, slavery, westward expansion, musical styles, periods of music history
- Language Arts:** creation of stories from music, expansion of vocabulary
- Health and Physical Education:** specialty dances, creation of choreography
- Science:** layers of sound, production of sound, sound waves, vibrations
- Foreign Language:** recognition of basic vocabulary, expressive and directional markings in music
- Careers:** songs and activities that emphasize various careers (including careers in music)
- Technology:** music research tools

ENRICHMENT

The following opportunities are designed to reinforce basic skills and to expand students' interests and abilities.

- musical productions
- music assemblies
- guest performers
- community arts programs
- community theatre groups
- The Roanoke Symphony
- The Roanoke Symphony Chorus
- The Roanoke Youth Symphony
- The Roanoke Valley Choral Society
- The Chorus of the Blue Ridge
- The Roanoke Valley Children's Choir
- The Roanoke Ballet Theatre
- Mill Mountain Theatre

MUSIC: Grade 5

Vocabulary

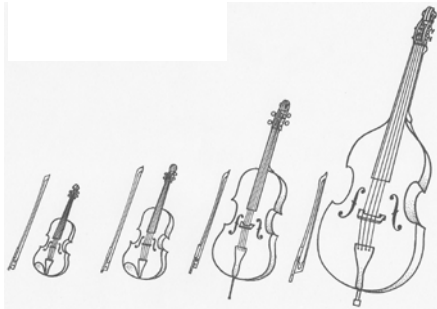
posture
orchestra/band
string family
woodwind family
brass family
percussion family
conductor
composer
recorder
chorus
rhythm

meter
meter signature
bar line
measure
pitch
melody
melodic contour
(step, skip, repeat)
music alphabet (ABCDEFGG)
treble and bass clefs
octave
sharp

syncopation
major/minor
major scale
unison/harmony
ostinato
round/canon
partner songs
chord (I, IV, V, V⁷)
style (jazz, pop,
folk, classical)
copyright
flat

rondo form (ABACA)
theme and variations
improvise
tempo
dynamics
phrase
legato/staccato
Baroque, Classical
Romantic,
Contemporary

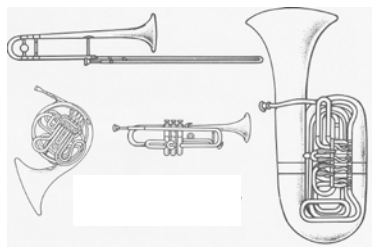
Instrument Recognition



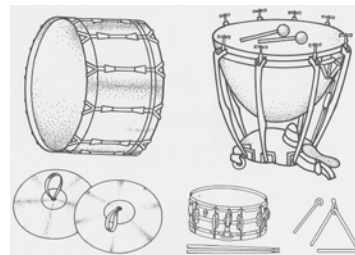
string family



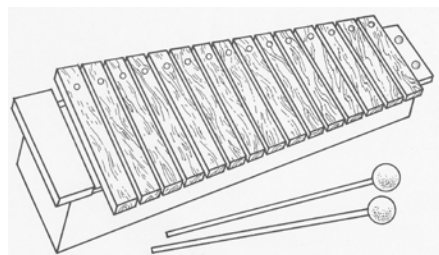
woodwind family



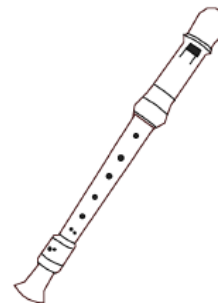
brass family



percussion family



Orff instruments



recorder