

Grade 5 Music Overview

Content Area: **Music**
Course(s): **MUSIC-5**
Time Period:
Length: **N/A**
Status: **Published**

Course Overview

The nature of this course provides students with the musical experiences that foster a level of musical literacy as well as an appreciation for the arts. Music at the elementary level supports the retention of the student's natural musical aptitude while helping acquire musical skills. The following musical elements are addressed: rhythm, melody, harmony, form, expression, timbre/tone color, vocal technique, music history and technique. The New Jersey Student Learning Standards for Visual and Performing Arts provide cumulative Progress Indicators, defining the desired level of understanding or skill that should be achieved. Over the course of Grade 5, students will continue to develop and refine skills through a wide array of activities such as singing, creative movement, rhythmic games, folk dances, playing instruments, improvisation, and composition.

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJ Student Learning Standards		NJ Student Learning Standards		NJ Student Learning Standards	
1. Visual and Performing Arts	P	5. Science		9. Career Education and Consumer/ Family/ Life Skills	S
2. Health and Physical Education	S	6. Social Studies	S		
3. Language Arts Literacy	S	7. World Languages	S		
4. Mathematics	S	8. Technology Literacy			

Textbooks and other resources

COURSE RESOURCES

- Textbook: *The Music Connection*, Silver Burdett Ginn, 1995
- Listening library from appropriate grade levels as related to textbook
- Videos/dvd's
- Books
- Educational Literature

Standards

COURSE SCOPE AND SEQUENCE CHART

Sequential Unit Description	Associated CPI's to be Achieved	Marking Period Guide	Other Pacing Guide References	Proficiency (Summative) Assessments
Unit 1 <u>Rhythm</u> Identify, perform, and create the steady beat and the division of the beat.	1.1.5.B.1 (M) 1.1.5.B.2 (M) 1.2.5.A.2 (M) 1.3.5.B.1 (M) 1.3.5.B.3 (M) 1.3.5.B.4 (M) 2.5.6.A.8 (D) 9.2.8.C.4 (D) 9.2.8.C.6 (D) 7.1.2.NM.A.2(D) 7.1.2.NM.A.6(D)	1-4	Ongoing	Performance assessment/ Teacher observation
Unit 2 <u>Melody</u> Identify, perform, and create a single line of tones that moves upward, downward, and/or repeats.	1.1.5.B.1 (M) 1.1.5.B.2 (M) 1.2.5.A.2 (M)	1-4	Ongoing	Performance assessment/ Teacher observation

	1.3.5.B.1 (M) 1.3.5.B.2 (M) 1.3.5.B.3 (M) 1.3.5.B.4 (M) 3.1.6.H.7 (D) 7.1.2.NM.A.2(D) 7.1.2.NM.A.6(D) 7.1.4.A.2 (D) 7.1.4.B.2 (D) 9.2.8.C.4 (D) 9.2.8.C.6 (D)			
Unit 3 <u>Harmony</u> Identify, perform, and create two or more tones simultaneously.	1.1.5.B.1 (M) 1.1.5.B.2 (M) 1.2.5.A.2 (M) 1.2.5.A.3 (M) 1.3.5.B.1 (M) 1.3.5.B.2 (M) 1.3.5.B.3 (M) 1.3.5.B.4 (M) 7.1.2.NM.A.2(D) 7.1.2.NM.A.6(D)	1-4	Ongoing	Performance assessment/ Teacher observation
Unit 4 <u>Form</u> Identify, perform, and create the basic structure of a musical selection.	1.1.5.B.1 (M) 1.1.5.B.2 (M) 1.2.5.A.2 (M) 1.2.5.A.3 (M) 1.3.5.B.1 (M) 1.3.5.B.2 (M)	1-4	Ongoing	Performance assessment/ Teacher observation

	1.3.5.B.3 (M) 1.3.5.B.4 (M) 2.5.6.A.8 (D) 7.1.2.NM.A.2(D) 7.1.2.NM.A.6(D) 9.2.8.C.4 (D) 9.2.8.C.6 (D)			
Unit 5 <u>Expression</u> Identify and communicate the interpretive elements of music.	1.1.5.B.1 (M) 1.1.5.B.2 (M) 1.2.5.A.2 (M) 1.2.5.A.3 (M) 1.3.5.B.4 (M) 2.5.6.A.8 (D) 2.5.6.B.8 (D) 3.1.6.H.7 (D) 7.1.2.NM.A.2(D) 7.1.2.NM.A.6(D) 7.1.4.B.2 (D) 9.2.8.C.4 (D) 9.2.8.C.6 (D)	1-4	Ongoing	Performance assessment/ Teacher observation
Unit 6 <u>Timbre/ Tone Color</u> Recognize and identify the quality of vocal and instrumental sounds.	1.1.5.B.1 (M) 1.1.5.B.2 (M) 1.2.5.A.2 (M) 1.3.5.B.2 (M) 1.3.5.B.4 (M) 7.1.2.NM.A.2(D) 7.1.2.NM.A.6(D)	1-4	Ongoing	Performance assessment/ Teacher observation
Unit 7 <u>Vocal Technique</u> Differentiate and perform different voices,	1.2.5.A.2 (M) 1.3.5.B.2 (M)	1-4	Ongoing	Performance assessment/ Teacher

distinguishing between proper and improper vocal production.	7.1.4.A.2 (D) 7.1.4.B.2 (D)			observation
Unit 8 <u>Music History</u> Recognize and identify various musical styles and genres within social and/or historical contexts.	1.2.5.A.1 (M) 1.2.5.A.2 (M) 1.2.5.A.3 (M) 3.1.6.H.7 (D) 3.1.6.D.1 (D) 6.2.2.E.3 (D) 7.1.2.NM.A.2(D) 7.1.2.NM.A.6(D)	1-4	Ongoing	Performance assessment/ Teacher observation
Unit 9 <u>Critique</u> Observe, analyze, and respectfully communicate opinions of musical selections.	1.2.5.A.2 (M) 1.4.5.A.1 (M) 1.4.5.A.2 (M) 1.4.5.A.3 (M) 1.4.5.B.1 (M) 1.4.5.B.2 (M) 1.4.5.B.3 (M) 1.4.5.B.4 (M) 1.4.5.B.5 (M) 2.5.6.B.1 (D) 2.5.6.B.3 (D) 2.5.6.B.7 (D) 2.5.6.B.8 (D) 3.1.6.D.1 (D) 3.5.6.C.1 (D) 3.5.6.C.3 (D) 7.1.2.NM.A.2(D) 7.1.2.NM.A.6(D)	1-4	Ongoing	Performance assessment/ Teacher observation

	9.1.8.A.4 (D)			
	9.2.8.C.4 (D)			
	9.2.8.C.6 (D)			

LA.RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
LA.W.5.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
HPE.2.5.6.A.4	Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
HPE.2.5.8.A.3	Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).
HPE.2.5.8.A.4	Detect, analyze, and correct errors and apply to refine movement skills.
HPE.2.5.12.A.4	Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.
HPE.2.5.12.B.3	Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.
VPA.1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
VPA.1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
VPA.1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
VPA.1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
VPA.1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
VPA.1.3.5.B.2	Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
VPA.1.3.5.B.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
VPA.1.3.5.B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
VPA.1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
VPA.1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
VPA.1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
VPA.1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
VPA.1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

VPA.1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
VPA.1.4.5.B.4	Define technical proficiency, using the elements of the arts and principles of design.
VPA.1.4.5.B.5	Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.

Grading and Evaluation Guidelines

GRADING PROCEDURES

A student's grade is determined by a combination of the following factors:

- Following directions
- Quality of participation
- Quality of performance in classroom activities
- Ability to critique the work of self and others

Within each of these areas, a student's individual progress and effort will be considered in the determination of a final grade.

In terms of proficiency level the East Brunswick grades equate to:

- **+: Special Commendation**
- **√: Steady Progress**
- **-: Needs Improvement**

COURSE EVALUATION

In Elementary Music Grade Five, the goal is that a minimum of 95% of all pupils will achieve at least minimum proficiency (S or better) relative to the NJSLs set for this course. The department will review student achievement at all levels of proficiency relative to marking period grades, and if necessary, the individual components and assignments comprising these grades. Student achievement will further be analyzed to compare the achievement of the total enrollment vs. sub-groups to determine course areas

requiring greater support or modification. As a result of the analysis, decisions will be made concerning modifications to course content and/or instructional methodology.

Other Details

General Music Grade 5 #4505

Projected Number of Students	School #’s	Course Level	Course Length	Grade Level	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
700	AE	A	F	5	0.00	80	R	04/21/1986