

5th Grade - Unit 1 (Meter)

Content Area: **Music**
Course(s): **Music 5**
Time Period: **Generic Time Period**
Length: **3 Lessons**
Status: **Published**

Established Goals/Standards

MU.3-5.1.3A.5.Cn	Connecting
MU.3-5.1.3A.5.Cr	Creating
MU.3-5.1.3A.5.Pr	Performing
MU.3-5.1.3A.5.Re	Responding
MU.3-5.1.3A.5.Cr1	Generating and conceptualizing ideas.
MU.3-5.1.3A.5.Pr4	Selecting, analyzing, and interpreting work.
MU.3-5.1.3A.5.Pr6	Conveying meaning through art.
MU.3-5.1.3A.5.Re7	Perceiving and analyzing products.
MU.3-5.1.3A.5.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
MU.3-5.1.3A.5.Cr1a	Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
MU.3-5.1.3A.5.Pr4a	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
MU.3-5.1.3A.5.Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
MU.3-5.1.3A.5.Pr4c	Analyze selected music by reading and performing using standard notation.
MU.3-5.1.3A.5.Pr4d	Explain how context (e.g., personal, social, cultural, historical) informs performances.
MU.3-5.1.3A.5.Pr4e	Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
MU.3-5.1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
MU.3-5.1.3A.5.Pr6b	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
MU.3-5.1.3A.5.Re7a	Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
MU.3-5.1.3A.5.Re7b	Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
MU.3-5.1.3A.5.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential Questions

- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

- How does understanding the structure and context of music inform a response?
- How does understanding the structure and context of musical works inform performance?

Enduring Understanding

- Develop students' ability to identify and perform music in a 6/8 meter.
- Orient students to the music class, review meter concepts, and prepare them for the year ahead.
- Reinforce students' ability to understand, listen and identify, as well as perform music in multiple meters.

Purpose

- The purpose of this lesson is to develop students' ability to identify and perform music in a 6/8 meter.
- The purpose of this lesson is to orient students to the music class, review meter concepts, and prepare them for the year ahead.
- The purpose of this lesson is to reinforce students' ability to listen to, identify, and perform music in meters of 2, 3, and 4.

Key Student Objectives

- Aurally identify music in these meters.
- Define Meter.
- Describe how to hold, take care of, and play classroom instruments.
- Explain the meaning of a 6/8 meter sign.
- Explain why we have rules.
- Perform a song that utilizes meters of 2, 3, and 4.
- Perform music in a 6/8 meter.
- Recall the meaning of meters of 2/4, 3/4, and 4/4.
- Review the Quaver Five.