

5th Grade - Unit 3 (Singing)

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.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.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 individuals choose music to experience?
- How do musicians generate creative ideas?
- When is performance judged ready to present?

Enduring Understanding

- Develop a better understanding of how descants are used to add harmony and color.
- Develop a greater awareness of SATB Choral music and explore various aspects of the ranges of the four different singing voices.
- Develop a greater awareness of the music from different parts of the world.

Purpose

- The purpose of this lesson is to develop a better understanding of how descants are used to add harmony and color.
- The purpose of this lesson is to develop a greater awareness of SATB Choral music and explore various aspects of the ranges of the four different singing voices.
- The purpose of this lesson is to develop a greater awareness of the music from different parts of the world.

Key Student Objectives

- Define Descant Singing.
- Define Range.
- Define the Bass Clef and the instruments/voices for which it is used.
- Describe the four different voices that are used in SATB music.
- Describe two aspects of Chinese culture.
- Describe unison vs. part-singing.
- Identify and sing a traditional song from another country.
- Recognize that descants are used for color and effect.
- Recognize that traditional Chinese music uses string instruments.