

MOSCOW SCHOOL DISTRICT
CURRICULUM GUIDE
Subject/Course: Music
Grades 4-5

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 4-5 identify and describe the use of musical elements from various cultures and time periods. Students explain how music relates to other subject areas, using terms common to the arts.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of fifth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 1</i>
<p>Goal 1.1: Discuss the historical and cultural contexts of music.</p>	<ul style="list-style-type: none"> • 4-5.Mu.1.1.1 Describe how musical elements are used in music of our own culture as well as other cultures. • 4-5.Mu.1.1.2 Identify characteristics of music from two different historical periods. (902.01.a2) • 4-5.Mu.1.1.3 Identify specific compositions as belonging to a particular era in music history. (902.01.a3) • 4-5.Mu.1.1.4 Recognize the uses of music in everyday life. 	<ul style="list-style-type: none"> • Relate vocal and instrumental literature to history and culture. • Differentiate between examples of music from various historical periods and cultures. • Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures. • Perform a varied repertoire of music representing diverse genres and styles. • Differentiate between examples of music from various historical periods and cultures. • Aurally identify American music genres. • Identify various uses of music in their daily 	<ul style="list-style-type: none"> • CD library • Varied music literature • Map of the world • Internet websites • Videos 	<ul style="list-style-type: none"> • Baroque • Romantic • Classical • Modern • 2/4, 3/4, 4/4 time signatures

		<p>experiences and describe characteristics that make certain music suitable for each use.</p> <ul style="list-style-type: none"> • Identify and describe roles of musicians in various music settings. 		
<p>Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines.</p>	<ul style="list-style-type: none"> • 4-5.Mu.1.2.1 Identify similarities and differences in the meanings of terms common to other arts disciplines. (902.02.a2) • 4-5.Mu.1.2.2 Describe ways that music is related to other subject areas. 	<ul style="list-style-type: none"> • Identify similarities and differences in the meanings of common terms used in the various arts. • Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. • Identify traits shared by visual art and music from each of the four main music periods. • Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. • Apply 2/4, 3/4, and 4/4 time signatures and notations to math/fractions. • Identify traits shared by visual art and music from each of the four main music periods. 	<ul style="list-style-type: none"> • Art prints • Video 	

Standard 2: Critical Thinking

Analyze and converse about music. Students in grades 4-5 identify specific elements of music and sounds of various instruments and voices. Students discuss the importance of music in today's society. Students express personal preferences for a specific work using appropriate arts vocabulary.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of fifth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 2</i>
<p>Goal 2.1: Conduct analyses in music.</p>	<ul style="list-style-type: none"> ● 4-5.Mu.2.1.1 Describe music as a form of communication. (904.01.a2) ● 4-5.Mu.2.1.2 Recognize and identify specific elements of music (melody, harmony, rhythm, form, timbre). (904.01.a1) 	<ul style="list-style-type: none"> ● Demonstrate aural perception through movement, by answering questions, and describing various styles of music. ● Explain, using appropriate music terminology, their personal preferences for specific musical works and styles. ● Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use. ● Perform in groups and evaluate according to diction, intonation, rhythm/beat, expressiveness. ● Demonstrate aural perception through movement, by answering questions, and describing various styles of music. ● Demonstrate aural perception through movement, by answering questions, and describing various styles of music. ● Perform in groups and evaluate according to diction, 	<ul style="list-style-type: none"> ● CD library 	<ul style="list-style-type: none"> ● counter melody ● folk song ● descant ● a capella ● unison ● allegro ● moderato ● andante ● retard ● off-beat ● interlude ● dynamics ● pp ● ff ● accent ● staccato ● legato ● 1st/2nd ending ● DC al fine ● trio ● quartet ● soprano ● alto ● tenor ● bass ● root ● call-response ● harmony ● theme and variation ● syncopation ● key signature ● natural ● whole step ● form ● melody ● phrases ● tonality

	<ul style="list-style-type: none"> • 4-5.Mu.2.1.3 Identify the sounds of various instruments and voices. • 4-5.Mu.2.1.4 Use music vocabulary to discuss specific compositions of various styles and cultures. (904.01.a3) 	<p>intonation, rhythm/beat, expressiveness.</p> <ul style="list-style-type: none"> • Identify the sounds of a variety of instruments, including many orchestra and band instruments. • Aurally identify instruments of trios and quartets. • Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances. • Explain, using appropriate music terminology, their personal preferences for specific musical works and styles. • Aurally identify American music genres. 	<ul style="list-style-type: none"> • Instruments • CD library • Posters • Games 	
<p>Goal 2.2: Engage in reasoned dialogue and make decisions about musical performances.</p>	<ul style="list-style-type: none"> • 4-5.Mu.2.2.1 Discuss the importance of music in our society. (904.02.a1) • 4-5.Mu.2.2.2 Express personal preferences for a specific work using appropriate arts vocabulary. (904.03.a1) 	<ul style="list-style-type: none"> • Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use. • Identify and describe roles of musicians in various music settings. • Explain, using appropriate music terminology, their personal preferences for specific musical works and styles. • Perform in groups and evaluate according to diction, 	<ul style="list-style-type: none"> • Videos • CD library 	

	<ul style="list-style-type: none"> 4-5.Mu.2.2.3 Discuss and demonstrate the importance of proper concert behavior. (904.03.a4) 4-5.Mu.2.2.4 Identify and discuss copyright issues in music. (904.03.a2) 	<p>intonation, rhythm/beat, expressiveness.</p> <ul style="list-style-type: none"> Use evaluations to improve performances. Demonstrate audience behavior appropriate for the context and style of music performed. 		
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Standard 3: Performance

Communicate through music articulately and expressively. Students in grades 4-5 use standard music symbols and terms to read, notate, and perform music. Students sing accurately with appropriate dynamics, breath control, phrasing, and interpretation. Students perform in groups blending vocal/instrumental sounds and matching dynamics, breath control, phrasing, and interpretation in response to the conductor. Students improvise simple melodic phrases.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of fifth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 3</i>
Goal 3.1: Utilize concepts essential to music.	<ul style="list-style-type: none"> 4-5.Mu.3.1.1 Improvise simple melodic phrases. (940.01.a1) 4-5.Mu.3.1.2 Use standard symbols to notate meter, rhythm, pitch, articulation, and dynamics. 	<ul style="list-style-type: none"> Improvise one measure rhythmic answers. Improvise simple vocal melodies using two or three pitches of the pentatonic scale. Improvise two measure answers to given rhythmic and melodic phrases. Increase use of standard notation to write compositions. Read single eighth notes/rests and tie. Use solfege to read simple pitch notation in the treble clef in major keys. Identify symbols and traditional terms 	<ul style="list-style-type: none"> Varied song and instrumental literature <p>Teacher designed lessons and materials</p>	<ul style="list-style-type: none"> form melody phrases tonality

	<ul style="list-style-type: none"> 4-5.Mu.3.1.3 Read, notate, and perform meter, rhythm, pitch, dynamics, and tempo using standard music symbols. (906.01.a2) 	<p>referring to dynamics, tempo, and articulation and interpret them correctly when performing.</p> <ul style="list-style-type: none"> Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher. Identify Do from key signatures in major keys. Sing expanded pentatonic scale including low So, low Ti, high Do, and corresponding hand signs. Perform easy rhythmic, melodic, and choral patterns accurately and independently. Perform F, C, G major scales on barred instruments. Increase use of standard notation to write compositions. Read single eighth notes/rests and tie. Use solfege to read simple pitch notation in the treble clef in major keys. Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing. Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the 	<ul style="list-style-type: none"> Instruments 	
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	<ul style="list-style-type: none"> • 4-5.Mu.3.1.4 Identify specific instruments in a recording or live performance. (906.01.a4) 	<p>teacher.</p> <ul style="list-style-type: none"> • Add La, Fa, Ti and corresponding hand signs. • Sing a natural minor scale. • Perform more challenging rhythmic, melodic and choral patterns accurately and independently. • Create and perform eight measure pieces demonstrating music concepts including: form, melody, phrases and tonality. • Identify Do from key signatures in major keys. • Read rhythms with paired sixteenth notes and syncopation in 4/4, 3/4 and 2/4. <ul style="list-style-type: none"> • Aurally identify instruments of trios and quartets. 	<ul style="list-style-type: none"> • Varied song and instrument literature 	
<p>Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.</p>	<ul style="list-style-type: none"> • 4-5.Mu.3.2.1 Sing in harmony using simple ostinatos, partner songs, descants, and canons. (906.02.a1) • 4-5.Mu.3.2.2 Perform independent instrumental parts while other students sing or play contrasting parts. (906.02.a3) 	<ul style="list-style-type: none"> • Sing two-part songs. • Perform easy rhythmic, melodic, and choral patterns accurately and independently. • Perform independent instrumental parts while other students sing or play contrasting parts. • Perform more challenging rhythmic, melodic and choral patterns accurately and 	<ul style="list-style-type: none"> • Teacher designed lessons and materials 	

	<ul style="list-style-type: none"> • 4-5.Mu.3.2.3 Sing accurately with appropriate dynamics, breath control, phrasing, and interpretation. 	<p>independently.</p> <ul style="list-style-type: none"> • Ensembles will assume some responsibility for self direction. • Sing expressively, with appropriate dynamics, phrasing, and interpretation. • Sing accurately and with good breath control throughout range, carrying head voice down. 		
<p>Goal 3.3: Communicate through music with creative expression.</p>	<ul style="list-style-type: none"> • 4-5.Mu.3.3.1 Improvise, create, or arrange music within specifies guidelines (style, form, instrumentation). (906.03.a3) • 4-5.Mu.3.3.2 Sing expressively, either alone or in a musical group. • 4-5.Mu.3.3.3 Play rhythmic, melodic and 	<ul style="list-style-type: none"> • Improvise one measure rhythmic answers. • Improvise simple vocal melodies using two or three pitches of the pentatonic scale. • Improvise two measure answers to given rhythmic and melodic phrases. • Experiment with I, IV and V chords. • Increase use of standard notation to write compositions. • Sing expressively, with appropriate dynamics, phrasing, and interpretation. • Sing in groups and respond to the cues of a conductor. • Sing with sensitivity to blend within the choral ensemble. • Create and perform eight measure pieces demonstrating music concepts including: form, melody, phrases and tonality. • Perform in groups, responding to cues 	<ul style="list-style-type: none"> • Instruments 	

	harmonic classroom instruments expressively.	of a conductor. <ul style="list-style-type: none">• Perform independent instrumental parts while other students sing or play contrasting parts.		
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