

HUDSONVILLE PUBLIC SCHOOLS ELEMENTARY COURSE FRAMEWORK



COURSE/SUBJECT

5th Grade Music



...singing, performing, improvising, composing, reading, listening, evaluating, understanding music (National Standards)

ELEMENT	KEY CONCEPTS	BENCHMARKS
Rhythm	<ul style="list-style-type: none"> • Rhythm is the organization of long and short sounds and silences into patterns, moving with an underlying steady beat. • Rhythmic durations can be notated with icons or specific music symbols. • Meter is the organization of the underlying pulse into groups of twos or threes. 	<ul style="list-style-type: none"> • Chant, move to, create, improvise, and play a variety of rhythms in duple and triple meters. • Use appropriate terminology when explaining music notation. • Read, write, and perform music in more complex rhythmic notation.
Melody	<ul style="list-style-type: none"> • Melody is the organization of pitch and duration and may have a tonal center. • Melodies can be notated with icons or specific musical symbols. 	<ul style="list-style-type: none"> • Listen, analyze, and describe characteristics of a melody. • Sing and play a melody independently and with others. • Read and perform simple pitch notation. • Improvise and create melodies within the context of a tonality, such as major/minor. • Create and arrange short songs and instrumental pieces. • Use appropriate terminology in explaining music notation. • Aurally discriminate between major and minor tonalities.
Harmony	<ul style="list-style-type: none"> • Harmony is the simultaneous performance of two or more parts that are different yet musically compatible. 	<ul style="list-style-type: none"> • Perform independent instrumental parts while others sing or play contrasting parts. • Perform simple ostinato accompaniments. • Sing simple harmonies, such as rounds, partner songs and easy chordal progressions as well as more complex harmonies such as countermelodies, descants, and 2-part harmony.

ELEMENT	KEY CONCEPTS	BENCHMARKS
Form	<ul style="list-style-type: none"> Form is the organization of musical ideas. 	<ul style="list-style-type: none"> Identify specific musical forms through analytical listening. Sing, perform, listen to and/or create songs and instrumental pieces using authentic musical forms such as Theme and Variations.
Expression	<ul style="list-style-type: none"> Expressive elements (tempo, timbre, dynamics, articulation, and phrasing) are manipulated in performance to create an effect or mood. 	<ul style="list-style-type: none"> Describe the effect that expression has on music. Perform expressively and create music with appropriate dynamics, phrasing, tempo, timbre, and articulation. Begin to identify symbols and traditional terms referring to dynamics and articulation.
Timbre	<ul style="list-style-type: none"> Timbre is the organization of different qualities of sound generated by the manipulation of various physical materials found in the following: vocal, environmental, acoustic, and electronic music. 	<ul style="list-style-type: none"> Use classroom instruments, voices, and other sources to demonstrate a variety of sounds in music. Identify the sounds of a variety of instruments, including many orchestra, band and electronic instruments, and instruments from various cultures.
Style	<ul style="list-style-type: none"> Styles of music reflect historic/cultural traditions and genres. One piece of music may be performed in a variety of different styles. 	<ul style="list-style-type: none"> Sing and perform a varied repertoire of music representing genres and styles from diverse cultures. Listen, move to, and describe a variety of styles, cultures, and historical periods.
Texture	<ul style="list-style-type: none"> Texture is the layering of sounds. 	<ul style="list-style-type: none"> Create and/or arrange short songs and instrumental pieces that reflect an understanding of the use of layered sound in music. Identify the sounds of a variety of instruments and voices within the context of a multi-layered piece of music.
Etiquette	<ul style="list-style-type: none"> At a performance, there are expectations for both performers and audience members. Proper respect and care of musical instruments and equipment have a profound effect on their ability to function and endure. 	<ul style="list-style-type: none"> Demonstrate correct posture while performing. Respond appropriately to the musical cues of a director. Demonstrate active listening skills when listening to a performance. Demonstrate proper handling of classroom instruments.