

**Northwestern School Corporation**  
**Music Curriculum**  
**5<sup>th</sup> Grade Course Outline**

Singing Alone and With Others

Students will:

- Sing warm-ups that stress diction, posture, and an appropriate singing tone.
- Study parts of the body directly affecting singing tone.
- Sing a round with appropriate dynamics, phrasing and interpretations. Maintain an independent part and keep a steady beat.
- Sing alone using correct pitch, breathing, and good tone quality.
- Follow a teacher or student director, making adjustments in dynamics, tempo and phrasing as directed.

Playing an Instrument Alone and With Others

Students will:

- Play an ostinato or countermelody independently.
- Play a melody or rhythm in the proper tempo, using appropriate dynamics.
- Play an accompaniment to a class or group song.
- Play a variety of music of various cultures and styles.
- Maintain an independent part on an instrument in a group while following the conductor.

Recorder

Students will:

- Learn how to play the recorder using proper technique to produce good tone quality.
- Play songs on recorder that contain various tempos, meters, dynamics and styles.
- Play songs from memory following the conductor.
- Describe ways to improve tone quality with respect to breathing, phrasing and fingering.
- Play two part music with attention to ensemble and balance.
- Analyze and critique performances of other students.

Reading, Notating and Interpreting Music

Students will:

- Read and notate whole, half, dotted half, quarter, eighth and sixteenth notes and rests in 2/4, 3/4 and 4/4 meter signatures.
- Use all rhythmic notation symbols in dictation exercises.
- Use movement to show beats of conducting patterns for 2/4, 3/4, 4/4.
- Read given pitch patterns in treble and bass clef, including ledger lines and correctly interpreting the symbol for a sharp.
- Accurately play or sing music according to the indicated dynamics, tempo, and articulation.
- Memorize and perform solfege syllable patterns that move up and down by steps and skips.
- Use solfege syllable patterns as part of dictation exercises.

Intervals:

Students will:

- Learn all major intervals (excluding M3, M6) using solfege singing and signing.
- Notate and read all major intervals on the music staff.
- Aurally identify each interval.

Improvising Melodies and Accompaniments

Students will:

- Create a simple accompaniment using a harmonic or classroom instrument.
- Create a rhythmic or melodic ostinato to play against a melody.
- Echo patterns in various styles

#### Composing and arranging music within specified guidelines.

Students will:

- Create a short rhythmic piece in a given meter using rhythmic notation. Use more than one instrument, creating and notating a separate line for each instrument.
- Perform or sing an original composition.

#### Listening to, Analyzing, and Describing Music

Students will:

- Identify musical forms such as AB, ABA, rondos, and theme and variations when they are heard.
- Aurally distinguish between major and minor tonality.
- Study vocabulary relating to ensembles such as duet, trio, and quartet.
- Discuss similarities and differences between music of various styles and cultures.
- Use proper terms when explaining music, music notation, and performance.
- Study all female and male voice parts.
- Identify music for ensembles by sight and sound as being for male or female or mixed.
- Identify music for ensembles by sight and sound for the number of performers in the ensemble.
- Identify by sight and sound four different instruments from each family.

#### Understanding Relationships between Music, the Other Arts, and Disciplines Outside the Arts.

Students will:

- Describe ways that music is related to other subjects.
- Participate in creating a visual performance to accompany music using drama or dance.
- Describe the value of music for the individual in society.

#### Understanding music in relation to history and culture

Students will:

- Study various prominent composers in world and American history.
- Study large orchestral works, the history of those works and the different musical elements of each.
- Attend a concert of the Indianapolis Symphony Orchestra.
- Discuss the use of music in everyday life such as office music, advertising, and entertainment.
- Name some uses for music in everyday life.

#### Evaluating and Critiquing Music and Music Performances

Students will:

- Use appropriate terms to explain your preferences for musical works and styles.
- Evaluate the quality of your own and others' works and performances.

#### Performance

Students will:

- Exhibit appropriate behaviors of both a performer and an audience member.
- Perform a set of memorized songs designed for school programs, for special occasions throughout the school year.
- Participate in different elements of a musical production such as speaker, soloist, dancer, dramatic actor or stage crew.
- Describe the importance of performance in relation to communicating an idea from performer to audience member.
- Participate in school performances for special occasions, holidays and ceremonies.