

**CURRICULUM MAP
MUSIC– GRADE FIVE**

August/September	October	November	December
<p>Analyzing and Responding 3. Identify selected electronic and world music instruments.</p> <p>Creative Expression and Communication 1. Sing and/or play, alone and with others, using good posture and breath control, a varied repertoire of music representing diverse genres and cultures with appropriate dynamics, expression and tempo for the work being performed. 2. Play a variety of instruments independently and with other contrasting parts.</p>	<p>Analyzing and Responding 1. Identify dynamics, tempo, meter and tonality in various pieces of music aurally. 2. Identify terms related to form (e.g., DC al Fine; DC dal segno; DS al Coda; repeat signs, first and second endings).</p>	<p>Valuing Music/Aesthetic Reflection 4. Identify elements of music that contribute to aesthetic qualities in a specific music work. 5. Explain how expressive music elements determine the quality of a composition. 6. Develop and apply criteria to support personal preferences for specific music works.</p> <p>Creative Expression and Communication 3. Respond appropriately to the cues of a conductor or section leader.</p>	<p>Connections, Relationships and Applications 1. Interpret music through dance, drama and visual art. 3. Define basic arts terms (e.g., texture, color, form, movement) associated with various art forms and use them to describe music events.</p> <p>Valuing Music/Aesthetic Reflection 1. Describe audience etiquette associated with various music performances and settings. 2. Identify and discuss aesthetic qualities in their performances and in the performances of others.</p> <p>Analyzing and Responding 4. Analyze a piece of music using music vocabulary.</p>

**CURRICULUM MAP
MUSIC– GRADE FIVE**

January	February	March/April	May
<p>Connections, Relationships and Applications 2. Identify the use of similar elements in music and other art forms and compare how ideas and emotions are expressed in each art form using the same elements.</p> <p>Valuing Music/Aesthetic Reflection 3. Demonstrate how music communicates meaning through text, feelings, moods or images.</p> <p>Creative Expression and Communication 5. Improvise melodies in a call-and response setting.</p> <p>Historical, Cultural and Social Contexts 2. Compare and contrast opera and American music theatre.</p>	<p>Connections, Relationships and Applications 4. Describe how knowledge of music connects to learning in other subject areas. 5. Discuss how culture influences music.</p> <p>Historical, Cultural and Social Contexts 1. Recognize, identify and demonstrate theme and variations in the music of various cultures and/or historical periods. 6. Describe conditions under which music is created and performed in various cultures. 3. Research and identify music instruments from different historical periods and world cultures. 5. Recognize and discuss the influence of American history on the development of folk music.</p>	<p>Analyzing and Responding 6. Differentiate between melody and harmony.</p> <p>Creative Expression and Communication 8. Identify key signatures. 4. Create short melodies using traditional notation. 6. Read, write and perform rhythm patterns (in 2/4, 3/4 and 4/4 meter) using sixteenth through whole notes including dotted half-note and syncopated rhythms. 7. Read, write and perform diatonic melodies with fa and ti and the major scale on the treble staff in G-do using a system (e.g., solfege, numbers or letters).</p>	<p>Connections, Relationships and Applications 6. Identify the specific skills needed to be a musician.</p> <p>Analyzing and Responding 5. Evaluate and describe individual and group performances.</p> <p>Historical, Cultural and Social Contexts 4. Identify, listen and respond to music of different composers.</p>