

**Music: Grade Five**

**Adams County/Ohio Valley  
Course of Study**

| <b>Content Standard: Analyzing and Responding</b>  |  |                  |                   |
|--|--|------------------|-------------------|
| <b>Benchmark A:</b> Describe and evaluate a piece of music using developed criteria based on elements of music and music vocabulary. |  |                  |                   |
| <i>Grade Level Indicator</i>   | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 1. Identify dynamics, tempo, meter and tonality in various pieces of music aurally.  |  |                  |                   |

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| <b>Benchmark A:</b> Describe and evaluate a piece of music using developed criteria based on elements of music and music vocabulary.            |  |                  |                   |
| <i>Grade Level Indicator</i>  | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 2. Identify terms related to form (e.g., <i>DC al Fine</i> ; <i>DC dal segno</i> ; <i>DS al Coda</i> ; repeat signs, first and second endings). |  |                  |                   |

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| <b>Benchmark A:</b> Describe and evaluate a piece of music using developed criteria based on elements of music and music vocabulary. |  |                  |                   |
| <i>Grade Level Indicator</i>   | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 3. Identify selected electronic and world music instruments.   |  |                  |                   |

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| <b>Content Standard: Analyzing and Responding</b>  |  |                  |                   |
|--|--|------------------|-------------------|
| <b>Benchmark B:</b> Analyze the structure of larger music works and the sections comprised within. |  |                  |                   |
| <i>Grade Level Indicator</i>   | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 4. Analyze a piece of music using music vocabulary.  |  |                  |                   |

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**Content Standard: Analyzing and Responding**  
**Benchmark C:** Apply appropriate criteria to support personal preferences for music choice and evaluate the quality and effectiveness of a music performance.

| <i>Grade Level Indicator</i>                                | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
|---|--|------------------|-------------------|
| 5. Evaluate and describe individual and group performances. |  |                  |                   |

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**Content Standard: Analyzing and Responding**  
**Benchmark C:** Apply appropriate criteria to support personal preferences for music choice and evaluate the quality and effectiveness of a music performance.

| <i>Grade Level Indicator</i>                 | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
|--|--|------------------|-------------------|
| 6. Differentiate between melody and harmony. |  |                  |                   |

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| <b>Content Standard: Connections, Relationships and Applications</b>  |  |                  |                   |
|---|--|------------------|-------------------|
| <b>Benchmark A: Compare and contrast common terms used in and for the interpretation of music and other arts disciplines.</b> |  |                  |                   |
| <i>Grade Level Indicator</i>  | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 1. Interpret music through dance, drama and visual art.   |  |                  |                   |

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| <b>Content Standard: Connections, Relationships and Applications</b>  |  |                  |                   |
|---|--|------------------|-------------------|
| <b>Benchmark. A:</b> Compare and contrast common terms used in and for the interpretation of music and other arts disciplines.                                  |  |                  |                   |
| <i>Grade Level Indicator</i>  | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 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. |  |                  |                   |

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| <b>Content Standard: Connections, Relationships and Applications</b>   |  |                  |                   |
|--|--|------------------|-------------------|
| <b>Benchmark. A:</b> Compare and contrast common terms used in and for the interpretation of music and other arts disciplines.             |  |                  |                   |
| <i>Grade Level Indicator</i>   | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 3. Define basic arts terms (e.g., texture, color, form, movement) associated with various art forms and use them to describe music events. |  |                  |                   |

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| <b>Content Standard: Connections, Relationships and Applications</b>  |  |                  |                   |
|---|--|------------------|-------------------|
| <b>Benchmark B:</b> Demonstrate ways that subject matter of other disciplines is interrelated with that of music. |  |                  |                   |
| <i>Grade Level Indicator</i>  | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 4. Describe how knowledge of music connects to learning in other subject areas.                                   |  |                  |                   |

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| <b>Content Standard: Connections, Relationships and Applications</b> |  |                  |                   |
|--|--|------------------|-------------------|
| <b>Benchmark C: Identify various ways music affects their lives.</b> |  |                  |                   |
| <i>Grade Level Indicator</i>   | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 5. Discuss how culture influences music.                             |  |                  |                   |

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| <b>Content Standard: Connections, Relationships and Applications</b> |  |                  |                   |
|--|--|------------------|-------------------|
| <b>Benchmark D: Identify various careers in music.</b>               |  |                  |                   |
| <i>Grade Level Indicator</i>   | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 6. Identify the specific skills needed to be a musician.             |  |                  |                   |

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| <b>Content Standard: Creative Expression and Communication</b>   |  |                  |                   |
|--|--|------------------|-------------------|
| <b>Benchmark A: Perform a piece of music, independently or in a group, with technical accuracy and expression.</b>   |  |                  |                   |
| <i>Grade Level Indicator</i>   | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 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. |  |                  |                   |

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| <b>Content Standard: Creative Expression and Communication</b>   |  |                  |                   |
|--|--|------------------|-------------------|
| <b>Benchmark A: Perform a piece of music, independently or in a group, with technical accuracy and expression.</b> |  |                  |                   |
| <i>Grade Level Indicator</i>   | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 2. Play a variety of instruments independently and with other contrasting parts.                                   |  |                  |                   |

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| <b>Content Standard: Creative Expression and Communication</b>   |  |                  |                   |
|--|--|------------------|-------------------|
| <b>Benchmark A: Perform a piece of music, independently or in a group, with technical accuracy and expression.</b> |  |                  |                   |
| <i>Grade Level Indicator</i>   | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 3. Respond appropriately to the cues of a conductor.   |  |                  |                   |

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**Content Standard: Creative Expression and Communication**  
**Benchmark B:** Improvise or compose a short melody that includes key signature and meter signature with proper notation in treble or bass clef.

| <i>Grade Level Indicator</i>                         | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
|--|--|------------------|-------------------|
| 4. Create short melodies using traditional notation. |  |                  |                   |

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**Benchmark B:** Improvise or compose a short melody that includes key signature and meter signature with proper notation in treble or bass clef.

| <i>Grade Level Indicator</i>                          | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
|---|--|------------------|-------------------|
| 5. Improvise melodies in a call-and-response setting. |  |                  |                   |

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| <b>Content Standard: Creative Expression and Communication</b>  |  |                  |                   |
|---|--|------------------|-------------------|
| <b>Benchmark B:</b> Improve or compose a short melody that includes key signature and meter signature with proper notation in treble or bass clef.            |  |                  |                   |
| <i>Grade Level Indicator</i>  | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 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. |  |                  |                   |

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**Benchmark B:** Improvise or compose a short melody that includes key signature and meter signature with proper notation in treble or bass clef.

| <i>Grade Level Indicator</i>  | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
|---|--|------------------|-------------------|
| 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). |  |                  |                   |

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**Content Standard: Creative Expression and Communication**  
**Benchmark C:** Identify and recognize in a piece of music the following: clef, key signature, meter signature, tempo, dynamic markings and note values.

| <i>Grade Level Indicator</i> | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
|------------------------------|--|------------------|-------------------|
| 8. Identify key signatures.  |  |                  |                   |

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| <b>Content Standard: Historical, Cultural and Social Contexts</b>   |  |                  |                   |
|---|--|------------------|-------------------|
| <b>Benchmark A: Compare and contrast styles and forms of music from various historical periods.</b>                     |  |                  |                   |
| <i>Grade Level Indicator</i>  | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 1. Recognize, identify and demonstrate theme and variations in the music of various cultures and/or historical periods. |  |                  |                   |

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| <b>Content Standard: Historical, Cultural and Social Contexts</b>                                   |  |                  |                   |
|---|--|------------------|-------------------|
| <b>Benchmark A: Compare and contrast styles and forms of music from various historical periods.</b> |  |                  |                   |
| <i>Grade Level Indicator</i>  | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 2. Compare and contrast opera and American music theatre.   |  |                  |                   |

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| <b>Content Standard: Historical, Cultural and Social Contexts</b>                                   |  |                  |                   |
|---|--|------------------|-------------------|
| <b>Benchmark A: Compare and contrast styles and forms of music from various historical periods.</b> |  |                  |                   |
| <i>Grade Level Indicator</i>  | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 3. Research and identify music instruments from different historical periods and world cultures.    |  |                  |                   |

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| <b>Content Standard: Historical, Cultural and Social Contexts</b>                                       |  |                  |                   |
|---|--|------------------|-------------------|
| <b>Benchmark B: Identify composers and classify them according to chronological historical periods.</b> |  |                  |                   |
| <i>Grade Level Indicator</i>  | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 4. Identify, listen and respond to music of different composers.  |  |                  |                   |

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| <b>Content Standard: Historical, Cultural and Social Contexts</b>   |  |                  |                   |
|---|--|------------------|-------------------|
| <b>Benchmark C: Describe how events during various historical periods have influenced the development of music.</b> |  |                  |                   |
| <i>Grade Level Indicator</i>  | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 5. Recognize and discuss the influence of American history on the development of folk music.                        |  |                  |                   |

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| <b>Content Standard: Historical, Cultural and Social Contexts</b>   |  |                  |                   |
|---|--|------------------|-------------------|
| <b>Benchmark C:</b> Describe how events during various historical periods have influenced the development of music. |  |                  |                   |
| <i>Grade Level Indicator</i>  | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 6. Describe conditions under which music is created and performed in various cultures.                              |  |                  |                   |

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| <b>Content Standard: Valuing Music/Aesthetic Reflection</b>  |  |                  |                   |
|--|--|------------------|-------------------|
| <b>Benchmark A: Reflect on and describe how music performance and settings affect audience response.</b> |  |                  |                   |
| <i>Grade Level Indicator</i>   | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 1. Describe audience etiquette associated with various music performances and settings.                  |  |                  |                   |

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| <b>Content Standard: Valuing Music/Aesthetic Reflection</b>  |  |                  |                   |
|--|--|------------------|-------------------|
| <b>Benchmark B:</b> Reflect on why others may have different music preferences.                      |  |                  |                   |
| <i>Grade Level Indicator</i>   | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 2. Identify and discuss aesthetic qualities in their performances and in the performances of others. |  |                  |                   |

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| <b>Content Standard: Valuing Music/Aesthetic Reflection</b>                            |  |                  |                   |
|--|--|------------------|-------------------|
| <b>Benchmark B:</b> Reflect on why others may have different music preferences.        |  |                  |                   |
| <i>Grade Level Indicator</i>   | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 3. Demonstrate how music communicates meaning through text, feelings, moods or images. |  |                  |                   |

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| <b>Content Standard: Valuing Music/Aesthetic Reflection</b>                                    |  |                  |                   |
|--|--|------------------|-------------------|
| <b>Benchmark B:</b> Reflect on why others may have different music preferences.                |  |                  |                   |
| <i>Grade Level Indicator</i>   | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 4. Identify elements of music that contribute to aesthetic qualities in a specific music work. |  |                  |                   |

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| <b>Content Standard: Valuing Music/Aesthetic Reflection</b>                                   |  |                  |                   |
|---|--|------------------|-------------------|
| <b>Benchmark C: Justify one's personal preference of music choice using music vocabulary.</b> |  |                  |                   |
| <i>Grade Level Indicator</i>  | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 5. Explain how expressive music elements determine the quality of a composition.              |  |                  |                   |

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|---|--|------------------|-------------------|
| <b>Benchmark C: Justify one's personal preference of music choice using music vocabulary.</b> |  |                  |                   |
| <i>Grade Level Indicator</i>  | <i>Instructional Activities/Strategies</i> | <i>Resources</i> | <i>Assessment</i> |
| 6. Develop and apply criteria to support personal preferences for specific music works.       |  |                  |                   |