

PERFORMING ARTS DEPARTMENT

GRADE 5 CLASSROOM MUSIC

Contact Information

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The Department's Educational Philosophy

Education in the Arts plays a major role in three general areas of education. Students gain knowledge of events and historical movements that shaped society. The arts help to develop critical and creative thinking skills. The arts can provide the means for communicating thoughts, emotions, and ideas that cannot otherwise be expressed.

Guiding Principles

The curriculum must allow for full appreciation of the student and student learning styles, allow both subjective and objective assessment of learning and present a sequence of experiences.

GRADE 5 CLASSROOM MUSIC

Course Frequency: One 45-minute meeting per week

Credits Offered: None

Prerequisites: None

Background to the Curriculum

The curriculum must allow for full appreciation of the student and student learning styles, allow both subjective and objective assessment of learning, and present a sequence of experiences.

Subjective measures of student achievement can be obtained from observing student performance techniques, watching student satisfaction upon successful completion of performance, and listening to the musical product itself.

The competency should provide for a musically educated person. A musically educated person can be defined as one who has the ability to perceive, assimilate, and sort musical stimuli intelligently and to participate independently in a musical experience. This individual usually finds ways to use music functionally in his life, either as an active participant or as an intellectually active listener.

In music, as in any other academic discipline, the students will have differing interests and aptitudes, which will affect the level of competency that they will achieve.

The essential skills in music are developed with six main processes in mind: singing, playing instruments, moving, reading, listening, and creating music.

Ultimately, positive learning should result in the student's ability to:

- a. Perform music alone and with others.
- b. Improvise and create music.
- c. Use the vocabulary and notation of music.
- d. Respond to music with aesthetic judgments.
- e. Continue the music-learning experience independently.
- f. Perform and/or respond to music of ever-widening variety.
- g. Continue musical participation out of school as both a performer and a consumer.

Core Topics/Questions/Concepts/Skills

The APS Music Department offers a sequential model of musical learning to its students. Throughout the students experience in the music classroom, K-6, musical knowledge is added to and built upon.

The essential skills in music are developed with six main processes in mind: singing, playing instruments, moving, reading, listening and creating music.

Singing: Students will learn some partial rote songs; songs by note reading; part singing (two and some three part); sing songs expressively and in tune; sing using hand signs of Orff-Kodaly.

Playing: Band instrument program is formally introduced; all rhythmic instruments used for accompaniments; melody instruments stressed for music reading; performances for assemblies and other programs encouraged.

Moving: Students will use singing games; folk dances; improvisation; dramatizations; respond and feel most rhythmic patterns; introduce "Cut" Time and mixed meter rhythms.

Music Reading: Students will review pentatonic scale; use scale with syllables, letters and/or numbers; music notation as per Orff-Kodaly; choral type music introduced; two-part music sung and read; simple rhythmic and melodic dictation; Threshold to Music Experience Charts.

Listening: Students will identify musical aspects of sound (all types, contrasts); hearing more complex melodic and rhythmic patterns; tone color of orchestral/band instruments; form (add symphony); music of great composers.

Creating: Students will create original compositions; accompaniments using Schulwerk instruments (use I-IV-V chords); dances; additional verses to songs; ideas for interpretation of songs and music.

Course-End Learning Objectives

<u>Learning objectives</u>	<u>Corresponding state standards, where applicable</u>
1] Singing: Students will learn some partial rote songs; songs by note reading; part singing (two and some three part); sing songs expressively and in tune; sing using hand signs of Orff-Kodaly.	Standard 1 – Singing
2] Playing: Band instrument program is formally introduced; all rhythmic instruments used for accompaniments; melody instruments stressed for music reading; performances for assemblies and other programs encouraged.	Standard 3 – Playing Instruments

<p>3] Moving: Students will use singing games; folk dances; improvisation; dramatizations; respond and feel most rhythmic patterns; introduce "Cut" Time and mixed meter rhythms.</p>	<p>Standard 5 – Critical Response</p>
<p>4] Music Reading: Students will review pentatonic scale; use scale with syllables, letters and/or numbers; music notation as per Orff-Kodaly; choral type music introduced; two part music sung and read; simple rhythmic and melodic dictation; Threshold to Music Experience Charts.</p>	<p>Standard 2 – Reading and Notation</p>
<p>5] Listening: Students will identify musical aspects of sound (all types, contrasts); hearing more complex melodic and rhythmic patterns; tone color of orchestral/band instruments; form (add symphony); music of great composers.</p>	<p>Standard 5 – Critical Response</p>
<p>6] Creating: Students will create original compositions; accompaniments using Schulwerk instruments (use I-IV-V chords); dances; additional verses to songs; ideas for interpretation of songs and music.</p>	<p>Standard 4 – Improvisation and Composition</p>

Assessment

Subjective measures of student achievement can be obtained from observing student performance techniques, watching student satisfaction upon successful completion of performance, and listening to the musical product itself.

Benchmarks for the APS Grade 5 Music Curriculum:

Singing: Students will sing to a difficulty level 3 as determined by the MA Arts Curriculum Framework. Level 3 – moderately easy; contains moderate technical demands, expanded ranges, and varied interpretive requirements.

Playing: Show competency on an instrument, including winds, percussion, Orff-Schulwerk, through the ability to use steady tempo, proper technique and pitch to a difficulty level 2. Level 2 – easy; may include changes of tempo, key and meter; modest ranges.

Moving: Through movement, students are able to demonstrate expressiveness, form, meter and rhythm.

Music Reading: Students will read introductory musical notation, vocally and instrumentally, that may include changes of tempo, key and meter; modest ranges.

Listening: Students will be exposed to a variety of musical styles and idioms from a variety of cultures as a resource for personal listening.

Creating: Students will show understanding by organizing creative thoughts of melodies, rhythms, accompaniments and other musical concepts as learned; e.g., form, rhythm, melody, harmony, etc.

Materials and Resources

Music activities integrated into the Social Studies Curriculum: Westward Expansion, the states and their capitals

Wide variety of songs with various educational values, discussions of future uses of Music in our lives, well known composers, units and/or activities from teacher requests

Orff-Kodaly materials