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| Unit/Topic Title: **Expression of Music; Standard 1** | Trimester/Semester: **1** |
| Estimated Time (When): **Trimester 1** | |

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| **Standard(s)**  1. Expression of Music | |
| **Prepared Graduates:**   * Employ musical skills through a variety of means, including singing, playing instruments, and purposeful movement * Demonstrate the expressive elements of music – including melody, harmony, rhythm, style, genre, texture, voicing/instrumentation, mood, tonality, and form – through voice, musical instruments, and/or the use of electronic tools * Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles * Perform music with appropriate technique and level of expression at an appropriate level of difficulty in sight reading and prepared performance * Demonstrate the expressive elements of music – including melody, harmony, rhythm, style, genre, texture, voicing/instrumentation, mood, tonality, and form – through voice, musical instruments, and/or the use of electronic tools | |
| **Grade Level Expectation: 5th Grade**  **Concepts and skills students master:** | |
| 1. Perform using enhanced musical techniques 2. Perform more complex rhythmic, melodic, and harmonic patterns 3. Perform melodies using traditional notation | | |
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| **Evidence Outcomes** | **21st Century Skills and Readiness Competencies** |
| **Students can:**   * Perform four-part vocal and/or instrumental rounds, using movement, and speech 1.a. * Demonstrate proper care of voice and instruments 1.c. * Perform patterns that include the following rhythms: , , **,** and ties 2.a.  * Perform patterns that include the pitches of the major scale 2.b. * Perform I-IV-V chords in the keys of C, F, and G 2.c. * Play and sing notated melodies (12 to 16 measures) with attention to pitch, rhythm, and expressive qualities 3.a. * Play and sing simple melodic notation in treble clef in major and minor keys 3.b. | **Inquiry Questions:**   1. How does performance in an ensemble encourage teamwork? 2. How do you produce a good singing voice or sound on your instrument? 3. What is the role of a conductor? 4. What does harmony add to music? 5. How does syncopation affect the feel of music? 6. How does music stimulate visual ideas, feelings, and perception? 7. What knowledge is needed to read and perform music? 8. How is music like a language? |
| **Relevance and Application:**   1. Relating music used in historical and societal events to cultural genre and style using different musical techniques can give insight to music’s role in society and how cultures choose to express the same things differently. (Funeral music varies from culture to culture.) 2. Demonstration of proper care of voice and instruments, and response to the conductor aids in the understanding of music ensemble protocol. 3. Computer music software increasingly occupies a place in performance as well as composition. 4. Performance of rhythmic patterns in music can be related to patterns found in mathematics. 5. Performance of basic chord structures shows how basic harmony follows a distinct, repeatable pattern. 6. Electronic keyboards allow students to understand chord structure kinesthetically, aurally, and visually. 7. Most music contains a theme just as a story contains a main idea. 8. Music software, audio devices, and keyboards can be used to learn and perform melodies. 9. Knowledge of how melody is used, depending on culture, style, and genre, gives insight and predictability to the inherent musical structure of various music literatures. |
| **Nature of the Discipline (Mathematics, Science, etc.):**   1. Musicality is the ability to perform and respond to music in meaningful ways. 2. Basic music reading skills are necessary to become a literate musician. 3. Melody is the core of a musical message. |
| |  | | --- | | **Essential Vocabulary** | | * accent, breath support, chord, common tone, contour, diction, dotted eighth-sixteenth, harmony, intonation, key, major scale, minor key, minor scale, octave, pentatonic scale, range, relative major, relative minor, rhythm, root, sixteenth note (single), tie, tonal center, vocables | | |  | | --- | | **Assessments** | | * TBD | | **Instructional Resources** | | * Spotlight on Music, Grade 5, teacher’s book; CD | | | |