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| Unit/Topic Title: **Theory of Music; Standard 3** | Trimester/Semester: **2** |
| Estimated Time (When): **Trimester 2** |

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| **Standard(s)**3. Theory of Music |
| **Prepared Graduates:*** [Demonstrate melodic, harmonic, and rhythmic aural skills through identification, transcription, and vocalization or instrumental playback of aural musical examples](http://www.cde.state.co.us/scripts/allstandards/COStandards.asp?stid=5&glid=0&pgcid=63)
* [Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form](http://www.cde.state.co.us/scripts/allstandards/COStandards.asp?stid=5&glid=0&pgcid=64)
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| **Grade Level Expectation: 5th Grade** |
| **Concepts and skills students master:** |
| 1. Improvise question and answer and basic musical phrases
2. Notate simple compositions
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| **Evidence Outcomes** | **21st Century Skills and Readiness Competencies** |
| **Students can:*** Apply vocabulary for largo, moderato, diminuendo, and slur when describing music 1.a
* Visually identify line and space notes and notate pitches on the bass clef staff 2.a
* Aurally identify soprano, alto, tenor, and bass voices  3.b
* Aurally identify music from various historical periods and cultures 3.c
* Identify and notate, using sixteenth/sixteenth-eighth, eighth-sixteenth/sixteenth, eighth-quarter-eighth notes and ties 4.a
 | **Inquiry Questions:** 1. Do tempo and mood have a close connection?
2. How does mass media rely on tempo or dynamics to send a message?
3. Should composers give precise expressive elements within their compositions or leave expression decisions up to the performer? Give a rationale.
4. What makes a composition interesting?
5. How does the ability to identify notes improve musical ability?
6. What significance does the blues form play in American history?
7. Why does each voice and instrument have its own timbre?
8. How have historical events influenced musical styles?
9. What makes a particular composition more complex than another?
10. How is music symmetrical?
11. How will identifying melodic and rhythmic patterns improve knowledge and performance skills?
12. What does harmony add to music?
13. How does syncopation affect the feel of music?
14. How are ratios and intervals related?
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| **Relevance and Application:**1. Identification of similarities and differences in expressive elements of music from various cultures, historical eras, genres, and styles gives insight to discerning the fundamental characteristics of each.
2. The ability to interpret tempo markings in music can be compared to the use of adverbs in literature.
3. Ways instruments produce changes in dynamics can be explained through the physics of sound production.
4. Using music software to isolate and apply largo, moderato, diminuendo, and slur within compositions demonstrates the importance of these elements.
5. Articulating forms in music gives insight to how they are evident in dance and visual arts.
6. Comparing the differences of use of the terms line and space in music versus art, dance, or theatre gives a contextual basis for how many art forms interpret these elements.
7. Using music software to create variations of the blues form allows listeners to aurally discern the distinct blues sound and the derivatives of contemporary music that use this form.
8. Describing ways in which music reflects a composer's emotions, ideas, imagination, and cultural context connects how music can be an extension of someone's own emotions, ideas, imagination, and cultural context.
9. Using technology and mass media clips to identify more complex instrumental and vocal examples allow novice performers or listeners to experience a multitude of musical variations.
10. Recognizing the patterns that occur in music provides discernment skills that can be applied to other disciplines.
11. Music from various cultures, historical periods, genres, and styles can be used to aurally and visually identify I, IV, V chords in C, F, and G keys.
* Music software can aid in identification of the components of a major scale and use of accidentals.
1. Knowing how an instrument gets out of tune can be explained using scientific principles.
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| **Nature of the Discipline (Mathematics, Science, etc.):**1. Expressive elements enhance musical performance.
2. The flow of music in time relies on meter and tempo.
3. Notation is the language of music.
4. Unique tone qualities are found in varying styles and genres of music.
5. Music notation is a visual representation of organized sound and silence occurring in discernable patterns.
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| **Essential Vocabulary** |
| * a cappella, alto, bass, bass clef, diminuendo, largo, moderato, slur, soprano, syncopation, tenor, timbre, tone, tone color
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| **Assessments** |
| * TBD
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| **Instructional Resources** |
| * Spotlight on Music, Grade 5, teacher’s book; CD
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