

5th Grade

25. Know the language of the arts

25A. Understand and demonstrate knowledge of the sensory elements, organizational principles, and expressive qualities of the arts.

Objectives	Sample Activities	Assessment
Focal Point: Rhythm		
1. Identify the tempo(s) and dynamic level(s) in a simple musical example	1. Listen to a musical example and use body movements (i.e., Standing to identify loud dynamics crouching to identify soft dynamics) and use tiptoeing, walking, or jogging in place to show tempo. Then identify the tempo and dynamics in Italian terms.	1. Teacher Observation
2. Identify tone colors of a variety of musical instruments	2. Listen to Classical, Jazz, Rock, and vocal examples and identify different instruments and families.	2. Class Discussion or Written Observation
3. Distinguish between the beat and the rhythm of a given musical example	3. Group A claps the beat of musical example, while group B claps the lyrics of a musical example.	3. Class Performance, Teacher Observation
4. Identify the meter in a musical example	4. Listen to a given example and clap on beat 1 in both duple and triple meter.	4. Class Performance, Teacher Observation
Focal Point: Melody		
5. Distinguish major and minor tonalities in a musical example	5. Listen to 2 musical examples, 1 in Major, and 1 in minor, and explain the differences between the two	5. Authentic Assessment
6. Identify melodies going upward, downward, and staying the same in both	6. Listen and identify.	6. Written Assessment, Class Discussion

written and aural musical examples		
Focal Point: Form		
7. Analyze the form of a simple musical composition, e.g., rondo, ABA, theme and variations, fugue	7. Listen to and read a musical passage (i.e. Rondeau pg. 258, Bach's "Goldberg Variations") and analyze the form.	7. Authentic Assessment
Focal Point: Expressive Qualities		
8. Compare and contrast the use of expressive qualities in two performances of the same musical example	8. Listen to two different performances of "The Star Spangled Banner" performed by different people. Compare and Contrast.	8. Class Discussion (T-Chart) Venn Diagram
Focal Point: Texture		
9. Identify the texture (Polyphonic, homophonic, monophonic) in a given aural example	9. Listen and Identify the texture	9. Class Discussion

25. Know the language of the arts

25B. Understand the similarities, distinctions and connections in and among the arts.

Objectives	Sample Activities	Assessment
Focal Point: Expressive Qualities		
1. Explain how elements, principles, and tools are combined to express an idea in a work of art.	1. Use program music ie. Berlioz's "March To The Scaffold"	1.
2. Explain why specific elements, principles, and tools were used in a work of art created by the student or another artist	2. Listen to Gershwin's "American In Paris" and discuss why the instrumentation was used.	2. Class Discussion

26. Through creating and performing, understand how works of art are produced.

26A. Understand the processes, traditional tools, and modern technologies used in the arts.

Objectives	Sample Activities	Assessment
Focal Point: Rhythm		
1. Notate simple rhythmic patterns	1. Students will take simple dictation using whole, half, quarter, and eighth notes and rests	1. Written Assessment
2. Write accurately melodies with rhythm patterns in whole, half, quarter, eighth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8 meter signatures.	2. Have students take simple do, re, mi dictation using correct rhythm in various time signatures.	2. Written Assessment
3. Sing or play accurately simple rhythmic patterns from a written score.	3. Perform (Rhythm Bingo)	3. Teacher Assessment
Focal Point: Melody		
4. Notate simple melodic patterns	4. Students will take simple dictation using pentatonic scales.	4. Written Assessment
5. Sing or play accurately melodic patterns from a written score.	5. Perform a simple melody on an Orff instrument.	5. Authentic Assessment
Focal Point: Tone Color		
6. Classify singers according to their vocal range	6. Explain vocal ranges, then listen and classify.	6. Teacher Assessment
7. Identify instruments from aural examples	7. Have students name instruments after listening to an aural example.	7. Written Assessment
8. Classify instruments according to how their sounds are produced (e.g. string, wind, percussion)	8. Play Game "Instrument match up" Place pictures of instruments	8. Authentic Assessment
9. Demonstrate basic vocal and/ or	9. Demonstrate and explain the proper way	9. Authentic Assessment

instrumental production techniques (e.g. breath support, posture, mallet position)	to produce a sound on various instruments.	
10. Classify musical groups according to their instruments/ voice (e.g., quartet, solo, band, orchestra).	10. Listen to a musical example and name the musical group.	10. Written Example

26. Through creating and performing, understand how works of art are produced.

26B. Apply skills and knowledge necessary to create and perform in one or more of the arts.

Objectives	Sample Activities	Assessment
Focal Point: Expressive Qualities		
1. Sing or play that has a difficulty level of 2* on pitch, in rhythm, with appropriate timbre; with a steady tempo; with good breath, bow, mallet or fingering control; and with clear articulation/ diction.	1. Perform	1. Authentic Assessment
Focal Point: Harmony		
2. Improvise simple harmonic accompaniments using a variety of sound sources.	2. Play a song using thirds on Orff instruments or boomwhackers	2. Teacher Observation
Focal Point: Form		
3. Arrange short songs or instrumental pieces within specified guidelines.	3. Using Music Ace Doodle Pad create a short song in C major using C, F, and G Major chords starting on C and ending on C.	3. Teacher Observation
Focal Point: Melody		

4. Create a short song or instrumental piece within specified guidelines.	4. Using Music Ace Doodle Pad create a short song in C major using C, F, and G Major chords starting on C and ending on C.	4. Music can be saved and reflected on by teacher and class in a concert based performance reflection.
---	--	--

27. Understand the role of the arts in civilizations past and present.

27A. Understand how the arts function in history, society and everyday life.

Objectives	Sample Activities	Assessment
Focal Point: Music Appreciation		
1. Evaluate audience behaviors of self and others.	1. Explain and demonstrate proper audience behaviors for a classical concert, rock concert, Broadway musical, opera etc...	1. Class Discussion
Focal Point: History/ Culture		
2. Explain how works of art relate to the environment where they are performed, and how the space affects the art works.	2. Compare and contrast a film (DVD) version of a musical with a Broadway version.	2. Written Assessment, Class Discussion, Venn Diagram
3. Describe how the site influences who the audience is and the way the audience responds. (e.g., a half-time show at a sporting event vs. symphony hall)	3. Compare and contrast the play "Romeo and Juliet" with the movie "West Side Story".	3. Written Assessment, Class Discussion, Venn Diagram
4. Explain ways dance, drama, music, and visual art play a part in everyday life (e.g. education, architecture, landscape design, political cartoons, fashion design, background music, television).	4. Watch video on John Williams Scoring music for films.	4. Class Discussion
5. Analyze how the arts are used in commercial applications.	5. Watch TV commercials that use jingles without sound and then with sound.	5. T-Chart, Class Discussion
6. Categorize types of artists with their art and art related products or performances (e.g., commercial artist)	6. Discuss careers in music (i.e., sound engineer, composer, studio musician)	6. Class Discussion, Written Assessment

27. Understand the role of the arts in civilizations past and present.

27B. Understand how the arts shape and reflect history, society and everyday life.

Objectives	Sample Activities	Assessment
Focal Point: Expressive Qualities		
1. Describe how the same idea is expressed in works of art (e.g., wedding dances, national anthems) from different cultures, times, or places.	1. Listen to “Montage Of Processionals” (Share The Music Pg. 4&5)	1. Class Discussion
Focal Point: History/Culture		
2. Compare the ways different cultures, times, or places use materials to produce works of art (e.g., musical instruments)	2. Discuss	2. Class Disussion/Venn Diagram
3. List artists who have made significant contributions and describe their ideas.	3. Discuss/ Internet Exploration	3. Written Assessment