

## **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:** Meeting a total of 45 minutes per week. Scheduled once per week

**Credits Offered:** NA

**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 in his life functionally, 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 Acton-Boxborough Elementary Music Department offers a sequential model of musical learning to its students. Throughout the students' experience in the K-6 music classroom, 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**

<b><u>Learning objective</u></b>	<b><u>Corresponding state standards, where applicable</u></b>
a] 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
b] 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
c] Moving - Students will use singing games; folk dances; improvisation; dramatizations; respond and feel most rhythmic patterns; introduce "Cut" Time and mixed meter rhythms.	Standard 5 – critical response

<p><b>d]</b> 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><b>e]</b> 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><b>f]</b> 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 2 – Reading and Notation</p> <p>Standard 5 - critical response</p> <p>Standard 4 – Improvisation and Composition</p>
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**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

**Materials and Resources**

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

Orff-Kodaly materials.

Threshold to Music Experience Charts, Mary Helen Richards, Lear Siegler, Inc./Fearon Publishers.