

Grade 5 Expression

Essential Standards:

- Montana Music Content Standard 5.2: Develop musical ideas for an express purpose.
 MMCS 5.3: Describe revisions to personal musical ideas.
 MMCS 5.4: Compare the structure and elements of music in works selected for performance.
 MMCS 5.5: Evaluate the accuracy, effectiveness, and expressiveness of musical performances.
 MMCS 5.6: Perform music with expression, technical accuracy, and interpretation that conveys the composer’s intent.
 MMCS 5.7: Cite evidence that connects musical selections to specific experiences.
 MMCS 5.8: Describe how performers interpret expressive intent in music.
 MMCS 5.9: Use established criteria to evaluate the quality of musical works and performances.
 MMCS 5.10: Demonstrate how a musical experience forms an emotional, physical, and cultural connection.

Other Standards:

- Montana Theatre Arts Content Standard 5.4: Experiment with physical and vocal choices to create music in drama and theatre works.
 Montana Visual Arts Content Standard 5.7: Compare personal interpretations of artwork to others’ interpretations.

Content-Specific Vocabulary:

Dynamics, piano, forte, mezzo, crescendo, decrescendo, allegro, moderato, andante, presto, largo, accelerando, ritardando, pianissimo, fortissimo, staccato, legato

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I can identify and use Italian musical terms within musical contexts. <ul style="list-style-type: none"> ▪ Dynamics: <i>piano, forte, mezzo, crescendo, decrescendo</i> ▪ Tempo: <i>allegro, moderato, andante, presto, largo</i> 	<ul style="list-style-type: none"> • <i>The ABCs of My Feelings and Music</i> • <i>Book of Movement Exploration</i> • <i>GAMEPLAN</i> • High quality children’s literature • High quality musical recordings • <i>Mallet Madness</i> series • <i>Move It!</i> DVDs • <i>MusicPlay Online</i> • <i>Parachutes, Ribbons and Scarves</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Floor drums (tubanos) • Frame drums • Hoberman spheres • Movement manipulatives (parachute, scarves, ribbon wands, bean bags, stretchy band, beat buddies, playground balls) • Recorders • Ukuleles • Unpitched percussion 	<ul style="list-style-type: none"> • Follow directions vs. choice making • Improvisation • Notice, wonder, value • Student created artwork • Student created movement • Word wall
I am learning to select dynamics for a piece of music.			
I am learning to describe the feeling and mood of a piece of music.			
I am learning to identify and use Italian musical terms within musical contexts. <ul style="list-style-type: none"> ▪ Dynamics: <i>pianissimo, fortissimo</i> ▪ Tempo: <i>accelerando, ritardando</i> ▪ Articulation: <i>legato, staccato</i> 			

<p>I am learning to perform with artful expression.</p> <p>Examples:</p> <ul style="list-style-type: none">▪ Dynamics, tempi, and articulations▪ Appropriate phrasing▪ Breath placement▪ Expressive bodies and faces, matching the music▪ Responsive movement choices▪ Appropriate instrumentation for style			
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Grade 5 Form

Essential Standards:

Montana Music Content Standard 5.2: Develop musical ideas for an express purpose.
 MMCS 5.3: Describe revisions to personal music ideas.
 MMCS 5.4: Compare the structure and elements of music in works selected for performance.

Other Standards:

Montana Dance Content Standard 5.1: Use elements of dance to create a movement series.
 MDCS 5.2: Create a dance sequence that communicates an idea.
 MDCS 5.10: Analyze dances with contrasting themes.
 Montana Visual Arts Content Standard 5.8: Analyze use of structure, context, and visual elements to convey ideas and mood in artworks.
 MVACS 5.10: Apply formal and conceptual knowledge of art and design to make artwork.

Content-Specific Vocabulary:

Coda, repeat sign, bar line, double bar line, rondo

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I can follow musical roadmaps using repeat signs and double bar lines.	<ul style="list-style-type: none"> • <i>GAMEPLAN</i> • High quality musical recordings • <i>Mallet Madness</i> series • <i>MusicPlay Online</i> • New England Dance Masters series • <i>Parachutes, Ribbons and Scarves</i> • <i>Rhythmically Moving</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Cups • Floor drums (tubanos) • <i>GAMEPLAN</i> manipulatives • Movement manipulatives (parachute, scarves, ribbon wands, bean bags, stretchy band, beat buddies, playground balls) 	<ul style="list-style-type: none"> • Building block composition • Folk dancing • Locomotor/non-locomotor movement
I am learning to recognize same and different parts of music.			
I am learning to label different parts of music (e.g. ABC).			

Grade 5 Harmony

<p>Essential Standards: Montana Music Content Standard 5.1: Improvise rhythmic, melodic, and harmonic ideas for a specific purpose. MMCS 5.4: Compare the structure and elements of music in works selected for performance.</p>			
<p>Content-Specific Vocabulary: Harmony, round, canon, unison, step, skip, chord, accompaniment, major, minor</p>			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
I am learning to hold my own part in a group.	<ul style="list-style-type: none"> • <i>Book of Canons</i> • <i>Conversational Solfege</i> • <i>Earth Dance: A Celebration of Canons</i> • <i>Elemental Ukulele: Pathways and Possibilities</i> • <i>GAMEPLAN</i> • High quality musical recordings • <i>Modern Band (Little Kids Rock)</i> • <i>MusicPlay Online</i> • <i>Rainbow Ukulele</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Boomwhackers • <i>GAMEPLAN</i> manipulatives • Guitars • Recorders • Ukuleles 	<ul style="list-style-type: none"> • Bass line harmony • Canons • Instrumental accompaniment • Partner songs
I am learning to accompany myself or others.			

Grade 5 Melody

Essential Standards:

Montana Music Content Standard 5.1: Improvise rhythmic, melodic, and harmonic ideas for a specific purpose.

MMCS 5.2: Develop musical ideas for an express purpose.

MMCS 5.4: Compare the structure and elements of music in works selected for performance.

MMCS 5.6: Perform music with expression, technical accuracy, and interpretation that conveys the composer’s intent.

Other Standards:

MMCS 5.10: Demonstrate how a musical experience forms an emotional, physical, and cultural connection.

Content-Specific Vocabulary:

Melody, pitch, solfege, audiate, pentatonic, diatonic, scale, staff, treble clef, bass clef, sharp, flat, natural, step, skip

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I can identify treble clef notes.	<ul style="list-style-type: none"> • <i>Conversational Solfege</i> • <i>GAMEPLAN</i> • High quality musical recordings • <i>Mallet Madness series</i> • <i>Music for Children, Vol. 1</i> • <i>MusicPlay Online</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Boomwhackers • Flashcards • <i>GAMEPLAN</i> manipulatives • Recorders • Solfege texting sticks 	<ul style="list-style-type: none"> • Aural decoding • Curwen hand signs • Solfege ladder
I am learning to audiate and perform the relationship between pitches. <ul style="list-style-type: none"> ▪ Major pentatonic (Do-centered) ▪ Minor pentatonic (La-centered) ▪ Major diatonic 			
I am learning to perform and improvise using a pentatonic scale.			
I am learning to identify bass clef notes.			
I am learning about the function of sharps, flats, and naturals.			

Grade 5 Rhythm

Essential Standards:

Montana Music Content Standard 5.2: Develop musical ideas for an express purpose.

MMCS 5.5: Evaluate the accuracy, effectiveness, and expressiveness of musical performances.



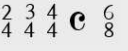
MMCS 5.6: Perform music with expression, technical accuracy, and interpretation that conveys the composer's intent.

Other Standards:

MMCS 5.10: Demonstrate how a musical experience forms an emotional, physical, and cultural connection.

Content-Specific Vocabulary:

Time-signature, common time, beat, meter, quarter note, quarter rest, paired eighths/eighth notes, half note, half rest, whole note, whole rest, sixteenth notes, dotted half note, dotted quarter note, eighth note, eighth rest, eighth note group, notehead, stem, beam, dot

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I can read, write, and perform rhythmic notation. 	<ul style="list-style-type: none"> • <i>Conversational Solfege</i> • <i>GAMEPLAN</i> • High quality musical recordings • <i>KidStix</i> • <i>Mallet Madness</i> series • <i>Music for Children, Vol. 1</i> • <i>MusicPlay Online</i> • <i>Rhythmische Übung</i> • <i>World Music Drumming</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Flash cards • Floor drums (tubanos) • Frame drums • <i>GAMEPLAN</i> manipulatives • <i>KidStix</i> kits (coffee can, cutting board, drum sticks, tambourines, felt circle toppers) • Movement manipulatives (parachute, scarves, ribbon wands, bean bags, stretchy band, beat buddies, playground balls) • Recorders • Rhythm sticks • Ukuleles 	<ul style="list-style-type: none"> • Aural decoding • Beat groups • Beat strips • Folk dancing and play parties • Rhythm building blocks • Rote
I am learning to read, write, and perform rhythmic notation. 			
I am learning to use both the top and bottom numbers in a time signature. 			
I am learning to perform and improvise using known rhythms.			

Grade 5 Timbre

Essential Standards:

Montana Music Content Standard 5.8: Describe how performers interpret expressive intent in music.

MMCS 5.9: Use established criteria to evaluate the quality of musical works and performances.

MMCS 5.10: Demonstrate how a musical experience forms an emotional, physical, and cultural connection.

MMCS 5.11: Compare connections between music and historical and cultural context.

Other Standards:

Montana Theater Arts Content Standard 5.4: Experiment with physical and vocal choices to create meaning in drama and theatre works.

Montana Visual Arts Content Standard 5.8: Analyze use of structure, context, and visual elements to convey ideas and mood in artworks.

Content-Specific Vocabulary:

Timbre, symphony orchestra, woodwinds, brass, strings, percussion, treble, soprano, alto, tenor, bass, glockenspiel, soprano xylophone, soprano metallophone, alto xylophone, alto metallophone, bass xylophone, bass metallophone

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I can identify symphonic instrument families by sound. <ul style="list-style-type: none"> ▪ Woodwinds ▪ Brass ▪ Strings ▪ Percussion 	<ul style="list-style-type: none"> • <i>GAMEPLAN</i> • High quality musical recordings • <i>Mallet Madness</i> series • <i>MusicPlay Online</i> • <i>Percussion Parade</i> • <i>Woods, Metals, Shakers, Skins</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Digital keyboards • Floor drums • Instrument visuals • Unpitched percussion 	<ul style="list-style-type: none"> • Digital keyboard sounds • Listening glyphs • Listening logs • Listening maps • Live musical performances (e.g. Myrna Loy) • Soundscapes • Youth Symphony concert
I can visually identify instruments. <ul style="list-style-type: none"> ▪ Band instruments ▪ Orchestra instruments ▪ Classroom instruments 			
I am learning to identify vocal timbres. <ul style="list-style-type: none"> ▪ Adult ▪ Child ▪ Soprano ▪ Alto ▪ Tenor ▪ Bass 			
I am learning about timbres from diverse musical traditions.			