


# Elementary Music Curriculum Outline – Grade 5

Outcomes added to Grade are in **bold**

	Singing/Saying Student Demonstrates:	Playing Instruments Student Demonstrates:	Creating/Improv. Student Demonstrates:	Reading/Writing Student Demonstrates:	Listen/Analyze Student Recognizes:	Vocabulary Student Recognizes:
Pitch	Sol, La <b>Ti</b> , Do Re Mi <b>Fa</b> Sol La Ti Do’  <ul style="list-style-type: none"> <li>Accurate use of singing voice</li> <li>Melodic patterns</li> <li>Tonal Center (Do-based)</li> <li>Steps, skips &amp; repeats</li> <li>Tonal patterns with solfege</li> <li>Melodic Ostinati</li> </ul>				<ul style="list-style-type: none"> <li>High &amp; Low</li> <li>Mi, Sol, La</li> <li>Higher</li> <li>Major vs. Minor</li> <li>Solfege to tonal patterns – “translation”.</li> <li>Tonic/ dominant/ subdominant patterns</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Pitch</li> <li>Staff</li> <li>Tonal center</li> <li>Pentatonic Scale</li> </ul>
Rhythm/Meter					<ul style="list-style-type: none"> <li>Beat</li> <li>Beat vs. rhythm</li> <li>Duple vs. Triple</li> <li>Put Gordon syllables to rhythm patterns – “translate”.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>All known rhythms</li> <li>Measure</li> <li>Barline</li> <li>Time Signature</li> </ul>
	<ul style="list-style-type: none"> <li>Rhythmic speech</li> <li>Rhythmic patterns with Gordon syllables</li> </ul>	<ul style="list-style-type: none"> <li>Beat competency</li> <li>Long &amp; Short</li> <li>Walk &amp; Jogging</li> <li>Rhythm</li> <li>Duple vs. Triple</li> <li>Rhythmic Ostinati</li> </ul>	<ul style="list-style-type: none"> <li>Language and rhythm</li> </ul>	<ul style="list-style-type: none"> <li>Dotting rhythm &amp; language</li> <li>Tie</li> <li>Barline</li> <li>2/4 3/4 4/4 Meter</li> <li>Identify macro/micro, division/elongation, rest, and upbeat patterns.</li> <li>Read rhythm patterns in 2/4, 2/2, 6/8, &amp; 3/4</li> <li>Copy/write rhythmic patterns.</li> </ul>		
Harmony	<ul style="list-style-type: none"> <li>Song ostinati</li> <li>Poetry ostinati</li> <li>Partner songs/poems</li> <li>Cannon/Rounds</li> </ul>	<ul style="list-style-type: none"> <li>Chord bordun</li> <li>Broken bordun</li> <li>Rocking bordun</li> <li>Rhythmic ostinati accompaniment</li> </ul>	<ul style="list-style-type: none"> <li>Quarter note ostinati</li> <li>Rhythmic ostinati accompaniment</li> </ul>	<ul style="list-style-type: none"> <li>I – IV – V chords</li> </ul>	<ul style="list-style-type: none"> <li>Melody alone vs. accompanied</li> <li>cannon/rounds</li> <li>Find chord roots through audiation.</li> <li>I – IV – V Harmonies</li> </ul>	<ul style="list-style-type: none"> <li>Melody</li> <li>Chord Bordun</li> <li>Cannon/round</li> </ul>

	<b>Singing/Saying</b> Student Demonstrates:	<b>Playing Instruments</b> Student Demonstrates:	<b>Creating/Improv.</b> Student Demonstrates:	<b>Reading/Writing</b> Student Demonstrates:	<b>Listen/Analyze</b> Student Recognizes:	<b>Vocabulary</b> Student Recognizes:
<b>Form</b>		<ul style="list-style-type: none"> <li>▪ Twelve Bar Blues</li> <li>▪ Advanced Partner Songs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Melodies &amp; Rhythms using elemental forms</li> <li>▪ Improvise over a 12 bar blues progression</li> </ul>	<ul style="list-style-type: none"> <li>• Elemental forms (aaab, aaba, abab, abba, abac)</li> <li>• Verse &amp; Refrain</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Elemental forms (aaab, aaba, abab, abba, abac)</li> <li>• phrases</li> <li>• Piano vs. forte</li> <li>• Verse &amp; Refrain</li> </ul>	<ul style="list-style-type: none"> <li>• Form</li> <li>• Phrase</li> <li>• Repeat Sign</li> <li>• Verse &amp; Refrain</li> </ul>
<b>Culture/History</b>	<ul style="list-style-type: none"> <li>• Sing familiar and unfamiliar songs.</li> </ul>	•		<ul style="list-style-type: none"> <li>▪ Read familiar and unfamiliar songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Study Composers</li> <li>•</li> </ul>	•
<b>Expressive Qualities</b>	<ul style="list-style-type: none"> <li>• Loud &amp; Soft</li> <li>• Fast &amp; Slow</li> <li>• Expressive speech</li> </ul>	<ul style="list-style-type: none"> <li>• Loud &amp; Soft</li> <li>• Fast &amp; Slow</li> <li>• High &amp; Low</li> </ul>	<ul style="list-style-type: none"> <li>• Sound exploration (pitched and unpitched)</li> <li>• Explore dynamics</li> </ul>	<ul style="list-style-type: none"> <li>• Slurs &amp; Ties</li> <li>• Accents</li> <li>• Phrasing</li> </ul>	<ul style="list-style-type: none"> <li>• Loud &amp; Soft</li> <li>• Fast &amp; Slow</li> <li>• High &amp; Low</li> <li>• Tone Color</li> <li>• Multicultural works</li> <li>• Historical works</li> <li>• Popular works</li> </ul>	<ul style="list-style-type: none"> <li>• Dynamics</li> <li>• Tempo</li> <li>• Adagio</li> <li>• Allegro</li> <li>• Largo</li> <li>• Andante</li> <li>• Moderato</li> <li>• Slur/Tie</li> <li>• Accent</li> <li>• Phrasing</li> </ul>
<b>Movement</b>	<ul style="list-style-type: none"> <li>• Skip/walk/hop beat while singing</li> <li>- Folk/popular dances</li> </ul>	<ul style="list-style-type: none"> <li>• Mallet technique (pinch/grab)</li> <li>• Skip/walk/hop/etc to beat</li> <li>• Alternation of hands</li> </ul>	<ul style="list-style-type: none"> <li>• Self vs. shared space</li> <li>• Levels</li> <li>• Traveling vs. stationary</li> <li>• Pathway</li> <li>• Body percussion</li> <li>• Compose partner songs for familiar songs.</li> </ul>			<ul style="list-style-type: none"> <li>• self vs. shared space</li> <li>• levels</li> <li>• Traveling vs. stationary</li> <li>• Pathway</li> <li>• Circle vs. line</li> <li>• Longways set</li> </ul>