### Concepts

**Elements of Music**

- **Rhythms**
  - Beat (Meter and Time Signatures)
  - Music Symbols
  - Rhythmic Notation

- **Pitch/Melody**
  - Melodic Contour and Direction
  - Melodic Notation on the Music Staff

- **Harmony**
  - Rounds
  - Ostinatos
  - Partner Songs

- **Dynamics**
  - Loud and Soft

- **Tempo**
  - Fast and Slow

- **Form**
  - Same or Different
  - Musical Phrasing

- **Tone Color**
  - Vocal Timbre
  - Instrument Timbre

### Skills

**Performance**

- **Singing**
  - Solo
  - Ensemble
  - Multiple-Part Harmony

- **Playing**
  - Body Percussion
  - Playing on Instruments

- **Moving**
  - Choreography
  - Interpretive Dance

- **Listening**
  - Listening Skills
  - Critique
  - Audience Etiquette

- **Creating**
  - Improvising with Instruments
  - Improvising Dance and Movement
  - Composing Simple Patterns and Phrases
  - Interpretation and Dramatization

### Music Appreciation

**History and Culture**

- **Instruments**
  - Individual Instruments and Instrument Families
  - Categorize Instruments Visually and Aurally

- **Music Careers**
  - Conductor, Composer, Performer, etc.

- **Styles of Music**
  - Describing Various Genres of Music
  - Periods of Music History

- **Multicultural**
  - Songs
  - Dance
  - Ethnic Instruments

- **Music Technology**
  - Evolution of Music Through the Ages
  - Methods of Recording, Listening, and Creating Music

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*Revised June 2009*
**Topic: Elements of Music**

**By the end of 5th Grade**

**Essential Questions**
- How do we know how many beats are in a measure of music?
- How does the melodic contour and direction flow through the music?
- What symbols are used to represent the dynamic levels in music?
- Can you describe how tempos vary in music?
- Can you describe how music is arranged in patterns?
- Can you provide examples of ways that voices and instruments create harmony?

**Enduring Understandings**
- Beat and rhythm are the essential building blocks of music
- Using time signatures, beats can be organized into meters
- Rhythmic and melodic notation portrays patterns of sound
- Music symbols can be used to create more expressive ideas
- Music is arranged in a sequence of patterns that can be classified as same or different
- Expressive ideas that represent sound dimensions in music are illustrated through symbols.

**NJCCCS  1.1  1.3  1.4**

**Key Concepts and Skills**
- Utilize and expand upon understanding of meter and time signatures
- Recognize, identify, and demonstrate musical symbols through rhythmic and melodic notation
- Echo, read, and recite various rhythmic patterns
- Recognize and interpret written and aural melodic contour, direction, and range on the music staff
- Demonstrate same and different melodies
- Perform harmony through using voices and instruments
- Differentiate between various dynamic and tempo levels using expressive markings
- Describe different vocal and instrumental timbres and ranges

**Learning Activities**

**Rhythms:**
- Listening to, echoing, reading, and reciting rhythmic patterns
- Experiencing meter through songs and demonstrating an understanding through the use of movement, instruments, and conducting
- Reading and interpreting the time signature
- Performing body percussion and transferring to playing on instruments
- Identifying, recognizing, and utilizing musical symbols

**Pitch/Melody:**
- Identifying and demonstrating melodic contour, direction, range, and notation through aural, visual, and kinesthetic activities

**Harmony:**
- Performing rounds, ostinato patterns, and partner songs using voices and instruments

**Dynamics:**
- Understanding written dynamic markings
- Demonstrating volume through aural and kinesthetic activities

**Tempos:**
- Feeling and performing tempo changes through movement and listening activities
### Form:
Recognizing same and different melodies in various musical selections
Demonstrating same and different melodies through visual and kinesthetic activities

### Tone Color:
Expressing different vocal and instrumental timbres through listening, solo, and group performances

### Assessments
- Class participation
- Student demonstration
- Teacher observation
- Assessment games

### Topic: Performance
By the end of 5th Grade

#### Essential Questions
- How does listening to others help us match pitch more accurately and enhance multiple-part harmony?
- Can you identify proper singing techniques which will enhance overall performance?
- How can we transfer rhythm patterns to body percussion and instruments?
- How can we show the music through our bodies?
- Why is it important to provide critique to others and offer suggestions?
- How do good listening skills enable us to become better audience members?
- In what ways can we create and portray expressive ideas?

#### Enduring Understandings
- In order to match pitch accurately, it is important to listen to others around you in order to be successful at singing in harmony
- There are proper singing techniques that must be utilized, while singing alone and with others
- Using good listening skills enables us to become better performers and good audience members
- Instruments are important to learn, understand, and demonstrate rhythm, melody, and harmony
- Being actively involved in participation is important to understanding music
- Providing and accepting critique are imperative to improving performance
- Movements can describe stories, emotions, and characteristics
- We can express musical ideas through composition, improvisation, and dramatization

### NJCCCS 1.2 1.4

#### Key Concepts and Skills
Students will
- Understand the difference of solo, duet, trio, and ensemble performing
- Accompany with body percussion and instruments
- Echo, create, and perform rhythmic patterns
- Move with choreography and freely throughout space
- Learn and apply proper listening, audience, and critiquing skills
- Express musical ideas through composition, improvisation, and dramatization

#### Learning Activities
**Singing:**
- Listening, echoing, reading and performing melodic patterns
- Performing selected melodies alone and with others in the form of solos and ensembles
- Experiencing and demonstrating songs and pitch matching games
Developing an appreciation for harmony created by other vocal parts

**Playing:**
Incorporating pitched and non pitched percussion instruments to accompany a musical idea
Performing rhythmic and melodic ostinato patterns

**Moving:**
Following dance step formations, patterns, and sequences
Incorporating interpretive dance with and without props

**Listening:**
Discovering elements of music within examples provided
Utilizing and practicing proper listening skills
Demonstrating proper audience etiquette
Analyzing and providing positive critique to others
Accepting and utilizing critique as it is given

**Creating:**
Encouraging students to improvise using instruments, voices, and movement
Promoting student creativity through compositions of patterns and sequences
Incorporating dramatization to enhance creative expression

### Assessments
- Class participation
- Student demonstration
- Assessment games
- Teacher observation

### Topic: Music Appreciation and History and Culture
**By the end of 5th Grade**

### Essential Questions
- Can you provide examples of how music differs from noise?
- Can you identify ways in which instruments are related within their families?
- Can you provide examples of how job responsibilities differ within each music career?
- What are similarities and differences between various styles of music?
- How does learning about music from other cultures help us appreciate different people in the world?
- In what ways has music evolved over time?
- What technologies are available to music today?

### Enduring Understandings
- Instruments produce sounds differently because of how they are made and played
- Instruments can be grouped into families by their similarities
- Music jobs are identified by their defined responsibilities
- Experience, appreciate, and describe different styles of music
- People around the world create music differently because of their historical, cultural, and geographical background
- The way music is produced, preserved, and experienced is ever-changing throughout time
- There are many technological advances available to increase music appreciation
### Key Concepts and Skills

Students will:
- Categorize individual instruments into their appropriate families
- Explain the possible careers in music and compare the responsibilities associated with each
- Identify and describe the characteristics between genres of music
- Learn about time periods throughout music history
- Identify and describe the characteristics of various cultures through songs, dances, and instruments
- Utilize current technological resources available to music

### Learning Activities

#### Instruments:
Listen to and recognize various instruments through aural and picture prompts
Associate common sounds and tones produced by various instruments
Familiarize students with the way instruments are played

#### Music Careers:
Expand upon knowledge of music careers
Compare job responsibilities of various music careers

#### Styles of Music:
Identify various genres of music through listening, singing, moving, playing, and creating
Explore various time periods throughout music history

#### Multicultural:
Explore multicultural songs, dances, and ethnic instruments in greater detail
Explain how cultural characteristics highly influence music

#### Music Technology:
Compare and explore the changes in how music is produced, experienced, and stored
Discuss the many current methods of recording, listening, and creating music

### Assessments

- Class participation
- Student demonstration
- Assessment games
- Teacher observation