

**APS DISTRICT CORE CURRICULUM AND SCOPE & SEQUENCE  
MUSIC**

**SINGING AND PERFORMING ALONE AND WITH OTHERS**

**STANDARD 1: SINGING AND PERFORMING ALONE AND WITH OTHERS**

Learners will demonstrate singing, instrument playing, and movement skills alone and with others.

**FIFTH GRADE**

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p><b>1.1 Learners sing and move to a variety of music</b></p> <p>Learners will:</p> <p>1.1.1 sing a repertoire of appropriate songs with good pronunciation; (Essential)</p> <p>1.1.2 create patterns of locomotor and non-locomotor movement to accompany songs; (Essential)</p> <p>1.1.3 perform contemporary style dances. (Extended)</p>	<p>1.1.1 Observe student participation during class.</p> <p>1.1.2 Student will demonstrate locomotor and non-locomotor movement in isolation and in combination to create movement phrases.</p>	<p>Look for appropriate songs in the Fifth Grade book of “Share the Music - MacMillian” (STM), “Music and You” and other textbooks.</p> <p>Use props such as scarves to create choreography that includes locomotor and non-locomotor movement.</p> <p>Use dances of a more contemporary nature such as the Electric Slide, Charleston, and country line dances.</p> <p>Refer to “Teaching Folk Dances” and “Rhythmically Moving” by Phyllis Weikart.</p> <p>Use resource materials available at the APS ARTS Center for check out.</p>
<p><b>1.2 Learners use good posture and vocal sound when singing.</b></p> <p>Learners will:</p>	<p>1.2.1 Observe and evaluate student for</p>	<p>Use the song “Apples and Bananas” to review basic vowel sounds.</p> <p>Use pure vowel sounds in vocal warm-</p>

1.2.1 sing with proper vocal technique and diction; (Essential)	good use of breathe, clear vocal tone and clear pronunciation of text.	ups: A=ah, E=eh, I=ee, O=oh, U=oo
1.2.2 sing with a relaxed voice quality, not forced or shouted. (Essential)	1.2.2 Observe and evaluate individuals for vocal quality, individual should be able to adjust tone quality if shouting.	

**SINGING AND PERFORMING ALONE AND WITH OTHERS**

*Fifth Grade Music*

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
1.2.3 do vocal warm-ups; (Essential)	1.2.3 The students will correctly echo vocal warm-ups using good vocal tone quality.	Use voice exploration activities such as sirens and ascending and descending five note scales.
1.2.4 match pitch; (Essential)	1.2.4 Echoing a variety of stepwise patterns (scales) and large/small skips (intervals), the student will correctly match pitch.	Use phrases of very familiar songs to reinforce pitch matching and melodic singing.
1.2.5 sing with good posture. (Essential)	1.2.5 Observe student singing with the head up straight, shoulder back and relaxed, and with a straight back.	
<b>1.3 Learners will keep a steady beat.</b>  Learners will: 1.3.1 keep a steady beat at different tempos and in different meters. (Essential)	1.3.1 Student will demonstrate keeping a steady beat with a variety of music at different tempos and in different meters.	Use a wide variety of recorded music to demonstrate beat and steady tempo to the students. Consider using music that the students are very familiar with such as music of the radio or music from hit movies and TV shows.
<b>1.4 Learners participate in appropriate performance opportunities</b>  Learners will:		Provide performance opportunities that involve students singing, playing instruments, and moving as a whole group and as soloists.

<p>1.4.1 participate and or perform in appropriate programs and performances; (Essential)</p> <p>1.4.2 develop confidence to perform as a soloist or in a small group. (Essential)</p>	<p>1.4.1 Observe student in appropriate performance situations,</p> <p>1.4.2 Student will critique own and other's performance using established criteria.</p>	<p>Performance opportunities can be students performing for each other, another class, another grade level, or formal presentations for the PTA, etc.</p>
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**APS DISTRICT CORE CURRICULUM AND SCOPE & SEQUENCE  
MUSIC**

**CREATING WITH MUSIC**

**STANDARD 2: CREATING WITH MUSIC**

Learners will create with music and through music

**FIFTH GRADE**

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p><b>2.1 Learners compose, arrange, and improvise through musical activities</b></p> <p>Learners will:</p> <p>2.1.1 use voices and/or instruments to create and notate accompaniments chants, poems; (Essential)</p> <p>2.1.2 create and arrange music to accompany readings or dramatizations. (Expected)</p>	<p>2.1.1 Student use voices and/or instruments to accompany chants, poems, or music that enhance the text, story, or ideas presented. (See 3.3.2)</p>	<p>In a story, accompany verbs or nouns with different instruments (i.e., waving grass - cabasa, thunder - drum, running - hand drums, etc.)</p>
<p><b>2.2 Learners use music as a vehicle for communication and self expression.</b></p>		

<p>The learner will:</p> <p>2.2.1 explore how song lyrics can tell stories and communicate feelings (Essential)</p>	<p>2.2.1 Student will create lyrics that communicate an idea; create a mood or demonstrate an emotion using instruments or voices.</p>	
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**APS DISTRICT CORE CURRICULUM AND SCOPE & SEQUENCE  
MUSIC**

**READING AND RESPONDING TO MUSIC**

**STANDARD 3: READING AND RESPONDING TO MUSIC**

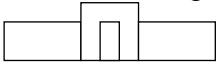
Learners will respond visually and aurally to music

**FIFTH GRADE**

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p><b>3.1 Learners experience and perform to simple melodic and rhythmic patterns.</b></p> <p>Learners will:</p> <p>3.1.1 create, notate, and lead eight to sixteen beat rhythmic patterns using body percussion ; (Essential)</p> <p>3.1.2 understand that music is organized in groups of beats; (Essential)</p> <p>3.1.3 recognize, respond to, and reproduce melodic direction in notated and aurally presented music; (Essential)</p> <p>3.1.4 understand that styles of music relate</p>	<p>3.1.1 Student will successfully create and lead an eight to sixteen beat pattern using body percussion. (See 3.3.2)</p> <p>3.1.2 Student will listen to rhythm patterns and correctly identify the meter groupings for each pattern.</p> <p>3.1.3 While looking at a piece of music, or listening to a piece of music, the student will correctly identify and perform the melodic direction.</p> <p>3.1.4 Student will correctly identify beat</p>	<p>Use the state and state capitol names to create eight beat patterns, have the kids practice notating them.</p> <p>Fine names that only have two beats and names that only have three beats. Create a string of these two and three beat names. Vary the order so that the student can hear and feel the changing meters.</p> <p>Teach basic conducting patterns in 2: ,</p> <p>3: , and 4: .</p>

to beat patterns; (Essential)	groupings of two's for marches and three's for waltzes by finding the strong accented beat in each grouping or measure.	
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<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p><b>3.2 Learners respond to simple meter changes.</b></p> <p>Learners will:</p> <p>3.2.1 create music in meter groupings of two's and three's and four's; (Essential)</p>	<p>3.2.1 Student will create music with simple meters (2,3, or 4) and simple meter changes.</p>	<p>Music could be composed to be played on desktops, body percussion, or on vocal syllables.</p>
<p><b>3.3 Learners understand basic music terminology</b></p> <p>Learners will:</p> <p>3.3.1 use basic terminology related to pitch movement (step-wise motion, skip-wise motion, repeated notes, staff, note and pitch names); (Essential)</p> <p>3.3.2 use basic terminology related to rhythm reading and style markings (notes values, rests, fermata, staccato, legato, accent, etc. ); (Essential)</p> <p>3.3.3 use basic terminology to indicate dynamic differences (fortissimo, forte, piano, pianissimo, crescendo, decrescendo); (Essential)</p>	<p><b>See Fourth Grade 3.3 for expected rhythm patterns.</b></p> <p>3.3.1-4 Correctly use and interpret music terminology while performing a piece of music.</p>	<p>Use recorder lessons to introduce and reinforce rhythm reading, note names, staff, clef, dynamics, and tempo.</p> <p>Create music with correct notation and style markings.</p> <p>Add or change markings on an existing piece of music.</p> <p>Improvise style changes and markings as a piece is being performed.</p>

<p>3.3.4 use basic terminology related to tempo (presto, allegro, moderato, andante, adagio, lento)</p>		
<p><b>3.4 Learners identify and respond to tempo, volume, and duration contrasts.</b></p> <p>The learner will:</p> <p>3.4.1 identify contrasts in the musical elements of tempo (fast/slow), pitch (high/low), rhythmic duration (short/long) and dynamics (loud/soft). (Essential)</p>	<p>3.4.1 The student will create a listening map for a piece of music showing contrasts in tempo, rhythm, dynamics and form.</p>	<p>Listen to Musette by Yo Yo Ma and Bobby McFerrin for lesson in contrasts. STM Fifth Grade.</p> <p>Refer to the listening maps in the Fourth Grade TE of STM for examples of good listening maps.</p> <p>Review Children’s Symphony by McDonald fro STM.</p>
<p><b>3.5 Learners follow and read words in a song.</b></p> <p>The learner will:</p> <p>3.5.1 read and understand the meaning in song lyrics; (Essential)</p> <p>3.5.2 incorporate musical activities with children’s literature. (Expected)</p>	<p>3.5.1 Student accurately reads the text of a song, follows the actions associated with the text, or can relate the general theme or idea in the text.</p>	<p>Begin to incorporate myths, legends, poetry, and historical events as a basis for musical activities.</p>
<p><b>3.6 Learners identify and respond to music form.</b></p> <p>Learners will:</p> <p>3.6.1 relate form in music to form in their environment (math, art, dance, architecture, etc.)(Essential)</p> <p>3.6.2 create music in ABA, Rondo, Verse-</p>	<p>3.6.1 Student will identify one example of form in their environment that relates to or is the same a form in music.</p> <p>3.6.2 Student will successfully create a</p>	<p>Look for form in buildings. ABA building might be:</p>  <p>Design a building in rondo form.</p>

Refrain, and Theme and Variation form. (Essential)	piece of music in ABA, verse-refrain, rondo, or theme and variation form.	
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**APS DISTRICT CORE CURRICULUM AND SCOPE & SEQUENCE  
MUSIC**

**LISTENING, ANALYZING, AND DESCRIBING MUSIC**

**STANDARD 4: LISTENING, ANALYZING, AND DESCRIBING MUSIC**

Learners will listen to, analyze, and describe music.

**FIFTH GRADE**

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p><b>4.1 Learners discuss meaning in a variety of music</b></p> <p>Learners will:</p> <p>4.1.1 listen to a variety of recorded music or live musical performances; (Essential)</p> <p>4.1.2 discuss the role of music in various events (civil and religious ceremonies, parades, etc.)(Essential)</p>	<p>4.1.1 Student will discuss and/or highlight at least four aspects of a musical performance while referring back to the musical pieces heard.</p> <p>4.1.2 Student will identify ceremonies where music is used or plays a significant part.</p>	<p>Play a wide variety of recorded music as part of the student’s music lessons, as background music for reflective and non-reflective listening.</p> <p>Refer to listening lessons and recordings that are part of the Fifth Grade level STM series.</p> <p>Have the students write about a ceremony that important to their family and the role music plays in that ceremony.</p>
<p><b>4.2 Learners recognize and name melodic, rhythmic, orchestral and electronic instruments.</b></p> <p>Learners will:</p> <p>4.2.1 identify by sight and sound, with correct spelling, the orchestral instruments by family (string, brass,</p>	<p>4.2.1 The student will be able to classify the orchestral instruments by families and describe one or two</p>	

<p>woodwind, percussion) and be able to classify percussion instruments into pitched and unpitched families. (Essential)</p> <p>4.2.2 understand that, in music making, instruments are an extension of ourselves; (Essential)</p> <p>4.2.3 name various electronic instruments and know about how computers can be used to create music. (Expected)</p>	<p>characteristics of each family.</p> <p>4.2.2 Student will identify how sounds are produced on various instruments (Buzzing, blowing, bowing, striking, plucking, shaking)</p>	
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<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p><b>4.3 Learners model appropriate audience behavior.</b></p> <p>Learners will:</p> <p>4.3.1 be aware of appropriate concert/performance behavior as a listener and as a participant. (Essential)</p>	<p>4.3.1 Observe student exhibiting proper behavior, listening attentively, and/or actively participating in a performance.</p>	<p>Provide opportunities for students to practice good audience behavior.</p>
<p><b>4.4 Learners identify form in music.</b></p> <p>The learner will:</p> <p>4.1.1 identify and describe verse-refrain, ABA, rondo, theme and variation forms in music. (Essential)</p>	<p>4.4.1 While listening to a song or piece of music, the student will correctly identify verse-refrain, ABA, rondo, and theme and variation form.</p>	

**APS DISTRICT CORE CURRICULUM AND SCOPE & SEQUENCE  
MUSIC**

<b>UNDERSTANDING THE RELATIONSHIP BETWEEN MUSIC AND OTHER CONTENT AREAS</b>
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**STANDARD 5: UNDERSTANDING THE RELATIONSHIP BETWEEN MUSIC AND OTHER CONTENT AREAS**

Learners will make connections to other content areas through musical activities

**FIFTH GRADE**

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p><b>5.1 Learners demonstrate proper care for musical equipment</b></p> <p>Learners will:                      5.1.1 accept responsibility for proper care of musical equipment. (Essential)</p>	<p>5.1.1 Student will understand the rationale for, and demonstrate, appropriate care with musical equipment without teacher oversight.</p>	<p>Give students more responsibility for setting up and putting away music equipment.</p>
<p><b>5.2 Learners develop an awareness of other cultures through music.</b></p> <p>Learners will:                      5.2.1 sing songs from various cultures and in other languages with an emphasis on the music of New Mexico (Essential)</p> <p>5.2.2 sing songs in a variety of styles (patriotic, lullabies, folk songs, etc.); (Essential)</p>	<p>5.2.1 Observe student singing songs in other languages and appropriate songs from the cultures in New Mexico (Spanish, Native American, African American.) Discuss similarities and differences to other music they've studied.</p> <p>5.2.2 Student can tell about the subject matter, origin, and/or purpose of song being studied.</p>	<p>Refer to the Hispanic Music Kits published by APS Instructional Support Unit. Materials are also available for check out from the APS ARTS Center.</p> <p>Patriotic songs to sing can include America the Beautiful, This Land is Your Land, and Battle Hymn of the Republic, Star Spangled Banner, Fifty Nifty United States.</p>
<p><b>5.3 Learners develop an awareness that music is part of daily life.</b></p> <p>Learners will:                      5.3.1 discuss how music impact their own daily lives. (Essential)</p>	<p>5.3.1 Students can identify three ways they personally use or make music.</p>	<p>Look for examples of people making music in everyday situations like work (African Postal Workers from Grade Three STM series, Chili's commercial) and play (rhythm of a bouncing ball, jumping rope, running.)</p>

**UNDERSTANDING THE RELATIONSHIP BETWEEN MUSIC AND OTHER CONTENT AREAS**

*Fifth Grade*

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p><b>5.4 Learners develop an awareness of the connections between music and other content areas.</b></p> <p>The learner will:</p> <p>5.4.1 discover and detail relationship between music and other content areas such as math and science, etc.) (Essential)</p> <p>5.4.2 study examples of contemporary musical styles and the composers/performers associated with the various styles.</p>	<p>5.4.1 Student can identify at least one connection between: music and science (acoustics), music and math (counting, values, meter groupings, fractions), music and literature (words/text), music and history (historical figures and events), music and art (form and contrast), music and dance (forms like ABA and Rondo)</p> <p>5.4.2 Student can identify music of a contemporary nature as belonging to rock, jazz, blues, country, Broadway, etc.</p>	<p>Have student write a report about a favorite style or period in music. The report should focus on the time period, style of the music, predominant instruments used, the performer(s), etc.</p>
<p><b>5.5 Learners develop an awareness of the vocational and avocational possibilities in music.</b></p> <p>Learners will;</p> <p>5.5.1 explore different career opportunities related to the music field. (Essential)</p>	<p>5.5.1 The student will write an in-depth report on one music related career and present the report to the class.</p>	<p>Refer to the Careers section of the classified index in the Fifth Grade TE of STM.</p>

