










## Music: Grade 5

SEE PAGE 3, "The Arts in the Curriculum."

**TEACHERS:** In schools, lessons on music should feature activities and works that illustrate important musical concepts and terms, and should introduce important composers and works. When appropriate, topics in music may be linked to topics in other disciplines.

The following guidelines focus on content, not performance skills, though many concepts are best learned through active practice (singing, clapping rhythms, playing instruments, etc.).

### I. Elements of Music

- Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.).
  - Recognize a steady beat, accents, and the downbeat; play a steady beat, a simple rhythm pattern, simultaneous rhythm patterns, and syncopation patterns.
  - Discriminate between fast and slow; gradually slowing down and getting faster; *accelerando* and *ritardando*.
  - Discriminate between differences in pitch: high and low.
  - Discriminate between loud and quiet; gradually increasing and decreasing volume; *crescendo* and *decrescendo*.
  - Understand *legato* (smoothly flowing progression of notes) and *staccato* (crisp, distinct notes).
  - Sing unaccompanied, accompanied, and in unison.
  - Recognize harmony; sing rounds and canons; two- and three-part singing.
  - Recognize introduction, interlude, and coda in musical selections.
  - Recognize verse and refrain.
  - Continue work with timbre and phrasing.
  - Recognize theme and variations.
  - Sing or play simple melodies while reading scores.
  
- Understand the following notation and terms:
  - names of lines and spaces in the treble clef; middle C
  -  treble clef,  staff, bar line, double bar line, measure, repeat signs
  -  whole note,  half note,  quarter note,  eighth note
  - whole rest, half rest, quarter rest, eighth rest
  -  grouped sixteenth notes
  - tied notes and dotted notes
  -  sharps     flats
  - Da capo* [*bc.*] *al fine*
  - meter signature:  $\frac{4}{4}$  or common time     $\frac{2}{4}$      $\frac{3}{4}$      $\frac{6}{8}$
  - quiet *pp*    *p*    *mp*    loud    *ff*    *f*    *mf*



## II. Listening and Understanding

**TEACHERS:** Expose children to a wide range of music, including children’s music, popular instrumental music, and music from various cultures.

### A. COMPOSERS AND THEIR MUSIC

**TEACHERS:** Provide brief, child-friendly biographical profiles of the following composers, and listen to representative works:

- Ludwig van Beethoven, *Symphony No. 5*
- Modest Mussorgsky, *Pictures at an Exhibition* (as orchestrated by Ravel)

### B. MUSICAL CONNECTIONS

**TEACHERS:** Introduce children to the following works in connection with topics in other disciplines:

- Music from the Renaissance (such as choral works of Josquin Desprez; lute songs by John Dowland)
- Felix Mendelssohn, Overture, Scherzo, and Wedding March from *A Midsummer Night’s Dream*

## III. American Musical Traditions

- Spirituals  
Originated by African-Americans, many spirituals go back to the days of slavery. Familiar spirituals, such as:  
Down by the Riverside  
Sometimes I Feel Like a Motherless Child  
Wayfaring Stranger  
We Shall Overcome

## IV. Songs

Battle Hymn of the Republic  
Danny Boy  
Dona Nobis Pacem (round)  
Git Along Little Dogies  
God Bless America  
Greensleeves  
The Happy Wanderer  
Havah Nagilah  
If I Had a Hammer  
Red River Valley  
Sakura  
Shenandoah  
Sweet Betsy from Pike

**NOTE:** Children were introduced to Beethoven in grade 2.

See also below, Songs, “Greensleeves”; and see World History 5, The Renaissance.

See also Language Arts 5, Shakespeare’s *A Midsummer Night’s Dream*.

**NOTE:** Spirituals introduced in earlier grades include “Swing Low Sweet Chariot,” “He’s Got the Whole World in His Hands,” and “This Little Light of Mine.”

See also above, III. American Musical Traditions, Spirituals.

See also American History 5, Civil War, re “Battle Hymn of the Republic.” Also, you may wish to recall songs from grade 2: “Dixie,” “Follow the Drinking Gourd,” and “When Johnny Comes Marching Home.”