



## Young Scholars of Western Pennsylvania Charter School

### 5th Grade Music YSWPCS

- Curricular Strand

#### Melody

#### Objectives

1. Aurally differentiate higher or lower sound, and steps, skips and repeated notes.
  2. Visually identify, demonstrate, sing and notate melodic patterns individually, in small groups and large groups in the key of D Major or F (la-based) minor or higher:
    - 1) Sol Mi
    - 2) Sol Mi La
    - 3) Sol Mi La Do
    - 4) Sol Mi La Do Re
    - 5) Sol Mi La Do Re Do' Sol, La,
    - 6) Sol Mi La Do Re Do' Sol, La, Fa Ti
- All of the above will be taught first through song material or neutral syllables.
3. Visually identify the staff.
  4. Visually identify the treble clef.
  5. Visually identify and play on the soprano recorder:  
(C' A D' B G)
  6. Visually identify and play on the soprano recorder:  
(D E F#)
  7. Visually identify and play on the soprano recorder:  
(C, F Bb E')
  8. Demonstrate correct fingering technique and proper tone production on the soprano recorder.
  9. Visually identify and demonstrate sharp, flat, and natural signs.

#### National Standards for Music Ed.

Singing, alone and with others, a varied repertoire of music.

Performing on instruments, alone and with others, a varied repertoire of music.

Improvising melodies, variations, and accompaniments.

Reading and notating music.

Listening to, analyzing, and describing music.

Understanding music in relation to history and culture.

#### OCDEL Standards

N/A

PA Common Core Standards for Reading and Writing in History and Social Studies

N/A

#### PA Standards

##### **9.1.5.A:**

Know and use the elements and principles of each art form to create works in the arts and humanities.

##### **9.1.5.B:**

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

##### **9.1.5.C:**

Know and use fundamental vocabulary within each of the arts forms.

##### **9.1.5.G:**

Identify the function and benefits of rehearsal and practice sessions.

##### **9.1.5.H:**

Use and maintain materials, equipment and tools safely at work and performance spaces.

##### **9.1.5.J:**

Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

#### Assessment(s)

##### Observational Assessment

Students can...

1. Aurally differentiate higher or lower sound, and steps, skips and repeated notes.

2. Visually identify, demonstrate, sing and notate melodic patterns individually, in small groups and large groups in the key of D Major or F (la-based) minor or higher:

- 1) Sol Mi
- 2) Sol Mi La
- 3) Sol Mi La Do
- 4) Sol Mi La Do Re
- 5) Sol Mi La Do Re Do' Sol, La,
- 6) Sol Mi La Do Re Do' Sol, La, Fa Ti

All of the above will be taught first through song material or neutral syllables.

3. Visually identify the staff.
4. Visually identify the treble clef.
5. Visually identify and play on the soprano recorder:

(C' A D' B G)

6. Visually identify and play on the soprano recorder:  
(D E F#)

7. Visually identify and play on the soprano recorder:  
(C, F Bb E')

8. Demonstrate correct fingering technique and proper tone production on the soprano recorder.
9. Visually identify and demonstrate sharp, flat, and natural signs.

### Written Assessment

- 1) Students write the letter of each note below the staff to form a "musical word."
- 2) Melodic dictation: Students write each melody they hear on a five line staff.

### Related Materials

Piano

Seating Chart

Recordings

Unpitched Percussion

Soprano Recorders

Recorder Fingering Chart (BAG)

Body Percussion Visual

Lines and Spaces Treble Clef Cards

Pink Panther Visual

Solfege Ladder Visual

Rhythm Flash Cards (Eight Beat Rhythms)

Technology Integration

Recording Through Sound System

Projector to Show Visuals

- Curricular Strand

Rhythm

Objectives

1. Demonstrate steady beat.
2. Respond to the cues of a conductor.
3. Differentiate beat and rhythm.
4. First aurally interpret and orally replicate, then visually identify, demonstrate, and notate:

Duple

- 1) Quarter Note:Du
- 2) Eighth Notes:Du-De
- 3) Quarter Rest:arms extended, palms up
- 4) Half Note:Du
- 5) Half Rest:arms extended, palms up twice

- 6) Sixteenth Notes:Du-Ta-De-Ta
- 7) Dotted Half Note:Du
- 8) Whole Note:Du
- 9) Whole Rest:arms extended, palms up 4 times
- 10) Paired Sixteenth Notes:Du-De-Ta
- 11) Paired Sixteenth Notes:Du-Ta-De
- 12) Syncopated Rhythm  
(Eighth/Quarter/Eighth):Du-De-De
- 13) Eighth Rest:arms extended, palms up
- 14) Dotted Quarter/Eighth Pattern:Du-De
- 15) Eighth/Dotted Quarter Pattern: Du-De
- 16) Dotted Eighth/Sixteenth Pattern:Du-Ta
- 17) Triplet:Du-Da-Di

### Triple

- 1) Dotted Quarter Note:Du
  - 2) Three Eighth Notes:Du-Da-Di
  - 3) Dotted Quarter Rest:arms extended, palms up
  - 4) Dotted Half Note:Du
  - 5) Dotted Half Rest:arms extended, palms up
  - 6) Quarter Note/Eighth Note Patterns: Du-Di
  - 7) Dotted Eighth/Sixteenth/Eighth:Du-Ta-Di
5. Visually identify bar line, measure, and unpitched symbols.
  6. Visually identify and demonstrate tied patterns.

National Standards for Music Ed.

Singing, alone and with others, a varied repertoire of music.

Performing on instruments, alone and with others, a varied repertoire of music.

Improvising melodies, variations, and accompaniments.

Reading and notating music.

Listening to, analyzing, and describing music.

Understanding music in relation to history and culture.

OCDEL Standards

N/A

PA Common Core Standards for Reading and Writing in History and Social Studies

N/A

PA Standards

**9.1.5.A:**

Know and use the elements and principles of each art form to create works in the arts and humanities.

**9.1.5.B:**

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

**9.1.5.C:**

Know and use fundamental vocabulary within each of the arts forms.

**9.1.5.G:**

Identify the function and benefits of rehearsal and practice sessions.

**9.1.5.H:**

Use and maintain materials, equipment and tools safely at work and performance spaces.

**9.1.5.J:**

Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

Assessment(s)

Observational Assessment

Students can...

1. Demonstrate steady beat.
2. Respond to the cues of a conductor.
3. Differentiate beat and rhythm.
4. First aurally interpret and orally replicate, then visually identify, demonstrate, and notate:

Duple

- 1) Quarter Note:Du
- 2) Eighth Notes:Du-De
- 3) Quarter Rest:arms extended, palms up
- 4) Half Note:Du
- 5) Half Rest:arms extended, palms up twice
- 6) Sixteenth Notes:Du-Ta-De-Ta
- 7) Dotted Half Note:Du
- 8) Whole Note:Du
- 9) Whole Rest:arms extended, palms up 4 times
- 10) Paired Sixteenth Notes:Du-De-Ta
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- 12) Syncopated Rhythm  
(Eighth/Quarter/Eighth):Du-De-De
- 13) Eighth Rest:arms extended, palms up
- 14) Dotted Quarter/Eighth Pattern:Du-De
- 15) Eighth/Dotted Quarter Pattern: Du-De
- 16) Dotted Eighth/Sixteenth Pattern:Du-Ta
- 17) Triplet:Du-Da-Di

Triple

- 1) Dotted Quarter Note:Du
- 2) Three Eighth Notes:Du-Da-Di

- 3) Dotted Quarter Rest:arms extended, palms up
  - 4) Dotted Half Note:Du
  - 5) Dotted Half Rest:arms extended, palms up
  - 6) Quarter Note/Eighth Note Patterns: Du-Di
  - 7) Dotted Eighth/Sixteenth/Eighth:Du-Ta-Di
5. Visually identify bar line, measure, and unpitched symbols.
6. Visually identify and demonstrate tied patterns.

### Written Assessment

Rhythmic Dictation: Students write each rhythm that they hear.

### Related Materials

- Piano
- Seating Chart
- Recordings
- Unpitched Percussion
- Soprano Recorders
- Recorder Fingering Chart (BAG)
- Body Percussion Visual
- Lines and Spaces Treble Clef Cards
- Pink Panther Visual
- Solfege Ladder Visual
- Rhythm Flash Cards (Eight Beat Rhythms)

### Technology Integration

- Recording Through Sound System
- Projector to Show Visuals

• Curricular Strand

Harmony

Objectives

1. Sing and hear songs with varying tonalities.
2. Speak and play simple ostinati.
3. Sing root melodies of songs using tonic and dominant in major and minor on a neutral syllable.
4. Sing and play partner songs, rounds, and canons.
5. Play simple two-part harmony on the soprano recorder.
6. Use standard music terminology to identify tonic and dominant chords.
7. Use standard music terminology to identify tonic, dominant, and sub-dominant.
8. Visually identify the key signatures of C Major, G Major and F Major.

National Standards for Music Ed.

Singing, alone and with others, a varied repertoire of music.

Performing on instruments, alone and with others, a varied repertoire of music.

Improvising melodies, variations, and accompaniments.

Reading and notating music.

Listening to, analyzing, and describing music.

Understanding music in relation to history and culture.

OCDEL Standards

N/A

PA Common Core Standards for Reading and Writing in History and Social Studies

N/A

PA Standards

**9.1.5.A:**

Know and use the elements and principles of each art form to create works in the arts and humanities.

**9.1.5.B:**

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

**9.1.5.C:**

Know and use fundamental vocabulary within each of the arts forms.

**9.1.5.G:**

Identify the function and benefits of rehearsal and practice sessions.

**9.1.5.H:**

Use and maintain materials, equipment and tools safely at work and performance spaces.

**9.1.5.J:**

Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

**Assessment(s)****Observational Assessment**

Students can...

1. Sing and hear songs with varying tonalities.
2. Speak and play simple ostinati.
3. Sing root melodies of songs using tonic and dominant in major and minor on a neutral syllable.
4. Sing and play partner songs, rounds, and canons.
5. Play simple two-part harmony on the soprano recorder.
6. Use standard music terminology to identify tonic and dominant chords.
7. Use standard music terminology to identify tonic, dominant, and sub-dominant.
8. Visually identify the key signatures of C Major, G Major and F Major.

**Related Materials**

Piano

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Unpitched Percussion

Soprano Recorders

Recorder Fingering Chart (BAG)

Body Percussion Visual

Lines and Spaces Treble Clef Cards

Pink Panther Visual

Solfege Ladder Visual

Rhythm Flash Cards (Eight Beat Rhythms)

Technology Integration

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- Curricular Strand

Form

Objectives

1. Aurally and visually demonstrate phrase length.
2. Aurally and visually demonstrate phrases that are the same and different.
3. Aurally and visually demonstrate AB form.
4. Aurally and visually demonstrate ABA form.
5. Aurally and visually identify and demonstrate repeat sign.
6. Aurally and visually identify canon and rondo.
7. Visually identify the double bar line, D.C. al fine, Fine, and first and second endings.

**8. Aurally and visually identify and demonstrate theme and variation.**

National Standards for Music Ed.

Singing, alone and with others, a varied repertoire of music.

Performing on instruments, alone and with others, a varied repertoire of music.

Improvising melodies, variations, and accompaniments.

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Listening to, analyzing, and describing music.

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Use and maintain materials, equipment and tools safely at work and performance spaces.

**9.1.5.J:**

Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

#### Assessment(s)

##### Observational Assessment

Students can...

1. Aurally and visually demonstrate phrase length.
2. Aurally and visually demonstrate phrases that are the same and different.
3. Aurally and visually demonstrate AB form.
4. Aurally and visually demonstrate ABA form.
5. Aurally and visually identify and demonstrate repeat sign.
6. Aurally and visually identify canon and rondo.
7. Visually identify the double bar line, D.C. al fine, Fine, and first and second endings.
8. Aurally and visually identify and demonstrate theme and variation.

#### Related Materials

Piano

Seating Chart

Recordings

Unpitched Percussion

Soprano Recorders

Recorder Fingering Chart (BAG)

Body Percussion Visual

Lines and Spaces Treble Clef Cards

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Solfege Ladder Visual

Rhythm Flash Cards (Eight Beat Rhythms)

#### Technology Integration

Recording Through Sound System

Projector to Show Visuals

- Curricular Strand

Tone Color

Objectives

1. Demonstrate whispering, speaking, singing, calling voice.
2. Play various pitched and upitched classroom instruments.
3. Visually and aurally identify the families of the orchestra.
4. Visually and aurally identify individual instruments of the orchestra and band.

National Standards for Music Ed.

Singing, alone and with others, a varied repertoire of music.

Performing on instruments, alone and with others, a varied repertoire of music.

Improvising melodies, variations, and accompaniments.

Reading and notating music.

Listening to, analyzing, and describing music.

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**9.1.5.J:**

Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

Assessment(s)

Observational Assessment

Students can...

1. Demonstrate whispering, speaking, singing, calling voice.
2. Play various pitched and unpitched classroom instruments.
3. Visually and aurally identify the families of the orchestra.
4. Visually and aurally identify individual instruments of the orchestra and band.

Related Materials

Piano

Seating Chart

Recordings

Unpitched Percussion

Soprano Recorders

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Expressive Elements

Objectives

1. Discriminate and respond to loud and soft through movement, playing, singing, and discussion.
2. Discriminate and respond to fast and slow through movement, playing, singing, and discussion.
3. Participate in developmentally appropriate melodic, rhythmic, and movement improvisation.
4. Visually and aurally identify and demonstrate forte and piano.
5. Visually and aurally identify and demonstrate crescendo and decrescendo.
6. Visually and aurally identify and demonstrate accent.
7. Visually and aurally identify and demonstrate accelerando and ritardando.
8. Visually and aurally identify and demonstrate mezzo piano (mp), mezzo forte (mf), pianissimo (pp), and fortissimo (ff).

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**9.1.5.G:**

Identify the function and benefits of rehearsal and practice sessions.

**9.1.5.H:**

Use and maintain materials, equipment and tools safely at work and performance spaces.

**9.1.5.J:**

Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

Assessment(s)

Observational Assessment

Students can...

1. Discriminate and respond to loud and soft through movement, playing, singing, and discussion.
2. Discriminate and respond to fast and slow through movement, playing, singing, and discussion.
3. Participate in developmentally appropriate melodic, rhythmic, and movement improvisation.
4. Visually and aurally identify and demonstrate forte and piano.
5. Visually and aurally identify and demonstrate crescendo and decrescendo.
6. Visually and aurally identify and demonstrate accent.
7. Visually and aurally identify and demonstrate accelerando and ritardando.
8. Visually and aurally identify and demonstrate mezzo piano (mp), mezzo forte (mf), pianissimo (pp), and fortissimo (ff).

#### Related Materials

[Piano](#)

[Seating Chart](#)

[Recordings](#)

[Unpitched Percussion](#)

[Soprano Recorders](#)

[Recorder Fingering Chart \(BAG\)](#)

[Body Percussion Visual](#)

[Lines and Spaces Treble Clef Cards](#)

[Pink Panther Visual](#)

[Solfege Ladder Visual](#)

[Rhythm Flash Cards \(Eight Beat Rhythms\)](#)

#### Technology Integration

[Recording Through Sound System](#)

[Projector to Show Visuals](#)

• Curricular Strand

History and Culture

Objectives

1. Identify varying uses of music in daily life.
2. Participate in folk songs and dances from the United States of America and other cultures.
3. Hear and move to music of many historical periods.

National Standards for Music Ed.

Singing, alone and with others, a varied repertoire of music.

Performing on instruments, alone and with others, a varied repertoire of music.

Improvising melodies, variations, and accompaniments.

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Listening to, analyzing, and describing music.

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**9.1.5.G:**

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**9.1.5.H:**

Use and maintain materials, equipment and tools safely at work and performance spaces.

**9.1.5.J:**

Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

**Assessment(s)****Observational Assessment**

Students can...

1. Identify varying uses of music in daily life.
2. Participate in folk songs and dances from the United States of America and other cultures.
3. Hear and move to music of many historical periods.

**Written Assessment**

Students list all four of the orchestral families, along with one instrument from each family.

**Related Materials**

Piano

Seating Chart

Recordings

Unpitched Percussion

Soprano Recorders

Recorder Fingering Chart (BAG)

Body Percussion Visual

Lines and Spaces Treble Clef Cards

Pink Panther Visual

Solfege Ladder Visual

Rhythm Flash Cards (Eight Beat Rhythms)

Technology Integration

Recording Through Sound System

Projector to Show Visuals