

**DIOCESE OF HARRISBURG  
MUSIC CURRICULUM  
GRADE 5**

**Anchor: The student will sing/play an instrument using a varied repertoire of music.**

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>M.1.1. Sing and/or play a musical instrument accurately with correct fundamentals and techniques as developmentally appropriate.</p> <p>M.1.2. Sing and/or play music of varied genres and styles with appropriate expression, interpretation, and phrasing.</p> <p>M.1.3. Perform music at appropriate levels of difficulty (such as prescribed by the Pennsylvania Choral Directors Association [PCDA], Pennsylvania School Band and Orchestra Association [PSBOA], and Music Educators National Conference [MENC] in formal and/or informal concerts).</p>	<p><b>The student will:</b> sing and/or play a musical instrument emphasizing musical skills, e.g., breathings, singing, ranges, posture, instrumental technique, voice changes, etc.</p> <p>sing and/or play music of varied genres and styles exercising expression, interpretation, and phrasing by performing music in small groups in two or more parts, emphasizing technique, proper diction, etc.</p> <p>perform music until mastered in two or more parts, emphasizing partner songs, rounds, adding obbligato, descants and counter melodies.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students sing and/or play on an instrument songs or music exercises displaying good musical skills, e.g., breath support, singing ranges, instrumental techniques, posture breath, bow or stick control, etc.</li> <li><input type="checkbox"/> Students perform in small groups music in two or more parts.</li> <li><input type="checkbox"/> Students sing and/or play music examples from diverse cultures (e.g., African American, Asian, Hispanic, European) and styles (e.g., American and Arkansas folk songs, patriotic, blues, popular, jazz).</li> <li><input type="checkbox"/> Students perform music in two or more parts until mastered.</li> <li><input type="checkbox"/> Students perform partner songs and/or rounds correlating movement to the music, e.g., student circle activities.</li> <li><input type="checkbox"/> Students may add obbligato, descants, counter melodies, etc.</li> </ul>	

Permission granted by Arkansas Department of Education to use Arkansas Music Framework.

**DIOCESE OF HARRISBURG  
MUSIC CURRICULUM  
GRADE 5**

**Anchor: The student will create, compose, arrange, and improvise music as developmentally appropriate.**

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>M.2.1. Improvise simple melodies and/or accompaniments and compose short pieces within specified guidelines.</p> <p>M.2.2 Create and arrange rhythmic and melodic phrases.</p> <p>M.2.3. Explore the role of technology in the creation/composition of music.</p>	<p><b>The student will:</b> improvise simple melodies and/or accompaniments and compose short pieces using classroom instruments.</p> <p>create and arrange rhythmic and melodic phrases within a specified melodic range and multiple rhythms.</p> <p>explore the role of technology in the creation/composition of music by listening to or performing on electronic instruments.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students compose and notate melodies for poems and story reading selection(s).</li> <li><input type="checkbox"/> Use classroom instruments (percussion or melodic) to improvise a melody or rhythm to selected songs, individually or in small groups.</li> <li><input type="checkbox"/> Students individually compose a musical phrase using a given melodic range and choice of rhythms.</li> <li><input type="checkbox"/> Students listen to musical composition using electronic instruments.</li> <li><input type="checkbox"/> Students complete a project or written report about the synthesizer.</li> <li><input type="checkbox"/> Perform on electronic instruments in class for each other.</li> <li><input type="checkbox"/> Teacher exposes students to current computer software.</li> </ul>	

**DIOCESE OF HARRISBURG  
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GRADE 5**

**Anchor: The student will read and notate music.**

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>M.3.1. Read and notate simple and compound meters, rhythm, pitch, and dynamics using standard symbols and terminology.</p> <p>M.3.2. Use technology, when applicable, to develop reading and notating skills.</p> <p>M.3.3. Sight-read music in treble and/or other clefs in various keys and meters within specified guidelines.</p>	<p><b>The student will:</b> read and notate simple and compound meters using a variety of rhythms, pitches, and dynamics using standard symbols and terminology.</p> <p>use technology, such as software, to develop reading and notating skills.</p> <p>sight-read music in treble and bass and/or other clefs in various keys and meters by clapping rhythms and correlating numbers and/or solfege syllables to major scales.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students identify musical symbols and terminology.               <ul style="list-style-type: none"> <li>◆ Use flash cards</li> <li>◆ Play musical games</li> </ul> </li> <li><input type="checkbox"/> Sing and/or play music using a variety of meters, rhythms, pitches, and dynamics.</li> <li><input type="checkbox"/> Students play written phrases on an electronic instrument.</li> <li><input type="checkbox"/> Use music computer software to help students read and notate music.</li> <li><input type="checkbox"/> Students clap rhythms from notation.</li> <li><input type="checkbox"/> Students correlate numbers and/or solfege syllables to the major scale in treble or bass clef.</li> </ul>	

**DIOCESE OF HARRISBURG  
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**Anchor: The student will listen to, analyze, describe, and evaluate music and musical performances.**

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
M.4.1. Evaluate performance through critical listening for the purpose of self-correction.	<b>The student will:</b> evaluate musical performances by listening for wrong pitches, rhythms, balance, volume, phrasing, etc.	<input type="checkbox"/> Students evaluate their own music performances (individually or in small groups) by aural or video means. <input type="checkbox"/> Listen for <ul style="list-style-type: none"> <li>◆ Wrong notes (melodic or rhythmic)</li> <li>◆ Balance, volume, phrasing, etc.</li> </ul>	
M.4.2. Evaluate the elements and components of a musical composition using appropriate terminology (e.g., instrumental and vocal timbres, forms, textures, etc.).	evaluate a musical composition using appropriate timbre, forms, of AB, ABA, theme and variations, and textures of two-three part harmony, etc.	<input type="checkbox"/> Students evaluate a musical composition using terminology, e.g. instrumental and vocal timbres, AB, ABA, theme and variations form, and textures, such as two-three-part harmony, etc.	
M.4.3. Compare and contrast two or more styles of music.	compare similarities and differences in two or more styles of music.	<input type="checkbox"/> Compare similarities and differences of music in different styles.	
M.4.4. Respond to a musical performance as an informed, actively involved listener in a variety of settings.	respond to a musical performance as an informed, actively involved listener by comparing mood, style, quality, precision and expression.	<input type="checkbox"/> After listening to a performance, students discuss the following: <ul style="list-style-type: none"> <li>◆ Mood or style of music</li> <li>◆ Precision and expression</li> <li>◆ Quality of the performance</li> </ul>	
M.4.5. Utilize technology to listen to, analyze, describe, and evaluate music and musical performances.	utilize computer software and audio equipment to listen to, analyze, describe, and evaluate music and musical performances.	<input type="checkbox"/> Students use technology to listen to a musical performance and then evaluate the performance.	

**DIOCESE OF HARRISBURG  
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GRADE 5**

**Anchor: The student will relate music to diverse cultures, society, history, and other arts and disciplines.**

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>M.5.1. Identify commonalities between music and the other fine arts (e.g., rhythm/movement, timbre/color, etc.).</p> <p>M.5.2. Recognize that musical development is a continuum influenced by historical and technological events.</p> <p>M.5.3. Recognize that events in society and music are interrelated.</p>	<p><b>The student will:</b> identify common elements between music and the other fine arts, such as visual art or dance.</p> <p>recognize that musical development is a continuum influenced by American/world history and technological events, such as phonograph, tape record, compact disk, computers and software.</p> <p>recognize that events in society and music are interrelated by comparing historical and social events.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students listen to a music composition and create an appropriate work of art. Then they discuss common elements.</li> <li><input type="checkbox"/> After students observe a work of art, they create a music composition.</li> <li><input type="checkbox"/> Incorporate movements to create a music composition.</li>   <li><input type="checkbox"/> Students create a timeline of music that relates to events in American history.</li> <li><input type="checkbox"/> Students write a journal entry that explains the effect technology has had on music, e.g., phonograph record, recording tape, compact disk, computer, CD-rom, etc.</li>   <li><input type="checkbox"/> Sing/play or listen to music associated with historical events, e.g., Civil War, Martin Luther King, 1960s, etc.</li> </ul>	

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**Anchor: The student will relate music to diverse cultures, society, history, and other arts and disciplines. (continued)**

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
M.5.4. Demonstrate ways music and other disciplines are integrated.	<b>The student will:</b> demonstrate ways music and other disciplines are integrated, such as science, mathematics and language arts.	<input type="checkbox"/> Students relate music to other disciplines, e.g., science, math, and language arts.	
M.5.5. Incorporate technology to distinguish ways in which music relates to diverse cultures, societies, historical events, and the other arts and disciplines.	incorporate computer and audio technology to distinguish ways in which music relates to diverse cultures, societies, historical events, and the other arts and disciplines.	<input type="checkbox"/> Explore music software and the Internet to relate music to <ul style="list-style-type: none"> <li>◆ Diverse cultures</li> <li>◆ Societies</li> <li>◆ Historical events</li> <li>◆ Visual art</li> <li>◆ Dance</li> </ul>	
M.5.6. Sing sacred songs of the Mass.	sing sacred songs from traditional and children's song books.	<input type="checkbox"/> Students will sing sacred songs that can be used for Mass.	
M.5.7. Sing service music from the Mass.	sing the service parts of the Mass.	<input type="checkbox"/> Students will sing service music that can be used during Mass.	