

J.E. COSGRIFF SCHOOL

MR. DAVID ASMAN

FIFTH GRADE MUSIC CURRICULUM

My curriculum will sequence music skills and objectives that support the National Standards for Arts Education, which in turn influenced the Utah State Music Core, as well as that of our Diocese.

Objectives are organized into six conceptual areas: Rhythm, Melody, Harmony, Form, and Expressive Qualities.

Students approach objectives through a variety of experiences: Moving, Speaking/Singing, Listening, Playing, Reading/Notating, and Creating.

Lessons unfold through different stages of learning: Imitation, Exploration, Improvisation, and Visualization.

Objectives are presented through different stages of teaching: Introduction, Reinforcement, and Assessment.

Your students will be playing mallet instruments, including glockenspiels, metallophones, and xylophones. The unpitched instruments include woods (wood blocks, claves, maracas, cabasa, guiros, temple blocks, vibraslap, ratchet, castanets, piccolo blocks, rain sticks and log drums), metals (tambourines, triangles, finger cymbals, cowbells, jingle bells, sleigh bells, agogo bells, flex-a-tone, suspended cymbal, wind chimes, and gong), and skins (hand drums, conga drums/tubanos, bongo drums, djembe, snare drum and bass drum). The study of soprano recorder will be expanded and developed.

They will be taught RHYTHM: demonstrate pulse (quarter, half, dotted half, and whole note), recognize note values, identify time signatures (including 5/4 and 7/8), experience mixed meter, and demonstrate Question-Answer improvisation (body percussion/unpitched/barred instruments); MELODY: demonstrate proper vocal technique, demonstrate proper playing technique on the soprano recorder, experience modal melodies, and continue to build repertoire; HARMONY: demonstrate proper mallet technique, explore canon/round, create ostinati, and analyze chord change accompaniments; FORM: refine simple forms and experience and label extended forms; TIMBRE: continue to identify musical symbols, explore musical expression, and continue to identify orchestral families.

A sampling of songs they will sing and listen to include: America, De Colores, God Bless America, Kum Ba Yah, Simple Gifts, Copland's Appalachian Spring, Britten's Young Person's Guide to the Orchestra, Paul Desmond's Take Five, Bach's Minuet in G, and The Star-Spangled Banner.

GRADING POLICY

The ability to perform, create, and listen to music with understanding is a goal for every student.

Students are evaluated in the areas of content (50%), and effort/participation (50%).

The following assessment tools are used to determine mastery of material being taught:

1. Auditory- pitch matching, solfege singing, listening examples
2. Verbal- definitions of terms, instrument identification
3. Visual- reading melodic and rhythmic notation
4. Kinesthetic- organized folk dances, body percussion
5. Written- using staff boards for melodic and rhythmic notation

Classroom Rules: ***M.U.S.I.C***

Make Good Choices

Use Your Best Voice

Stay In Your Place

Instruments – Use Them Properly

Care About Others in Room

Classroom management is maintained, in part, utilizing the following discipline cycle: Visual warning>Verbal warning>Watching turn/Disciplinary Referral (depending on grade)>Removal from activity along with communication with parent(s) and administration.

The development of musicianship is the goal of the program. The ultimate aim is to enrich the lives of the children-aesthetically, socially, academically, and personally. For all students, music can be a catalyst toward the maximum development of individual potential.