

GOOD SHEPHERD EPISCOPAL SCHOOL

5TH GRADE MUSIC YEAR AT A GLANCE

Trimester	Month	Topics	Skills
Trimester 1 8/27-11/14	August	NO MUSIC	
	September	NO MUSIC	
	October	NO MUSIC	

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<p>Trimester 2 11/17-2/27</p>	<p>November (End of First Trimester/ Beginning of Second Trimester)</p>	<ul style="list-style-type: none"> ▶ Introductions/assigned seating ▶ Rules/Expectations/Organization ▶ Class Room Set up/Procedures ▶ Duties & Responsibilities ▶ Harvard Protocol Assessment ▶ Observe for steady beat. Assess with 4,3,2,1. ▶ Introductory Name Games 	<ul style="list-style-type: none"> ▶ Response/evaluation. The student responds to and evaluates music and musical performances. Apply criteria in evaluating compositions and performances. ▶ Complete and assess beat competency as a class. Tally on beat counter. ▶ Review, define, perform: beat, ostinato, rhythm, complementary, form.
		<ul style="list-style-type: none"> ▶ Basic music terminology ▶ WORD WALL- Creative expression/performance. The student reads and writes music notation. ▶ Identify music symbols and terms referring to dynamics, tempo, and articulation. ▶ Echo imitation, 2 & 3 part canon. 	<ul style="list-style-type: none"> ▶ Student describes and analyzes basic music terminology & terms. Used in preparation for quiz/tests. ▶ TSW perform rhythmic speech over student-created body percussion within a group activity being conscious of dynamics, tempo, and articulation. ▶ TSW will engage in echo imitation singing and canon. Sing, perform body percussion in self & shared space.

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	December	<ul style="list-style-type: none"> ▶ Body Percussion ▶ Barred Instruments 101 & families ▶ Pentatonic scales, based on <i>do</i> and <i>la</i> using simple bordun. ▶ Improvisation 	<ul style="list-style-type: none"> ▶ Create and perform on four levels. ● Creative Expression and Performance. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music. ● Identify, classify, learn protocol for moving, storing, and play. ● Distinguish among a variety of musical timbre. ● The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music. ▶ Perform independently, with accurate intonation and rhythm, demonstrating fundamental skills on barred instrument/and or recorder. ● Create original song with elemental form. aabb, abab, aaba, abba, abca ● Review, play, and create simple bordun accompaniment: chord, broken, crossover, level. ▶ Define and play improvisational phrases (Q/A) over simple bordun. Create rhythmic and melodic phrases.
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	<ul style="list-style-type: none"> ▶ Creative expression and performance: Soprano Recorder ▶ Creative expression and performance. 	<ul style="list-style-type: none"> ▶ The student reads and writes music notation. Identify music symbols and terms referring to dynamics, tempo, and articulation. Read and write music that incorporates rhythmic patterns in various meters. Use standard terminology in explaining music notation. Perform expressively, from memory and notation. ▶ Create rhythmic and melodic phrases within specified guidelines. <ul style="list-style-type: none"> ● Create and arrange simple accompaniments in elemental form. ● Identify and create a variety of music forms such as AB, ABA, rondo, theme, and variations.
<p>January</p>	<ul style="list-style-type: none"> ▶ Creative expression and performance. ▶ Drumming 101: Classifications, How to play, Move and set. ▶ Folk Dancing 	<ul style="list-style-type: none"> ▶ The student reads and writes music notation. <ul style="list-style-type: none"> ● Read and write rhythmic notation: quarter, half, eighth, whole, rests, sixteenth notes in 2/4, 3/4, 4/4. Use pitched & unpitched instruments/voice and or recorder. ▶ TSW perform independently, with accurate intonation and rhythm, demonstrating fundamental skills and basic performance technique. TSW create rhythmic phrases. ▶ Perform music and movement from diverse cultures. Teach Laban qualities.

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	February	<ul style="list-style-type: none"> ▶ Drumming: Historical/cultural heritage. The student relates music to history, to society, and to culture. ▶ Conducting ▶ Diatonic and I-V material 	<ul style="list-style-type: none"> ▶ Perform music and movement from diverse cultures via drumming. <ul style="list-style-type: none"> ● Perform music representative of American and Texas heritage ▶ Students will learn to conduct a drum circle. ▶ Play, identify I-V song material, and improvise.
Trimester 3 2/28-5/30	March	<ul style="list-style-type: none"> ▶ Creative expression/performance: Prepare for Music Sharing Presentation – Festival of the Arts ▶ American Music 	<ul style="list-style-type: none"> ▶ The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music. Review and memorize all songs, set sequence. ▶ Perform music representative of American and Texas heritage.
	April	<ul style="list-style-type: none"> ▶ Music Sharing Presentation <ul style="list-style-type: none"> ● Rehearsing, blocking ● PowerPoint presentation ● Sequence, lines ● Group Rehearsal ● Evaluation 	<ul style="list-style-type: none"> ▶ Creative expression/performance. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music. Student will demonstrate small and large ensemble performance. <ul style="list-style-type: none"> ● Write script for sharing, block and rehearse on stage. ● Create PowerPoint for sharing. ● Discuss sequence, performance attire, and grading criteria for performance. ● Exhibit concert etiquette as an actively involved listener during live performance. ● After performance, evaluate the quality and effectiveness of personal musical performance.

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	May	<ul style="list-style-type: none">▶ Creative Expression and performance: Garage Band Composition ▶ Graduation and Final Eucharist Preparations ▶ Exploration of other Recorder Voicings ▶ Mountain Dulcimer ▶ Play	<ul style="list-style-type: none">▶ Create and arrange music within specified guidelines on Garage Band. Perform live over their arrangement.<ul style="list-style-type: none">● Apply criteria in evaluating musical performances and compositions. ▶ Review, rehearse, assign parts for Final Eucharist & Graduation Ceremony. ▶ Play F sop, alto, tenor/bass. Instrument will accurate intonation and basic skills.
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* This YAG will change. It is meant only to provide a quick look at the topics that will be addressed during the school year. Class progress, ERB testing, school trips, and inclement weather will all merit YAG adjustments.