



St. Mel's Catholic School

## **Music Guidelines**

### **Diocese of Sacramento**

### **Fifth Grade**

#### **Artistic Perception**

1. Students listen to and analyze music critically, using the vocabulary and language of music. Students identify simple forms and elements of music, when presented aurally.

##### *Pitch*

1.1 Understand how major and minor modes affect music.

1.2 Be able to distinguish between major and minor modes.

##### *Tone Color*

1.3 Understand the difference between orchestras and bands.

1.4 Be able to identify instruments by sight and sound.

1.5 Know the difference between the composition of an orchestra and a band and be able

to hear the difference.

##### *Form*

1.6 Understand musical form, especially the chaconne.

1.7 Be able to identify and respond to themes and variation.

2. Students demonstrate perceptual skills by moving to music, answering questions about

music, and describing aural examples of music.

##### *Pitch*

2.1 Be able to respond with movement and with clear words to major and minor modes.

##### *Rhythm*

2.2 understand note values and their corresponding rests.

2.3 Be able to use movement to demonstrate time values.

##### *Form*

2.4 Be able to notate form.

2.5 Be able to identify, notate, respond with movement, and improvise chaconnes.

3. Students read and notate music. Students use a system to read simple rhythms, patterns, and pitch notations.

##### *Pitch*

3.1 Understand the relationship of note placement on the grand staff.

3.2 Be able to draw the grand staff and name the parts.

3.3 Be able to read notes on the staff.

##### *Rhythm*

3.4 Understand note values and their corresponding rests.

3.5 Be able to read notated rhythms.

3.6 Be able to write notes and rests.

3.7 Be able to complete written measures using rhythmic notation.

#### **Creative Expression**

4. Students sing or perform on an instrument on pitch and in rhythm, with appropriate



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timbre, diction, and posture, and maintain a steady tempo. Students improvise melodies, variations, and accompaniments.

### *Pitch*

4.1 Be able to read and play notes on the staff.

### *Rhythm*

4.2 Be able to read and perform notated rhythms.

### *Performance Skills*

4.3 Be able to properly finger the recorder from low C to high D.

4.4 Be able to play songs correctly in a group.

4.5 Be able to play a three-part harmony.

4.6 Be able to use correct posture for singing, playing and breathing.

### **Historical and Cultural Context**

5. Students listen to and describe aural examples of music of various styles representing

diverse cultures. Students develop knowledge and understanding of the relationship of music to history and culture.

5.1 Possess a basic knowledge and appreciation of American music.

5.2 Know major sources of American music.

5.3 Be able to identify major forms of expression of American music (jazz, gospel, rock, folk, etc.)

5.4 Know the origins and development of these expressive forms.

5.5 Be able to explain with a clear basis a reaction to and evaluation of these expressive forms.

5.6 Know the basic facts (name, life dates, home nation or place, historical status) and be

able to recognize a few of the famous compositions of [1-3 *major American composers*].

5.7 Know about music that expresses Catholic beliefs and is used in Church ceremonies and traditions.

### **Aesthetic Valuing**

6. Students apply knowledge, skill, and understanding to make critical judgments about and determine the quality of music experiences and performances.

### *Performance Skills*

6.1 Be able to use and store classroom equipment/materials properly and assemble and care for the recorder.

6.2 Be able to work for good group singing, playing, and performing, including practice and basic rehearsal etiquette.

### *Audience Skills*

6.3 Be able to show quiet and appreciative attention to the performance of others.



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6.4 Be able to express appreciation for performance with proper clapping and with compliments.