

MUSIC

GRADE FIVE

STANDARDS

Nevada Grades K-12 Content Standards

- 1.0 Students sing alone and with others a varied repertoire of music.
- 2.0 Students perform alone and with others a varied repertoire of music on instruments.
- 3.0 Students improvise melodies, variations, and accompaniments.
- 4.0 Students compose and arrange music within specified guidelines.
- 5.0 Students read and notate music.
- 6.0 Students listen to, analyze, and describe music.
- 7.0 Students evaluate music and music performances.
- 8.0 Students demonstrate relationships among music, the other arts, and disciplines outside the arts.
- 9.0 Students demonstrate knowledge of the historical periods and cultural diversity of music.
- 10.0 Students demonstrate an understanding of movement through skills, techniques, choreography, and as a form of communication.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

RHYTHM

It is expected that students will:

- (5)1.1 demonstrate the pulse/beat of duple, triple, and mixed meters (5/4, 7/8) [NS 2.5.1, NS 6.5.1, NS 10.5.1]
- (5)1.2 demonstrate patterns using rhythmic values (h., q., w, **W**, qttt, eqe, qsr, q. e, qrt, qtr) [NS 3.5.1, NS 4.5.2, NS 5.5.1, NS 5.5.4, NS 5.5.5, NS 6.5.1, NS 7.5.1]
- (5)1.3 demonstrate organized dance vocabulary and perform simple organized folk/social dances [NS 10.5.1]

MELODY

It is expected that students will:

- (5)2.1 sing independently and expressively with good vocal tone production [NS 1.5.1, NS 7.5.2]
- (5)2.2 demonstrate melodic patterns with hand signals and syllables (Sol-Mi-La-Do-Re- Do'-Fa-Ti-Sol₁-La₁) [NS 1.5.1, NS 2.5.1, NS 3.5.1, NS 4.5.2, NS 5.5.2, NS 5.5.4, NS 6.5.1, NS 7.5.1]
- (5)2.3 demonstrate a variety of repertoire songs in cultural/historical context including singing games, cumulative, patriotic, seasonal, multicultural, and folk songs [NS 1.5.4]

MUSIC GRADE FIVE (continued)

- (5)2.4 demonstrate the relationship between the size of the sound source/instrument and its pitch
- (5)2.7 demonstrate melodic contour
- (5)2.8 demonstrate skips/steps/repeats [NS 2.5.1, NS 5.5.2, NS 5.5.4, NS 5.5.5, NS 6.5.1]
- (5)2.9 demonstrate scale patterns [NS 2.5.1]
- (5)2.10 identify the musical alphabet and its placement on the treble clef [NS 5.5.2]
- (5)2.11 demonstrate correct fingering and proper tone production of B-A-G-E-D-C'-D'-F- C- optional F# and B^b on the soprano recorder including using the hand staff and treble clef notation [NS 2.5.1, NS 3.5.1, NS 4.5.2, NS 5.5.2, NS 5.5.4, NS 7.5.1]
- (5)2.12 perform in an ensemble while following a conductor [NS 1.5.2, NS 7.5.2]

HARMONY

It is expected that students will:

- (5)3.1 demonstrate tonality differences including major/minor and chord changes [NS 6.5.1]
- (5)3.2 demonstrate ostinati patterns [NS 2.5.1, NS 4.5.2, NS 5.5.1, NS 5.5.5, NS 6.5.1]
- (5)3.3 demonstrate two- and three-part rounds [NS 1.5.3, NS 5.5.4]
- (5)3.4 demonstrate a rhythmic score with multiple parts [NS 2.5.1]
- (5)3.5 demonstrate correct mallet technique [NS 2.5.1]
- (5)3.6 demonstrate the simple chord bordun [NS 2.5.4]
- (5)3.7 demonstrate the broken bordun [NS 2.5.4]
- (5)3.8 demonstrate the crossover bordun [NS 2.5.4]
- (5)3.9 demonstrate the level bordun [NS 2.5.4]
- (5)3.10 demonstrate the moving bordun [NS 2.5.4]
- (5)3.11 demonstrate the tonic accompaniment [NS 2.5.4]
- (5)3.12 demonstrate chord changes (I-VII, I-V, I-IV-V) [NS 2.5.4]
- (5)3.13 demonstrate partner songs and play simple recorder descants [NS 1.5.3, NS 2.5.1]

FORM

It is expected that students will:

- (5)4.2 demonstrate AB and ABA form [NS 3.5.3, NS 6.5.1, NS 10.5.1]
- (5)4.3 demonstrate introduction and coda [NS 3.5.3, NS 6.5.1]
- (5)4.4 demonstrate rondo form [NS 3.5.3, NS 6.5.1]
- (5)4.5 demonstrate the interlude [NS 6.5.1]
- (5)4.6 demonstrate AABA form [NS 3.5.3, NS 6.5.1]
- (5)4.7 demonstrate theme and variations [NS 6.5.1, NS 10.5.1]

EXPRESSIVE QUALITIES

It is expected that students will:

- (5)5.1 explore the space through creative movement [NS 7.5.2, NS 10.5.1]
- (5)5.2 demonstrate contrasts in tempo [NS 5.5.3, NS 6.5.1, NS 10.5.1]

MUSIC GRADE FIVE (continued)

- (5)5.3 demonstrate contrasts in dynamics [NS 5.5.3, NS 6.5.1, NS 7.5.2]
- (5)5.4 demonstrate contrasts in timbre [NS 4.5.3, NS 6.5.1]
- (5)5.5 identify music styles of various historical periods, American musical history, and world cultures [NS 2.5.4, NS 6.5.1, NS 7.5.2, NS 9.5.1, NS 10.5.1]
- (5)5.6 demonstrate unpitched percussion technique [NS 4.5.3]
- (5)5.7 demonstrate the following symbols: mezzo piano, mezzo forte, slur, sharp, and flat [NS 5.5.3]
- (5)5.8 identify the orchestral percussion, recorder, woodwind, brass, and string families [NS 6.5.1, NS 7.5.2, NS 9.5.1]
- (5)5.9 create movement and music to interpret ideas, concepts, readings, and dramatizations [NS 4.5.1, NS 4.5.3, NS 7.5.2, NS 10.5.1]
- (5)5.10 describe roles of musicians/dancers in various settings and cultures [NS 9.5.2, NS 10.5.1]