

ELEMENTARY GENERAL MUSIC CURRICULUM - Brookings School District

5th GRADE		KEY ELEMENT: Rhythm		
Concept	Benchmark		SD Standards	Nat'l Standards
Duration	1. Read and notate rhythm pattern combinations using quarter note & rest, paired eighth notes, half note & rest, dotted half note, whole note & rest, sixteenth notes, syncopation, dotted rhythms, triplets, fermata, and tie through: <ul style="list-style-type: none"> • Non locomotor movement • Playing non pitched percussion • Playing recorder • Rhythm notation • Rhythm dictation 		1.2.A 1.2.B 1.2.D 3.1.A 3.1.C 3.1.D 4.1.C	2a 2b 5d
Meter	1. Read and conduct music in meter in 2, 3, 4, and compound meter (6/8) 2. Identify bar line, double bar line, measure, and meter signature		3.1.A 3.1.C	5a 6c
Creating	1. Create/improvise simple rhythms through: <ul style="list-style-type: none"> • Rhythmic ostinati • Question and answer 		2.1.A	3a

5th GRADE				
KEY ELEMENT: Melody				
Concept	Benchmark	Assessment	SD Standards	Nat'l Standards
Pitch	<p>1. Demonstrate <i>do, re, mi, fa, so, la, ti, do</i>¹, through:</p> <ul style="list-style-type: none"> • Singing • Reading on the music staff • Movement and hand signs <p>2. Identify the major and minor scales by patterns of half and whole steps</p> <p>3. Identify the notes of the treble clef</p> <ul style="list-style-type: none"> • Reinforcement of G, A, B, C¹, D¹, E, & F# through recorder playing <p>4. Identify the notes of the bass clef</p> <p>5. Compose melodic patterns on the recorder using G, A, B, C¹, D¹, E, & F#</p>	Listen and observe for accurate student response	1.1.A 1.2.A 2.1.B 2.2.B 3.1.B 3.1.C 4.1.C	1a 2a 3b 4a 5b 5c 6c

5th GRADE				
KEY ELEMENT: Texture				
Concept	Benchmark	Assessment	SD Standards	Nat'l Standards
Harmony	1. Students will create harmony by performing: <ul style="list-style-type: none"> • Ostinati • Rounds • Partner Songs • Chords (I, IV, V7) • Descants/Counter melodies 		1.1.D 1.2.A	1d 2a

5th GRADE				
KEY ELEMENT: Timbre/Tone Color				
Concept	Benchmark	Assessment	SD Standards	Nat'l Standards
Voice	1. Use speaking and singing voice through various songs, chants and games 2. Sing independently a simple melodic pattern with accurate pitch through: <ul style="list-style-type: none"> • Singing games w/ solo response 		1.1.A 1.1.C 1.1.E	1a 6a
Instruments	1. Identify by sight and sound various non pitched percussion instruments, and barred instruments 2. Participate in a recorder unit 3. Participate in an ukulele unit 4. Identify and categorize the instruments of the band and orchestra by sight and sound		1.2.A 1.2.B 1.2.D 4.1.A	2a 6a

5th GRADE		KEY ELEMENT: Expressive Elements		
Concept	Benchmark	Assessment	SD Standards	Nat'l Standards
Dynamics	1. Identify <i>pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, crescendo, and decrescendo</i> 2. Identify accents		3.1.C 4.1.A	5c 6a
Tempo	1. Identify <i>allegro, andante, largo, presto, ritardando, accelerando</i>		3.1.C 4.1.A	5c 6a

5th GRADE		Curricular/Cultural Connections		
Concept	Benchmark	Assessment	SD Standards	Nat'l Standards
Cultural Connections	1. Experience music from various cultures through: <ul style="list-style-type: none"> • Listening • Singing • Folk Dance • Movement • Playing instruments 	No individual assessment. The teacher will incorporate songs from various cultures while teaching musical concepts.	1.1.C 1.2.C 4.1.B 5.2.A 5.2.C	1c 2c 6b 9a 9c
Curricular Connections	1. Experience music in ways that connect to other curricular areas such as: <ul style="list-style-type: none"> • Language arts • Math • History • Science 	No individual assessment. The teacher will incorporate songs which reinforce other content areas while teaching musical concepts.	5.1.B	8b