

**Los Angeles Unified School District – Arts Education Branch
Elementary Music Instruction Guide**

Module 1: Making Music with Singing and Playing

Module 2: Learning the Written Language of Music

Module 3: Learning About Music in Our Community and World

Module 4: Expressing Ideas and Feelings Through Music”

Grade 5 Theme	Music is a pathway to human understanding.	
Enduring Understanding	<p>Music notation is a universal language used by people all over the world to write and perform music created by themselves and others.</p> <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How are musical ideas represented by notation? • How does using music notation help us to grow in our music skills? 	
California Standards Addressed	1.1	Read, write and perform simple melodic notation in treble clef in major and minor keys.
	2.3	Compose, improvise, and perform basic rhythmic, melodic, and chordal patterns independently on classroom instruments.
	3.3	Sing and play music from diverse cultures and time periods.
Sample Performance Task	<p>With a partner or small group, decode an unknown simple song chosen by your teacher written in standard staff notation. Write solfege above the melody. Practice the rhythm and melody. Sing the song for your class.</p> <p><u>Suggested Rubric</u></p> <ul style="list-style-type: none"> • Solfege is correctly written above the melodic notation • Song is sung with accurate pitch • Song is sung with accurate rhythm, in tempo • Song is sung in head tone with clear diction. 	

DEVELOPING CONCEPTS

1. RHYTHM: <i>We can read, write, and perform rhythmic notation.</i>	
<i>Knowledge</i>	<i>Skills</i>
<p>Understand and read rhythmic notation</p> <ul style="list-style-type: none"> • Notes: (symbols for sound) <ul style="list-style-type: none"> ○ Quarter Note (<i>ta</i>) ○ 8th Notes (<i>ti-ti</i>)—double and single ○ Half Note (<i>ta-a</i> or <i>two--</i>) ○ Dotted Half Note (<i>ta-a-a</i> or <i>three--</i>) ○ Whole Note (<i>ta-a-a-a</i> or <i>four---</i>) ○ 16th Note (<i>ti-ki-ti-ki</i>)—and combined with 8ths (<i>ti-ti-ki</i> or <i>ti-ki-ti</i>) ○ Dotted Quarter Note (<i>tum</i>) ○ Dotted Quarter/8th (<i>tum-ti</i>) ○ Dotted 8th Note (<i>tim</i>) ○ Dotted 8th/16th (<i>tim-ki</i>) ○ Triplet 8th notes (<i>tripoli</i>) • Rests: (symbols for silence) <ul style="list-style-type: none"> ○ Quarter ○ Eighth ○ Half ○ Whole • Parts of Notes <ul style="list-style-type: none"> ○ Stem ○ Note Head ○ Beam ○ Flag • Syncopation (syn-co-pa) <ul style="list-style-type: none"> ○ eighth/quarter/eighth ○ eighth rest/quarter/eighth • Rhythm Syllables • Tie (contrast with slur) • Augmentation/Diminution <p>Understand Meter in 2/4, 3/4, 4/4, 6/8</p> <ul style="list-style-type: none"> • Strong and weak beats • Accent • Bar Lines • Measures • Time Signature • Conducting Patterns • Pick-up notes/incomplete measures 	<ul style="list-style-type: none"> • Read and decode rhythmic notation and speak or perform it on classroom instruments. • Write rhythmic notation from dictation. • Write standard rhythmic notation. • Add bar-lines for a rhythm, given the time signature. • Recognize meters in 2, 3, 4 . • Use conducting patterns in 2, 3, and 4. • Respond to rhythm through dance and creative movements.

<p>a. quarter + double eighths = half note, etc.</p> <p>b. write notes that add up to X number of beats</p> <p>3. Use rhythm syllables to practice reading rhythms notated with stick and/or standard notation and practice writing rhythms with stick notation.</p> <ul style="list-style-type: none"> • Clap and speak the rhythm with rhythm syllables while teacher points to the beat. • Make up rhythms on board and play or say them using rhythm syllables. • Use reading/writing materials in resource book. • Use rhythm flashcards. • Students compose and notate their own rhythm patterns. • Rhythm dictation (use stick notation) • Perform rhythms as <i>rounds</i>, in two parts, and as <i>ostinatos</i>. • Listen and identify rhythms heard in music, vocal and instrumental. • Guide students in creative participation activities where students generate original works of art with rhythm such as: <ul style="list-style-type: none"> ○ Compose rap rhythms ○ Compose and orchestrate rhythms with instruments. • Discuss the importance of rhythm to a song. • Explore other ways rhythm could be notated. 		<p><i>Chan Mali Chan</i> <i>Kalinka</i> <i>Mi Gallo</i> <i>Tet Trung</i> <i>Der Fruhling</i> <i>N'kosi Sikelel' I Afrika</i> <i>Good King Wenceslas</i> <i>Nine Hundred Miles</i> <i>Peace Round</i> <i>Theme from New York, New York</i> (Whole Note)</p> <p>Dotted Half Notes <i>New Year Carol</i> <i>Song of Peace</i></p> <p>Sixteenth Notes <i>Going to Boston</i> <i>Simple Gifts</i> <i>Rhythm of Life</i> <i>Ezekiel Saw the Wheel</i> <i>By the Singing Water</i></p>
<p>Teach students to hear, sing, read and write syncopated rhythms</p> <ul style="list-style-type: none"> • Clap and say the regular rhythm syllables of simple syncopated four-beat patterns taken from a known song. • Define syncopation: a rhythm that upsets the normal pattern of strong and weak beats • Use the 'rhythm syllables' <i>syncopa</i> to clap and say the syncopated rhythms. 	MM	<p><i>Laredo</i></p> <ul style="list-style-type: none"> • Resource Book p. E-2 • Reading Sequence 1 <p><i>Morning Comes Early</i></p> <ul style="list-style-type: none"> • Resource Book pp. D-2, E-3 • Reading Sequence 2 <p><i>Eliza Kongo</i> <i>Funwa Alafia</i> <i>Kokoleoko</i> <i>Mango Walk</i></p>

<ul style="list-style-type: none"> Reinforce with strategies above. 	MM	<i>This Train</i>
	STM	<i>Dodi Li</i> <i>Fifty Nifty United States</i> <i>Funga Alafia</i> <i>I Got Rhythm</i> <i>If I Had a Hammer</i> <i>Li'l Liza Jane</i> <i>Mango Walk</i> <i>Side by Side</i> <i>This Train</i> <i>Yellow Bird</i>
<p>Review or teach dotted rhythm patterns and the meaning of the dot.</p> <ul style="list-style-type: none"> Explore the difference between even and uneven rhythm patterns. Use 'musical math' as above to teach the value of the dot. Use practice strategies above. 	MM	<p>Dotted quarter/eighth <i>Music Alone Shall Live</i></p> <ul style="list-style-type: none"> Resource Book pp. D-9/10, E-10 Reading Sequence 9 <p><i>Don't You Hear the Lambs?</i></p> <ul style="list-style-type: none"> Resource Book pp. D-11, E-11 Reading Sequence 10 <p><i>Johnny Has Gone for a Soldier</i> <i>America, the Beautiful</i> <i>Bound for South Australia</i></p> <p>Dotted eighth/sixteenth <i>Wabash Canon Ball</i></p> <ul style="list-style-type: none"> Resource Book pp. D-16/17, E-14 Reading Sequence 13 <p><i>Battle Cry of Freedom</i> <i>Scotland, the Brave</i></p> <ul style="list-style-type: none"> Resource Book p. E-15 Reading Sequence 14 <p><i>Loch Lomond</i></p> <ul style="list-style-type: none"> Resource Book pp. D-18/19 <p><i>Colorado Trail</i> <i>I Love the Mountains</i> <i>Shady Grove</i> <i>Camptown Races</i></p>
	STM	<p>Dotted quarter/eighth <i>America, the Beautiful</i> <i>Erie Canal</i> <i>Joyful, Joyful, We Adore Thee</i> <i>Oh, My Darling, Clementine</i></p>

		<i>Sail Away</i> <i>To Music</i> Dotted eighth/sixteenth <i>Erie Canal</i> <i>Going to Boston</i> <i>Oh, My Darling, Clementine</i> <i>Star Spangled Banner</i>
Teach students to hear, sing, read and write triplet eighth notes. <ul style="list-style-type: none"> Use strategies above Use rhythm syllables “<i>Tripoli</i>” 	MM	<i>Oh, Watch the Stars</i> <ul style="list-style-type: none"> Resource Book pp. D 28/29, E-22 Reading Sequence 21 <i>Arirang</i>
	STM	<i>Arirang</i>
Teach or review the concept of meter, time signatures, and measures in 2/4, 3/4, 4/4, 6/8 1. Discover that beats are organized (or measured) in groups, according to a pattern of strong and weak beats. <ul style="list-style-type: none"> Perform dances or use clapping patterns that demonstrate the meter of the music. Identify strong/weak beats Use a song without pick-up notes. Write rhythm on board, mark beat under rhythm, use accent marks under strong beats. Guide students to hear/see the pattern of strong and weak beats and determine how many beats are in each group. Define meter: the organization of beats into groups to measure time. 2. Learn how meter is indicated in the printed music <ul style="list-style-type: none"> Bar lines and measures <ul style="list-style-type: none"> Demonstrate how bar lines make it easy to see the groups of beats. Compare measures (measuring time) with inches on a ruler (measuring distance). 	MM	2/4 <i>Goin' to Boston</i> <i>Wabash Canon Ball</i> <i>Drill, Ye Tarriers</i> 4/4 <i>America, the Beautiful</i> <i>Kokoleoko</i> <i>Mango Walk</i> <i>This Train</i> <i>Johnny Has Gone for a Soldier</i> <i>Rocky Top</i> 3/4 <i>Chiapanecas (Dance and Song)</i> <i>De Colores</i> <i>America</i> <i>Music Alone Shall Live (Himmel Und Erde)</i> 6/8 <i>Las estrellitas del cielo</i> <ul style="list-style-type: none"> Resource Book pp. D-23, E-18 Reading Sequence 17 <i>Don Alfonso (Dance and Song)</i> Listening: <ul style="list-style-type: none"> <i>Concierto Madrigal for Two Guitars and Orchestra “Caccia a la española”</i>

<ul style="list-style-type: none"> ○ Count measures in a song. • Time Signature <ul style="list-style-type: none"> ○ Use a modified time signature showing the top number with a quarter note underneath. ○ Students locate the time signature in printed music and compare modified and standard time signatures. • Explain up-beats/pick-up notes and incomplete measures • Explain 6/8 time felt in 6 and felt in 2 • Explain meters with /2 and/or cut time. <p>3. Practice recognizing meter, time signatures, bar lines and measures.</p> <ul style="list-style-type: none"> • Locate time signature and determine meter of new songs in standard notation. • Copy rhythms from board or take rhythmic dictation and add bar lines, according to a given time signature. Mark beats and write in the counting under the notes. • Count measures in a song you sing. • Conduct in correct meter patterns while singing or listening to music. • Count the beats in a rhythm example on the board or from a song written in standard notation. <ul style="list-style-type: none"> ○ Count the beats while clapping the rhythm. ○ Conduct the meter while reading the rhythm with rhythm syllables. 	MM	<p><i>Blow the Wind Southerly</i></p> <ul style="list-style-type: none"> • Resource Book p. E-19 • Reading Sequence 18 <p><i>When Johnny Comes Marching Home</i> <i>Pat Works on the Railway</i> <i>Away to America</i></p> <p>Pick-up notes/Upbeats <i>Hosanna, Me Build a House</i> <i>Clementine</i> <i>Away to America</i> <i>The Ash Grove</i> <i>Home on the Range</i> <i>Laredo</i> <i>Simple Gifts</i> <i>When Johnny Comes Marching Home</i></p> <p>2/2 or Cut Time <i>Down by the Riverside</i> <i>Zum Gali Gali</i> <i>Tzena, Tzena</i> <i>Yakety Yak</i></p>
	STM	<p>2/4 <i>Simple Gifts</i> <i>Yellow Rose of Texas</i></p> <p>4/4 <i>Swing Low, Sweet Chariot</i> <i>Good King Wenceslas</i> <i>America, the Beautiful</i></p> <p>3/4 <i>New Year Carol</i> <i>Oh, My Darling, Clementine</i> <i>Sail Away</i> <i>Silver Bells</i> <i>Star Spangled Banner</i></p> <p>6/8 <i>Down the River</i> <i>The Horseman</i> <i>Pat Works On the Railway</i> <i>Wind on the Hill</i></p>

	<p>2/2 or Cut Time <i>Chan Mali Chan</i> <i>California, Here I Come</i></p> <p>Pick-up notes/Upbeats <i>Simple Gifts</i> <i>Oh, My Darling, Clementine</i> <i>Star Spangled Banner</i> <i>America, the Beautiful</i> <i>Silver Bells</i></p>
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2. MELODY AND SCALES: *We can use our knowledge of melody and scale concepts to sing and play music.*

<i>Knowledge</i>	<i>Skills</i>
<p>Understand melodic direction</p> <ul style="list-style-type: none"> • Moving up and down • Pitch/Tone • Repeated Tones • Interval <ul style="list-style-type: none"> ○ Step ○ Skip ○ Octave ○ Half-steps/Whole-steps • Pitch Syllables/Solfege <ul style="list-style-type: none"> ○ Pentatone Scale ○ Diatonic Scale (Major/Minor) • Sequence • Curwen Hand Signs <p>Understand melodic notation</p> <ul style="list-style-type: none"> • Staff <ul style="list-style-type: none"> ○ Treble Clef ○ Line notes ○ Space notes ○ Hand Staff ○ Leger Lines • Solfege Ladder • Letter names of pitches • Tonal Center/Home Tone/Tonic • Key Signature <ul style="list-style-type: none"> ○ Sharps ○ Flats 	<ul style="list-style-type: none"> • Recognize melodic direction visually and aurally. • Recognize steps, skips, and repeated tones visually and aurally. • Recognize melodic patterns. • Create simple melodies using the pentatone. • Notate pentatonic melodies on the staff. • Read and decode melodic notation and sing with solfege or perform it on classroom instruments. • Use hand-signs and pitch syllables with pentatonic melodies. • Recognize same/different melodies and melodic sequences.

SUGGESTED STEPS

Sources: (5th Grade Books, unless otherwise stated)
MM=Making Music; 2008 California Edition, STM=Share the Music

FOCUS	SOURCE	SONGS/ACTIVITIES
<p>Follow the melodic direction of a song</p> <ul style="list-style-type: none"> Follow the shape of the melody with icons or a listening map. Write rhythm notation in straight line on board, draw lines for melodic contour underneath rhythm. Ask students what the lines show and then compare them to staff notation. Point to and follow the notes of the melody in staff notation. Discuss how the notes show the sounds staying the same or moving up or down. Students point to places where the notes show the melody going up, where it is going down, and where it stays the same. 	MM	<p><i>La Ciudad de Juaja</i> (Melodic Sequence) See resources in Grade 4, Mod 2</p>
	STM	
<p>Review or teach students to hear, sing, read and write the pitches of the pentatone: <i>do, re, mi, so, la</i></p> <p>1. Learn pentatonic songs and discover the pitches.</p> <ul style="list-style-type: none"> Use a solfege ladder to teach the solfege syllables and hand signs Learn a song from rhythm notation with solfege letters under the rhythm. Echo-sing with solfege syllables and hand signs Learn a song from a solfege ladder <p>2. Review or teach students to sing/play pentatonic songs by reading from staff notation.</p> <ul style="list-style-type: none"> Introduce the staff. (a graph for pitch) <ul style="list-style-type: none"> Teach the “Hand Staff,” numbering lines and spaces. Show note heads on staff (no stems) and describe line notes and space notes. Show the notes of the pentatone witten with <i>Do</i> on a line, and then with <i>Do</i> on a space. Sing a known pentatonic melody from 	MM	<p><i>Bound for Australia</i></p> <ul style="list-style-type: none"> Resource Book p. E-4 Reading Sequence 3 (letter names) <p><i>Arirang</i></p> <ul style="list-style-type: none"> Resource Book p. D-3 <p><i>This Train</i></p> <ul style="list-style-type: none"> Resource Book p. D-4, E-5 Reading Sequence 4 <p><i>California</i> <i>Come and Go With Me to That Land</i> <i>Colorado Trail</i> <i>Oh, Watch the Stars</i> <i>Every Time I Feel the Spirit</i> <i>Meng jian nu</i></p> <p>Curwen Hand Signs</p> <ul style="list-style-type: none"> Resource Book p. D-33 History of Pitch Syllables, TE p.38
	STMJ	<p><i>Over My Head</i> <i>Good News</i> <i>Funga Alafia</i> <i>Swing Low, Sweet Chariot</i> <i>By the Singing Water</i> (<i>la</i> pentatone)</p>

<p>standard notation on the treble staff, pointing to the notes. Repeat, singing the solfege syllables.</p> <ul style="list-style-type: none"> • Sing the song from staff notation with <i>Do</i> on various lines and spaces and have students ‘write’ it on their hand staff as they sing. • Discover steps and skips in pentatonic patterns and how to recognize them on the staff. <ul style="list-style-type: none"> ○ Sing and show them on hand staff. ○ Use a solfege ladder ○ Read new melodic phrases from staff notation, using solfege. ○ Define Interval: the distance between 2 pitches ○ Show steps and skips on a keyboard or keyboard chart • Introduce Treble Clef (G Clef): indicates that all pitches on the staff are treble (high) sounds <p>3. Practice reading/writing pentatonic melodies in staff notation and sing or play them.</p> <ul style="list-style-type: none"> • Write pitches with note markers on staff mats (see strategies in Grade 4, Mod 2). • Sight-sing melodies from flash cards (rhythm + letters or staff notation). • Write a rhythm on board with solfege letters underneath for students to sing. • Sing melodies from a solfege ladder. • Sing melodies from hand signs. • Sing melodies from hand staff. • Use tone bells on a ladder. • Play on instruments. • Sight-sing a new pentatonic song from staff notation. • Point out the pentatonic patterns in other songs. • Use reading/writing materials in resource book. 		
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<p>Teach students about scales and tonality.</p> <p>1. Define <i>scale</i>.</p> <ul style="list-style-type: none"> Reinforce the concept of melody based on a scale through listening, singing, moving, playing instruments. <p>2. Guide students to recognize the major scale and read melodies in major keys.</p> <ul style="list-style-type: none"> Review or teach the new pitches, <i>Fa</i> and <i>Ti</i> to complete the diatonic scale Use strategies from the Pentatone section above. Teach the musical alphabet Substitute letter names for solfege syllables Sing scale songs and/or play scales on classroom instruments Guide students to recognize the home tone (<i>Do</i>). Introduce the concept of key signatures, sharps, and flats <p>3. Guide students to recognize the minor scale and read melodies in minor keys</p> <ul style="list-style-type: none"> Use solfege syllables <i>La</i> to <i>La—La</i> as the home tone. Use letter names Use strategies from major scales above Compare the sound of major and minor. Discuss words to describe the feelings created by the different scales. <p>4. Practice reading/writing melodies in major and minor keys written with standard staff notation and sing or play them.</p> <ul style="list-style-type: none"> Use strategies for practice under pentatone above. Change a major song to minor and sing or play it for the class. 	<p>MM</p>	<p><i>Fa</i> <i>A la puerta del cielo (At the Gate of Heaven)</i></p> <ul style="list-style-type: none"> Resource Book pp. D-6, E-8 Reading Sequence 7 Half and Whole Steps <p><i>Da Pacem, Domine (Grant Us Peace)</i></p> <ul style="list-style-type: none"> Resource Book p. E-9 Reading Sequence 8 <p>Low <i>Ti</i> <i>All Through the Night</i></p> <ul style="list-style-type: none"> Resource Book D-12/13, E-12 Reading Sequence 11 <p><i>I Love the Mountains</i> <i>Blowin' in the Wind</i> <i>Dundai (La Minor)</i></p> <ul style="list-style-type: none"> Resource Book pp. D-14/15, E-13 Reading Sequence 12 <p>Diatonic Major Scale <i>Las velitas (Candles Burning Bright)</i></p> <ul style="list-style-type: none"> Resource Book pp. D-20/21, E-16 Reading Sequence 15 <p><i>De Colores</i> <i>Tzena, Tzena</i> <i>Star Spangled Banner</i> <i>America, the Beautiful</i> <i>The Ash Grove</i></p> <p>Natural Minor Scale <i>Johnny Has Gone for a Soldier</i></p> <ul style="list-style-type: none"> Resource Book pp. D-24/25, E-20 Reading Sequence 19 <p><i>Old Abram Brown</i> <i>Erie Canal</i> <i>Pat Works on the Railway</i></p> <p>Harmonic Minor Scale <i>Go Down, Moses</i></p> <ul style="list-style-type: none"> Resource Book, D-26/27, E-21 Reading Sequence 20 <p><i>Que Bonita Bandera</i></p>
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	STM	<p>Fa <i>When the Saints Go Marching In</i> <i>Joyful, Joyful, We Adore Thee</i> <i>Listening Symphony #9 (Beethoven)</i> <i>New Year Carol</i></p> <p>Low Ti <i>En la feria de San Juan</i> <i>Everybody Loves Saturday Night</i> <i>To Music</i></p> <p>Diatonic Major Scale <i>Simple Gifts</i> <i>To Music</i> <i>Song of Peace</i> <i>Listening: Finlandia (Sibelius)</i> <i>America, the Beautiful</i> <i>Down the River</i> <i>Tzena, Tzena</i> <i>Star Spangled Banner</i></p> <p>Natural Minor Scale <i>Old Abram Brown</i> <i>Erie Canal</i> <i>Pat Works on the Railway</i> <i>Sail Away</i> <i>Kalinka</i></p>
<p>Optional extension:</p> <ul style="list-style-type: none"> • Show students different kinds of music notation. (early notation, percussion notation, scores etc.) • Discuss the development of notation and if students have other ideas for how to notate melody. 		
<p>Suggested Preparation for Final Assessment Project</p> <ul style="list-style-type: none"> • Select a few short, simple songs or parts of songs for students to sight-sing from standard notation, and remove the words. • Practice a few as a whole class <ul style="list-style-type: none"> ○ Use charts, projector, or board to display the selection for the class ○ As a class, write the solfege above the notes ○ Clap and say the rhythm ○ Sing the melody with solfege syllables, with correct rhythm • Divide the class into small groups or assign partners. • Give each group a simple song or part of a song written in standard staff notation. Ask students to do follow the same procedure to decode and practice the melody. • Perform the song for your class with your partner or group. 		

3. (OPTIONAL EXTENSION) COMPOSING: *We can use our understanding of rhythm and pitch to write melody*

SUGGESTED STEPS

Sources: (5th Grade Books, unless otherwise stated)
MM=Making Music; 2008 California Edition, STM=Share the Music

FOCUS	SOURCE	SONGS/ACTIVITIES
<p>Write a pentatone melody for a poem</p> <ol style="list-style-type: none"> Explore poetry of various types. <ul style="list-style-type: none"> Explore and read poems or haiku's as a class. Define the type of poem or <i>haiku</i> and describe its characteristics. Create a melody for a poem as a class. <ul style="list-style-type: none"> Select a short poem or haiku. Clap the rhythm of the words as you say it. Assign a pentatone pitch to each syllable. Play the tune on melodic instruments. Sing the tune with the words In small groups, create your own composition. <ul style="list-style-type: none"> Divide the class into small groups, and guide each group to select or write a poem or haiku. (See Reference Section, <u>Haiku</u>) Notate the rhythm of the haiku. Students assign a pentatone pitch to each syllable and practice the melody. Play the melody for the class. Notate the melody in standard melodic notation. Guide students in creative participation activities where students generate original works of art with their haiku melodies such as: <ul style="list-style-type: none"> Students combine their melodies and perform them in different ways. Students create Orff arrangements Students add various background sounds. Discuss how using music notation helps us to grow in our music skills. 	MM	<p>Poetry and Lessons</p> <ul style="list-style-type: none"> <i>Autumn Canon</i>-(Sean Deibler) <i>Autumn Fires</i>-(R. L. Stevenson) <p>Songs <i>Rocky Top</i> (Verse only) <i>Da Pacem Domine</i></p>
	STM	<p>Poetry and Lessons</p> <ul style="list-style-type: none"> <i>Listening to the Nightingale</i> (K. Tsurayuki) <i>As I Row</i> (F. Tadamichi) <i>Celebration</i> (A. Lopez) <i>Snow</i> (S. Shonagon) <i>Song of the Skyloom</i> –(from <i>Songs of the Tewa</i>) Haiku, TE p. 244 <p>Songs <i>Li'l Liza Jane</i> <i>Trampin'</i> <i>Chan mali chan</i> (measures 1-16)</p>