GRADE



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	Musical styles, genres, and customs evolve over time. Essential Questions • How does the passing of time affect changes in musical style? • How is a musical style created? • How do customs influence musical style?				
California Standards Addressed	with astinates and songs in two part harmony by anosalf and with				
	3.1	Describe the social functions of a variety of musical forms from various cultures and time periods (e.g., folk songs, dances).			
	3.4	Describe the influence of various cultures and historical events on musical forms and styles.			
	5.1	Explain the role of music in community events.			
Sample Performance Task	Perform a song or play-party game from an era you are studying in American history and a contemporary song or dance. In a small group, compare the two and discuss how customs and musical styles* have changed over time. Report out to your class.				
	 Performance Task Assessment Suggestions (Use to create rubrics, checklists, etc.) Students perform a play-party game from an era being studied: Accurate words, pitch, rhythm, timing, steps Students perform a contemporary song or dance: Song - Accurate words, pitch, rhythm and timing. Dance - Accurate Steps and timing Students participate in their discussion group. Student groups report at least: One way the era and contemporary music are the same, and One way musical styles have changed over time. * Musical style refers to a <i>clear and definite way of musical expression</i>. It is easiest to understand style when qualities of one piece of music are compared to those of another piece of music. 				

DEVELOPING CONCEPTS

K	nowledge	Skills				
Variety of vocVarious tone of	an expressive choice cal styles qualities produced by d groups, vocal and	 Singing and perform with good vocal technique including tone, volume, posture breathing and diction. Analyze and compare elements in contrasting pieces. Perform creative movements and dance while exploring concepts of how musical style changes over time. 				
<u>Vocabulary</u> Contemporary Era Genre	Modern Period Play-Party Musical Style					
SUGGESTED STEPS Sources: (5 th Grade Books, unless otherwise stated) MM= <u>Making Music:</u> 2008 California Edition STM=Share the Music, MC=Music Connection TCS=They Came Singing by Calicanto Associates						
FOCUS		SOURCE SONGS/ACTIVITIES				
Understanding style and cultural context		Play a listening game. Play a montage of songs and ask students to guess what century the song was written.				
		Ask students to write a personal timeline by writing a memorable event on one line of paper for each year of their life.				
		Ask students what connections they can make between their personal timeline and the history of musical styles. (See reference section: Approximate Origins and Development of Folk, Pop, and Rock)				

FOCUS	SOURCE	SONGS/ACTIVITIES
Understanding past musical styles:		Songs from the Past
	STM	The Yesterdays and the Tomorrows, poem
Teach at least one song from an era	MM	When Johnny Comes Marching Home, Civil War
your students are studying in	MM	Johnny Has Gone for a Soldier, American
American history. Include		Revolution
appropriate movement and	MM	Every Time I Feel the Spirit, spiritual
instrumental accompaniment.	MM	Down by the Riverside, spiritual
	MM	Erie Canal, 1825
Explore the cultural and historical	MM	Comin' Home, Civil War
significance of the song.	MM	Battle Hymn of the Republic, Civil War
	MM	Home on the Range, 1873
	MM	This Train, spiritual
	MM	Simple Gifts, 1848
	MM	Star Spangled Banner
	MM	Shenandoah, 1830's
	MM4	Sweet Betsy From Pike, before 1858
	MM4	Amazing Grace
	MM	America
		Play-Parties
Teach the play party song and steps.	HP	You're a Grand Old Flag
	HP	Yankee Doodle
Discuss the history and background	HP	Alabama Girl
of play parties.	HP	Goin' to Boston
	HP	Goin' Down to Cairo
	HP	Turn the Glasses Over
	HP	Shoo Fly
	HP	Oh Susanna
	HP	Skip to my Lou
	HP	Somebody's Waiting
	HP	Looby Loo
	HP	Bingo

Other Activities

- Guide students in creative participation activities where students:
 - o generate original works of art with songs from the past
 - experiment with the tempo, melody, or rhythm of the song to "update" it to a current style.
 - explore accompaniment with different timbres.
 - act out a story about an era along with a musical presentation.
- Guide students to identify the musical style of one of the songs or dances they have learned.
- Lead a discussion:
 - Describe how the song (or dance) may have come about. Include customs that may have lead to it.
 - Describe the role of the song or dance.

2. CONTEMPORARY MUSICAL STYL	LE: Our vari	ety of musical styles is a reflection of who
we are as a society.		
Knowledge		Skills
 Dynamics as an expressive choice Variety of vocal styles Various tone qualities produced by individuals and groups, vocal and instrumental 	•	 Singing and perform with good vocal technique including tone, volume, posture, breathing and diction. Analyze and compare elements in contrasting pieces. Perform creative movements and dance while exploring concepts of how musical style changes over time.
	GGESTED S	
Sources: (5 th Grade Books, unless otherv STM=Share the Music, MC=Music Con	wise stated) MN nnection, HP=H	M= <u>Making Music:</u> 2008 California Edition Handy Play Party Book by Cecilia Riddell
FOCUS	SOURCE	SONGS/ACTIVITIES
Teach at least one contemporary song.		Contemporary Songs-1900-2010
	MM	I Believe I Can Fly
	MM3	Circle of Life
	MM	Rock Around the Clock
	MM	Dancin' in the Street
	MM	Somewhere Out There
	MM	Over the Rainbow
	MM4	We Go Together
	MM	Lean on Me
	MM4	Three Little Birds
	MM	Mango Walk
Teach at least one contemporary dance.		Contemporary Dances
	Other	Macarena
	Other	Cha, Cha, Cha
	Other	Cha Cha Slide
	Other	Achy Breaky Heart Line Dance
	Other	The Hustle
	MM	I love a Rainy Night Line Dance
	MM	Electric Slide

Other Activities

- Guide students to play "telephone":
 - One person starts a message that is whispered secretly through a line of people. All check the message to see how it has changed after the last person.
- Lead a discussion:
 - What connections can you make between the telephone game and the way that styles change over time.

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• Guide students in creative participation activities where students generate original works of art

with contemporary songs and dances such as:

- Students make up a dance.
- Students change the performance style of a song.
- Guide students to identify the musical style of a song or dance they have learned.
- Lead a discussion:
 - How do you think this song or dance came about? Include customs that may have lead to its development.
 - Describe the role of the song or dance.
- Experience:
 - Perform a song or play-party game previously learned from an era you are studying in American history. Then perform a contemporary song or dance previously learned.
 - Divide the class into small groups. Ask each group to compare the two and discuss how customs and musical styles have changed over time. Ask each group to report out to the class.
 - Create a graphic organizer that represents the class discoveries.