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	**Understanding music is a way to learn about our own personal preferences.** Essential Questions • How can music elements determine the style of a piece of music? • How does understanding music help us to know our personal music preferences? • How does understanding the music preferences of others help us to have a greater understanding and connection to them?	
California Standards Addressed	3.4	Describe the influence of various cultures and historical events on musical forms and styles.
	4.2	**Develop and apply appropriate criteria to support personal preferences for specific musical works.**

Sample Performance Task	In a chart provided by your teacher, list music you have heard or sung. Classify each selection according to musical style/genre. Write down the elements you hear in each piece that identify its style/genre. Write what you like or dislike about each. Choose your favorite(s).
	
	Performance Task Assessment Suggestions (Use to create rubrics, checklists, etc.)
	Ask students to:
	    1. Classify each selection accurately according to:
	       • Style/Genre- (Musical style refers to a clear and definite way of musical expression. It is easiest to understand when one piece of music is compared another.)
	    2. Write the elements you hear that identify the style/genre of the piece.
	    3. Write what you like and dislike about each piece.
	    4. Choose your favorite(s).
	
	* The term popular music refers to well-liked, easily available commercial music that the general public uses for dancing and entertainment. One generation's pop music will become the next generation's oldies. Popular music involves many styles & genres.	

DEVELOPING CONCEPTS

1. CHARACTERISTICS OF MUSICAL STYLE: *Exploring the characteristics of musical styles helps us to develop analytical thinking and a deeper response to music.*	
Knowledge	*Skills*
Expression	<u>Singing</u>
• Dynamics soft to loud, crescendo/decrescendo	• Sing in various musical styles.
• Tempo changes in music.	<u>Reading</u>
• Articulation: legato, staccato, accent and style	• Read rhythmic notation that uses quarter, eighth, half, whole, syncopation, dotted quarter notes, sixteenth notes.
• Mood	<u>Playing</u>
Rhythmic patterns	• Play rhythms on percussion instruments.
Form	• Play melodic patterns on melodic instruments.
Melodic contour	• Play accompaniments to songs.
Timbre	<u>Listening Analyzing and Describing</u>
• Variety of vocal styles	• Analyze and compare elements of style in contrasting pieces.
• Various tone qualities produced by individuals and groups, vocal and instrumental.	• Recognize dynamics and tempo changes in music.
	• Recognize Articulation and it's effect on musical style.
<u>Vocabulary</u>	• Recognize mood and how it relates to musical style.
Amplified instruments Genre	• Recognize the effect vocal tone and expression in singing has on the different styles of music.
Art music Harmonica	<u>Moving</u>
Backbeat Keyboard	• Perform creative movements while exploring concepts of musical style.
Banjo Musical style	
Billboard Top 10 Orchestral instruments	
Classical Pedal steel guitar	
Country Rap music	
Crossover Hip Hop	
Drum kit Rock	
Fiddle Secular	
Folk Traditional	

SUGGESTED STEPS		
Sources: (5th Grade Books, unless otherwise stated) MM=Making Music: 2008 California Edition STM=Share the Music, MC=Music Connection		
FOCUS	**SOURCE**	**SONGS/ACTIVITIES**
Exploring Characteristics of Musical Style/Genre		Rock:
	MM	*Hound Dog*
	MM	*La Bamba*
• Listen to, sing, play or move to songs from four or five different musical styles/ genres.	MM	*La Bamba* (Listening)
	MM	*Rock Around the Clock*
	MM	*Stand By Me*
• Discuss the meaning and background of the songs, and the influence culture and history have played to create the songs.	MM	*Yakety Yak*
	MM	*The Twist*
	MM	*Wipe Out*
	MM4	*America*
• Design activities that identify the music elements unique to each style/genre (see Reference Section: *Chart of Styles, Approximate Timeline of Hip Hop*)	MM4	*At the Hop*
	MM6	*Rock and Roll is Here to Stay*
	MM6	*Birthday*
	MM6	*Surfin' USA*
• Examine how music factors such as tempo, articulation, mood, tone and expression affect the style of a music piece.		Country:
	MM	*Rocky Top*
	MM	*Cattle Call*
	MM	*Orange Blossom Special*
	MM	*Tennessee River*
• Create a graphic organizer, as a class, to show the results of your study.	Other	*I Walk the Line*
	MM6	*Going Upon the Mountain*
• Guide students in generating original works of art with musical style.	MM4	*Cotton-Eye Joe*
	MM4	*Ozark Mountain Jubilee*
o Students can write original lyrics to songs or write original songs in a particular style.		Classical:
	MM	*Grant Us Peace*
	MM	*O Music*
	MM	*Old Abram Brown*
o Students can create original dances.	MM	*Ríu, ríu Chíu*
	MM	*Still, Still, Still*
• Lead a discussion: *How do the elements of music determine the style of a piece of music?*	MM	*Music Alone Shall Live*
	MM4	*Circle Round the Moon*
	MM6	*Dona Nobis Pacem*
		Folk:
	MM	*Drill, Ye Tarriers*
	MM	*Blowin' in the Wind*
	MM	*Blowin' in the Wind* (Listening)
	MM	*Home on the Range*
	MM	*If I had a Hammer*
	MM	*Simple Gifts*
	MM	*This Land is Your Land* (two versions)
	MM	*Where Have All the Flowers Gone*
	MM	*Turn, Turn, Turn*
	MM	*Shenandoah*

	MM MM6	*Erie Canal* *Abraham, Martin, and John*
	Other Other	Rap/HipHop: *Just the Two of Us*, Will Smith *U Can't Touch This,* MC Hammer Note: Any rap/hip hop music played for students needs to be screened thoroughly first. This is because foul language and inappropriate topics are commonly part of the hip hop culture. The study of rap/hip hop is included here because of its popularity, the history of its development, and its influence.

2. PERSONAL PREFERENCE OF MUSICAL STYLE: *We can justify our music preferences when we identify what musical aspects to which we are attracted.*	
Knowledge	*Skills*
	Identify styles of music. Identify the elements of music associated with a particular style.

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FOCUS	SOURCE	SONGS/ACTIVITIES

Personal Preferences of Music Styles/Genres

Review the style characteristics of various styles.
- o   Provide students with a visual aid that illustrates the unique musical elements characteristic to the music styles/genres the class has studied. (See Reference Section: *Chart of Styles)*

Lead a class discussion.
- o   How has your opinion about the music that you like and dislike changed since our study of music style?
- o   How does understanding the music preferences of others help us to have a greater understanding and connection to them?

Guide students in creative participation activities where students generate original works of art with musical preferences such as:
- o   Students draw or paint pictures to represent their music preferences.
- o   Students write a narrative or poem to express their feelings about their music preferences.
- o   Students create movement to express themselves in their music preferences.

Play four or five music pieces, one in each of the styles/genres the class has studied.

Ask students to fill out the chart you have provided and do the following:
- o   List the title for each selection.
- o   List the musical style/genre of each selection.
- o   List the elements they hear in each piece that identify its style/genre.

- List what they like and dislike about each piece.
- Check to list their favorite(s).