

GRADE FIVE

Standards Comparison Recommendations

Music and English Language Arts CCSS

Connections

- Reading, writing, and performing grade-level text, lyrics, and simple melodic notation with accuracy and expression
- Using context and recognizing text and simple melodies at first reading, self-correcting as necessary
- Identifying musical and literary forms, explaining the function of and relationships between the constituent parts
- Performing and reciting part or whole of a varied repertoire of music or oratory, including complex music in two-part harmony, solo repertoire, an historical document, or speech

Suggestions

- Set a haiku or other short poem to music using solfege (mi, sol, la), then compose an original poem in the same form and a new melody using the solfege note
- Identify the sections (AAB) in a twelve-bar blues, and compose original lyrics reflecting the form
- Summarize a play scene by scene, or a book chapter by chapter, and compose a twelve bar blues lyric using each scene or chapter summary as material for the verses
- Compose two simple melodies as a class, one in a major key and one in a minor key, and compose original lyrics for each to represent the relationship between two fictional or historical figures

Music and Mathematics CCSS

Connections

- Solving and performing mathematical equations by assigning number values to musical notation symbols
- Expressing benchmark fractions or musical intervals to estimate reasonably and assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$ by observing that $3/7 < 1/2$, or that a musical interval that falls in between a Perfect 5th and a Perfect octave is some sort of 6th or 7th.

Suggestions

- Explain the differences between the pentatonic, major/minor, and chromatic scales
- Explain the differences of degrees between the major and minor scales, expressing the answer in the unequal number of half-steps between a major and minor 3rd, 6th, and 7th.
- Have a student teach one to four measures of music to the class, using the proper vocabulary, i.e. number of beats, to differentiate duration of notes

Music and History/Social Science State Standards

Connections

- Recognizing and describing the various political, cultural, and economic aspects of the United States from the pre-Revolutionary period through the present day, and identifying the songs and/or musical genres that reflect the influence of those aspects, including some of the key lyrics or musical characteristics of each genre
- Explaining the influence of economic growth in the United States over the last two centuries and influence it had on music making and the music business.

Suggestions

- Create a chart that identifies the time period of a musical piece by genre, historical period, instrumentation, region or area of origin within the United States, subject of lyrics (if applicable)
- Discuss the impact of movies, radio, and amplified music on American music of early 20th century and the impact of the personal computer on late 20th century American music and how these technological changes created new businesses, demand for new skills, and jobs in urban and rural parts of the United States

When Participating In Music Activities, Students Should:

- Perform music from various cultures and time periods
- Analyze social and cultural function of music, referring to the text to justify assertions
- Perform music from memory and from notation
- Perform music by oneself and with others
- Identify and analyze the form of a musical composition
- Express comprehension of musical form and function both verbally and in writing, referring to the text to justify assertions