

# COMMUNITY UNIT SCHOOL DISTRICT 200

## Vocal Music Curriculum

We believe that music education provides each student the opportunity to explore creativity and expression through the study or performance of music. Participation in a musical ensemble builds responsibility, cooperation and community. Music students become well-rounded individuals who appreciate the complexity of music and advocates for its place in our culture, and the world.

## Grade 5

1. Subject Expectation      The student will know the language of the arts.  
(State Goal 25)

Essential Learning 1 (Learning Standard A)	Understand the sensory elements, organizational principles and expressive qualities of the arts
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- Critical Content      25.A.2c      a. identify sensory elements, organizational principles and expressive qualities in a variety of musical styles
- Sensory Elements**
- describe the tempo(s) and dynamic level(s) in a musical example
  - distinguish the tone color of common school band and orchestra instruments
  - explore the meter in a musical example
  - explore major and minor tonalities in aural musical examples
  - identify the tone color(s){timbre(s)}of the instruments and/or voices in an aural musical example
  - classify voices by range *such as* soprano/alto describe melodic movement including upward, downward, and repeated notes in an aural example
  - distinguish between a melody with harmony and a melody without harmony
- Organizational Principles**
- describe the repetition and contrast found within the form of a musical example
  - identify simple music forms including call and response and theme and variations when presented aurally
- Expressive Qualities**
- compare and contrast expressive qualities in two performances of the same musical example

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including = a mandatory concept  
\* = exceeds state standards  
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**Essential Learning 2  
(Learning Standard B)**

**Understand the similarities, distinctions and connections in  
and among the arts**

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| Critical Content | 25.B.2 | a. understand how elements and principles combine within an art form to express ideas                            |
|                  |        | • explain why specific principles, and tools were used in a work of art created by the student or another artist |
|                  | *      | b. describe a work of art using the vocabulary of elements, principles, and tools among the fine arts            |

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**2. Subject expectation  
(State Goal 26)**

**The student will understand how works of art are produced through creating and performing.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Understand processes, traditional tools and modern technologies used in the arts</b>
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- Critical Content      26.A.2c      a. classify musical sound sources into groups including instrumental families, vocal ranges, solo/ensembles
- 26.A.2d      b. read and interpret the traditional music notation of note values and letter names
- Tools**
- identify orchestral/band instruments from aural examples
  - classify instruments according to how their sounds are produced *such as* string, wind, and percussion
- Processes**
- demonstrate basic vocal production techniques *such as* breath support, and posture
  - write simple rhythm patterns in whole, half, quarter, eighth and dotted notes and rests in 3/4, and 4/4 meter signatures
  - sing or play simple rhythmic and melodic patterns from a written score with accuracy
  - classify musical groups according to their instruments/voice *such as* quartet, solo, band, and orchestra
  - sight-read simple melodies and rhythms
  - describe the role of composers
  - describe the role of conductors in a performance
  - describe the roles of singers or instrumentalists in a performance

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Apply skills and knowledge necessary to create and perform in one or more of the arts</b>
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- Critical Content      26.B.2c      a. sing or play classroom instruments demonstrating technical skill
- Skills**
- sing or play music that has a difficulty level of 2\* easy (on a scale of 1 to 6) on pitch; in rhythm; with appropriate tone; with a steady tempo; with good breath, mallet or fingering control; and with clear articulation/diction
- Creating**
- improvise simple harmonic accompaniments using a variety of sound sources
  - create or arrange short songs or instrumental pieces

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within specified guidelines

**3. Subject expectation (State Goal 27)      The student will understand the role of the arts in civilizations, past and present.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Experience how the arts function in history, society and everyday life</b>
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| Critical Content | 27.A.2a | a. identify and describe the relationship between the arts and various environments <i>such as</i> home, school, workplace, theatre, and gallery |
|                  | 27.A.2b | b. describe how the arts function in commercial applications <i>such as</i> mass media and product design  |
- Roles of artists and audiences**
- evaluate audience behaviors of self and others
  - react to performances/art works in a respectful, constructive, and supportive manner
  - describe the roles of artists in society *such as* historian, critic, and entertainer
  - describe a variety of places where the arts are produced, performed, or displayed
- Contributions of the arts**
- explain ways dance, drama, music, and visual art play a part in everyday life *such as* architecture, landscape design, political cartoons, fashion design, background music, and television
  - explain how the arts are used in commercial applications *such as* posters, TV commercials, package design, and industrial design
  - describe occupations that are related to the arts *such as* landscape architect, political cartoonist, fashion designer, and sound engineer

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Understand how the arts shape and reflect history, society and everyday life</b>
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| Critical Content | 27.B.2 | a. identify and describe how the arts communicate the similarities and differences among various people, places and times |
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**4. Subject expectation \*      The student will evaluate music and music performance.**

<b>Essential Learning 1</b>	<b>*</b>	<b>Develop and apply criteria for music performance</b>
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- Critical Content
- \* a. come to a performance at designated time in proper attire
  - \* b. listen to and follow directions
  - \* c. follow the conductor during the performance
  - \* d. begin and end at the same time
  - \* e. sing with melodic and rhythmic accuracy

<b>Essential Learning 2</b>	<b>*</b>	<b>Use appropriate musical terminology in discussion and in writing</b>
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- Critical Content
- \* a. use precise language versus broad statements such as, "It was good," to constructively critique an individual or group performance

<b>Essential Learning 3</b>	<b>*</b>	<b>Apply constructive suggestions for improvement</b>
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- Critical Content
- \* a. reflect upon what worked or needed improvement after an individual or group performance
  - \* b. affirm positive feedback
  - \* c. adjust behavior in future individual or group performances

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