

PARENT GUIDE FOR FINE ARTS CURRICULUM: MUSIC

GRADE FIVE

DIOCESE OF CLEVELAND

Below is a list of the skills your child will be taught in Grade Five.

As parents, you are encouraged to support the work of your child's teacher in helping your child acquire each of these skills.

Capacities of the Literate Individual	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose, and discipline.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
OH: Fine Arts - Music: Enduring Understandings	
	Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through music.
	Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine musical works in conventional and innovative ways and to understand the works produced and performed by others.
	Authentic Application and Collaboration: Students work individually and in groups to focus ideas, create and perform music to address genuine local and global community needs.
	Literacy: As consumers, critics and creators, students evaluate and understand visual and performing artworks and other texts produced in the media forms of the day.
OH: Fine Arts - Music: Progress Points	
	Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.
	Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works.
	Identify and classify voices, musical instruments, roles and careers of musicians.
	Relate historical information from the study of music to other art forms and disciplines outside the arts.
	Develop criteria to evaluate solo and group performances of music.
OH: Fine Arts - Perceiving/Knowing/Creating (CE)	
	Explore and identify musical instruments from different historical periods and world cultures.
	Listen to, identify, and respond to music of different composers, historical periods and world cultures.
	Identify terms related to form (e.g., D.C. and D.S. al Fine; D.C. and D.S. al Coda; repeat signs, first and second endings).
	Recognize and identify longer music forms (e.g., sonata, 12-bar blues, and theme and variations).
	Identify elements of music including tonality, dynamics, tempo and meter, using music vocabulary.
	Differentiate between melody and harmony.
	Identify patterns of whole and half steps in a major scale.

OH: Fine Arts - Producing/Performing (PR)	
	Sing a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.
	Perform, on instruments, a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.
	Improvise, compose and arrange music.
	Use technology and the media arts to create and perform music.
	Read, write and perform rhythm patterns (e.g., 2/4, 3/4 and 4/4 meter) using sixteenth through whole notes including dotted half-note and syncopated rhythms.
	Read, write and perform diatonic melodies and the major scale on the treble staff.
	Demonstrate appropriate audience etiquette at live performances.
OH: Fine Arts - Responding/Reflecting (RE)	
	Justify personal preferences for certain musical pieces, performances, composers and musical genres both orally and in writing.
	Discuss contributions of musical elements to aesthetic qualities in performances of self and others.
	Describe how the process of learning in music connects to learning in other arts and other subject areas.
	Defend interpretations of music via dance, drama and visual art using appropriate vocabulary.
	Consider and articulate the influence of technology on music careers.
	Develop and apply criteria for critiquing more complex performances of live and recorded music.
OH: CCSS: Literacy in History/Social Studies: Speaking and Listening	
	Develop and apply criteria for critiquing more complex performances of live and recorded music.
	Follow agreed-upon rules for discussions and carry out assigned roles.
	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
OH: CCSS: Literacy in History/Social Studies: Language	
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OH: CCSS: Literacy in History/Social Studies: Writing	
	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
	Provide logically ordered reasons that are supported by facts and details.
	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
	Provide a concluding statement or section related to the opinion presented.
	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.