#  Bloom’s Taxonomy

Remembering Analyzing

Understanding Evaluating

Applying Creating

 (5.1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to: (A) distinguish among a variety of musical timbres (children’s SATB); (B) distinguish among a variety of musical timbres (Woodwind, Brass, String Percussion, Keyboard, Electronic, various cultures (C) use known music symbols and terminology in referring to rhythm; melody; timbre; form; tempo, including accelerando and ritardando; dynamics; articulation; and meter including simple and compound to explain music sounds presented aurally and (D) identify and label small and large musical forms such as a variety of music forms such as AB, ABA, rondo, and theme and variations.

 (5.2) Foundations: music literacy. The student reads, writes and reproduces music notation using a system. Technology and other tools may be used to read, write and reproduce musical examples. The student is expected to: (A) read, write, & reproduce rhythmic patterns using standard notation, including syncopated patterns, and previously learned note values in 2/4, ¾, or 4/4 meters; (B) read, write and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation; and (C) identify and interpret new and previously learned music symbols and terms referring to tempo; dynamics; articulation; and meter.

 (5.3) Creative Expression. The student performs a varied repertoire of developmentally appropriate music in informal and formal settings. The student is expected to: (A) sing and play classroom instruments independently or in groups with accurate intonation and rhythm; (B) sing or play a varied repertoire of music such as American folk songs, patriotic music, and folk songs representative of local and world cultures independently or in groups; (C) move alone and with others to a varied repertoire of music using gross motor, fine motor, locomotor and non-locomotor skills and integrated movement; (D) perform various folk dances and play parties; (E) perform simple 2 part music, including rhythmic and melodic ostinato, rounds, partner songs and counter melodies; (F) interpret through performance new and previously learned music symbols and terms referring to tempo, dynamics, articulation, and meter .

 (5.4) Creative Expression. The student creates and explores new musical ideas within within specified guidelines. The student is expected to: (A) create rhythmic through improvisation and composition; (B) create melodic phrases through improvisation and composition; and (C) create simple accompaniments through improvisation and composition.

 (5.5) Historical Cultural Relevance. The student examines music in relation to history, and cultures. The student is expected to: (A) perform a varied repertoire of songs, movement and musical games representative of diverse cultures; (B) perform music representative of Texas and Amercia; (C) identify and describe music from diverse genres, styles, periods and cultures; and (D) examine relationships between music and interdisciplinary concepts.

 (5.6) Critical Evaluation & Response. The student listens to, responds to and evaluates music and musical performances. The student is expected to: (A) exhibit audience etiquette during live and recorded performances; (B) identify known rhythmic and melodic elements in aural examples using appropriate vocabulary; and (C) describe specific musical events; (D) respond verbally and through movement to short musical examples; (E) evaluate a variety of compositions and formal or informal musical performances using specific criteria; and (F) justify personal preferences for specific music works and styles using music vocabulary.

Objectives:

Introduction/Focus:

Procedures:

Review and Closure:

Assessment:

# Grade: 5 Week # \_\_\_\_ Date\_\_/\_\_/\_\_

Materials Needed:

SW Experience, Explore, Imitate, Improvise, Label through:

Singing Playing Instruments Moving Technology

SW Perform, Identify, Read, Notate, Analyze, Listen

As a class Individually In Small Groups