

**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	<p>Musical styles, genres, and customs evolve over time.</p> <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How does the passing of time affect changes in musical style? • How is a musical style created? • How do customs influence musical style? 	
California Standards Addressed	2.1	Sing a varied repertoire of music, including rounds, descants, and songs with ostinatos and songs in two-part harmony, by oneself and with others.
	3.1	Describe the social functions of a variety of musical forms from various cultures and time periods (e.g., folk songs, dances).
	3.4	Describe the influence of various cultures and historical events on musical forms and styles.
	5.1	Explain the role of music in community events.
Sample Performance Task	<p>Perform a song or play-party game from an era you are studying in American history and a contemporary song or dance. In a small group, compare the two and discuss how customs and musical styles* have changed over time. Report out to your class.</p> <p><u>Performance Task Assessment Suggestions</u> (Use to create rubrics, checklists, etc.)</p> <ol style="list-style-type: none"> 1. Students perform a play-party game from an era being studied: <ul style="list-style-type: none"> • Accurate words, pitch, rhythm, timing, steps 2. Students perform a contemporary song or dance: <ul style="list-style-type: none"> • Song - Accurate words, pitch, rhythm and timing. • Dance - Accurate Steps and timing 3. Students participate in their discussion group. Student groups report at least: <ul style="list-style-type: none"> • One way the era and contemporary music are the same, and • One way musical styles have changed over time. <p>* Musical style refers to a <i>clear and definite way of musical expression</i>. It is easiest to understand style when qualities of one piece of music are compared to those of another piece of music.</p>	

DEVELOPING CONCEPTS

1. SONG STYLES FROM THE PAST: <i>Song styles from the past helped to define the music of today.</i>	
<i>Knowledge</i>	
<ul style="list-style-type: none"> • Dynamics as an expressive choice • Variety of vocal styles • Various tone qualities produced by individuals and groups, vocal and instrumental 	
<i>Skills</i>	
<ul style="list-style-type: none"> • Singing and perform with good vocal technique including tone, volume, posture, breathing and diction. • Analyze and compare elements in contrasting pieces. • Perform creative movements and dance while exploring concepts of how musical style changes over time. 	
Vocabulary Contemporary Era Genre	Modern Period Play-Party Musical Style
SUGGESTED STEPS	
Sources: (5 th Grade Books, unless otherwise stated) MM= <u>Making Music</u> : 2008 California Edition STM=Share the Music, MC=Music Connection TCS=They Came Singing by Calicanto Associates	
FOCUS	SOURCE SONGS/ACTIVITIES
Understanding style within a historical and cultural context	Play a listening game. Play a montage of songs and ask students to guess what century the song was written.
	Ask students to write a personal timeline by writing a memorable event on one line of paper for each year of their life.
	Ask students what connections they can make between their personal timeline and the history of musical styles. (<u>See reference section: Approximate Origins and Development of Folk, Pop, and Rock</u>)

2. CONTEMPORARY MUSICAL STYLE: *Our variety of musical styles is a reflection of who we are as a society.*

<i>Knowledge</i>	<i>Skills</i>
<ul style="list-style-type: none"> • Dynamics as an expressive choice • Variety of vocal styles • Various tone qualities produced by individuals and groups, vocal and instrumental 	<ul style="list-style-type: none"> • Singing and perform with good vocal technique including tone, volume, posture, breathing and diction. • Analyze and compare elements in contrasting pieces. • Perform creative movements and dance while exploring concepts of how musical style changes over time.

SUGGESTED STEPS

Sources: (5th Grade Books, unless otherwise stated) MM=Making Music: 2008 California Edition
STM=Share the Music, MC=Music Connection, HP=Handy Play Party Book by Cecilia Riddell

FOCUS	SOURCE	SONGS/ACTIVITIES
Teach at least one contemporary song.	MM MM3 MM MM MM MM MM4 MM MM4 MM	Contemporary Songs-1900-2010 <i>I Believe I Can Fly</i> <i>Circle of Life</i> <i>Rock Around the Clock</i> <i>Dancin' in the Street</i> <i>Somewhere Out There</i> <i>Over the Rainbow</i> <i>We Go Together</i> <i>Lean on Me</i> <i>Three Little Birds</i> <i>Mango Walk</i>
Teach at least one contemporary dance.	Other Other Other Other Other MM MM	Contemporary Dances <i>Macarena</i> <i>Cha, Cha, Cha</i> <i>Cha Cha Slide</i> <i>Achy Breaky Heart Line Dance</i> <i>The Hustle</i> <i>I love a Rainy Night Line Dance</i> <i>Electric Slide</i>

Other Activities

- Guide students to play “telephone”:
 - One person starts a message that is whispered secretly through a line of people. All check the message to see how it has changed after the last person.
- Lead a discussion:
 - What connections can you make between the telephone game and the way that styles change over time.

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- Guide students in creative participation activities where students generate original works of art

with contemporary songs and dances such as:

- Students make up a dance.
- Students change the performance style of a song.
- Guide students to identify the musical style of a song or dance they have learned.
- Lead a discussion:
 - How do you think this song or dance came about? Include customs that may have led to its development.
 - Describe the role of the song or dance.
- Experience:
 - Perform a song or play-party game previously learned from an era you are studying in American history. Then perform a contemporary song or dance previously learned.
 - Divide the class into small groups. Ask each group to compare the two and discuss how customs and musical styles have changed over time. Ask each group to report out to the class.
 - Create a graphic organizer that represents the class discoveries.