Music, Grade 5

TEKS Strand	Expectations
Foundations: Music Literacy	If students have access to computers or electronic keyboards, they can make banks of corresponding timbres produced by different instruments. By using a synthesizer, students select various instruments, make alterations, and then describe the changes. They evaluate the changes on the basis of effectiveness and describe how the objective is met. Theme and variations is a new musical form and is ideal to explore, describe, and apply all of the concepts previously learned. Additional terms, such as introduction, coda, da capo al fine, and dal segno al fine, can be used in compositions.
Creative Expression	Fifth graders identify tonality as major or minor, singing, playing, and reading the melodic patterns based on the eight notes of the scale. They also recognize key signatures in C, F, and G. Rhythmically, students understand and identify examples of an equally and unequally divided beat. Rhythmic patterns using sixteenth notes, combinations of eighth and sixteenth notes, dotted eighth and sixteenth notes, triplets, and syncopation are incorporated into reading and notation skills. Musical performance demonstrates accurate intonation and rhythm. The song repertoire consists of songs composed in unison, two-part and simple three-part songs using block rhythmic passages.
Historical and Cultural Relevance	Music literature consists of selections from Texas and American heritages, as well as those from a broader scope of cultural and historical musical resources. The listening repertoire includes selections representing many periods, cultures, styles, and genres.
Critical Evaluation and Response	Students evaluate performances and compositions with the criteria they have learned in elementary school music classes. They use music terminology to talk about their personal music preferences. They exhibit concert etiquette as actively involved listeners during live performances.

Example:

Janice Lang purchased several electronic keyboards for use in her music classes. Electronic keyboards provide her students with a good way to experience different timbres and to practice classifying them by instrument family or type. For example, a list of the sounds of any General MIDI—compatible keyboard can be displayed for the class. Students select sounds and label them by category.

With General MIDI, the sounds are logically grouped: keyboard sounds, melodic percussion, organ, guitar, and so forth. General MIDI sounds include the following: • Keyboard samples (organ, harpsichord, piano, electric piano)
• Electric guitar/electric bass samples (slap bass, distorted guitar)
• Synthesizer sounds
• Instruments such as the ocarina, koto, bagpipe, sitar, and kalimba
• Vocal sounds: choir "ahs," synth voice
• Sound effects such as a telephone and helicopter.

Students rapidly become proficient in their use of the electronic keyboard and begin to create their own compositions, evaluating them and modifying them to achieve desired effects

Differentiation Strategies for Students with Special Needs