

# Step~BY~Step Classroom Music: Long Range Plans for Grade 5 music for the 1998 Arts Curriculum

Term 1: Lessons 1 - 6	Term 2: Lessons 6 - 14	Term 3: Lessons 14 - 21
<p><b>Overall Expectation</b></p> <ul style="list-style-type: none"> <li>• use correctly the musical terminology associated with the specific expectations for this grade;</li> <li>• read simple music notation</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• interpret correctly whole notes, half-notes, quarter-notes, and eighth-notes, and the corresponding rests in 4/4 time;</li> <li>• recognize the major scale through listening and in notation;</li> <li>• demonstrate understanding of the meaning of the sharp, flat, and natural symbols;</li> <li>• explain the use of key signatures and identify the key (e.g., G major) of music they sing or play;</li> <li>• identify and write notes on the keyboard</li> <li>* identify the black keys on a keyboard as sharps and flats</li> </ul> <p><b>Creative Work</b></p> <ul style="list-style-type: none"> <li>* recognize and demonstrate the use of intervals (tones and semitones)</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• conduct in 4/4 and 2/4 time, using standard conducting patterns;</li> <li>• begin to sing or play the major scale in keys that occur in the music they sing or play;</li> <li>• recognize different kinds of tone colour in pieces of music</li> <li>• recognize and classify various instruments (e.g., as woodwind, brass, stringed, or percussion instruments);</li> <li>• sing or play in tune (e.g., in unison songs, "partner" songs, rounds);</li> <li>• demonstrate an understanding of correct breathing technique and posture when playing and/or singing.</li> </ul> <p><b>Creative Work</b></p> <ul style="list-style-type: none"> <li>• sing or play expressively, showing awareness of different tone colours;</li> <li>• create musical compositions that show appropriate use of various elements of music (e.g., tempo, dynamics, melody, form, tone colour), and perform them;</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• identify the form of introduction, verse, and chorus in music that they sing, play, or hear;</li> <li>• create an accompaniment for a story, poem, or drama presentation, using their knowledge of beat, rhythm, tone colour, and melody;</li> </ul> <p><b>Creative Work</b></p> <ul style="list-style-type: none"> <li>• sing or play expressively, showing awareness of different tone colours;</li> <li>• create musical compositions that show appropriate use of various elements of music (e.g., tempo, dynamics, melody, form, tone colour), and perform them;</li> <li>• create and perform a song based on a scene from a story or poem;</li> <li>• sing familiar songs and manipulate a musical element to change the overall effect</li> </ul> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• describe how various elements of music are combined to create different moods</li> <li>• communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media</li> <li>• listen to music from the Renaissance period</li> </ul>

• Ontario Curriculum Music Expectations covered by **Step~BY~Step Classroom Music**

\* Additional Expectations covered by **Step~BY~Step Classroom Music**