

HADDON TOWNSHIP MUSIC  
GRADE FIVE



The fifth grade music curriculum provides developmentally-appropriate experiences that reflect the New Jersey Core Content Standards for Visual and Performing Arts. Fifth grade students will begin to explore the creative process, performance, the history of the arts and culture, and aesthetic responses; they will also learn to critique methodologies in music.

**ESSENTIAL LEARNINGS:** *Fifth grade students will demonstrate an understanding of the Cumulative Progress Indicators from the NJ Core Curriculum Content Standards. All fifth grade students will begin to progress toward basic literacy in the following skills in music.*

**Music Is Organized Sound**

- Identify the elements of music in response to aural prompts and printed music notational systems. (1.1.5.B.1)
- Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures. (1.1.5.B.2)
- Sing or play music from complex notation using notation systems in treble and bass clef, mixed meter, and compound meter. (1.3.5.B.1)
- Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice. (1.3.5.B.2)
- Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs. (1.3.5.B.3)
- Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions. (1.3.5.B.4)

**Form in Music**

- Identify the elements of music in response to aural prompts and printed music notational systems. (1.1.5.B.1)

- Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures. (1.1.5.B.2)
- Sing or play music from complex notation using notation systems in treble and bass clef, mixed meter, and compound meter. (1.3.5.B.1)
- Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice. (1.3.5.B.2)
- Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs. (1.3.5.B.3)
- Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions. (1.3.5.B.4)
- Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. (1.2.5.A.1)
- Relate common artistic elements that define distinctive are genres in music. (1.2.5.A.2)
- Determine the impact of significant contributions of individual artist’s music from diverse cultures throughout history. (1.2.5.A.3)

**Musical Styles**

- Identify the elements of music in response to aural prompts and printed music notational systems. (1.1.5.B.1)
- Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures. (1.1.5.B.2)

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- Sing or play music from complex notation using notation systems in treble and bass clef, mixed meter, and compound meter. (1.3.5.B.1)
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