



Prince George's County Public Schools
5th Grade Vocal and General Music
Course Syllabus

Teacher: Jamin Kuhn
Email: jamin.kuhn@pgcps.org
Phone: 202-649-0257

Prerequisites: 4th Grade General Music

Course Description: The Vocal General Music program of instruction provides all students with appropriate resources and experiences to develop appropriate music skills. Through the implementation of sequential concepts, students develop an understanding of the intrinsic value of music and its relationship to diverse cultures, traditions, values, and beliefs. The program is also designed to foster enjoyment and appreciation of music beyond the classroom.

CONTACT:

E-MAIL:

SCHOOL PHONE NUMBER:

COURSE NUMBER:

TEXT: Spotlight on Music, QuaverMusic

GRADING:

5th Grade General Music

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress towards the mastery of the Maryland Fine Arts Standards.

Factors	Brief Description	Grade Percentage Per Quarter
Classwork	Individual and group activities: In-class solo and ensemble performances, dictation, composition, critique, proper technique and interpretation of style, daily work habits, proper care of supplies and equipment, time on task, group interaction, and preparation for class (materials)	60%
Independent Assignments	Individual and group assignments: Projects, journal entries, listening logs, incomplete complete class work, written critiques (self and group)and reports.	10%

Assessment	Individual and group evaluation, journal entries, homework, notebooks, research projects, written/oral critiques, oral presentations, vocabulary, attendance at school performances and programs, portfolios, quizzes, elements of discipline literacy, ensemble etiquette and exams.	30%
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Course of Study

<u>Topics</u>	<u>Standards</u>
<u>Performing music</u>	Read music notation for dynamics, tempo and meter Perform rhythms from notation Perform instrumental ostinatos Read and perform pitch and rhythm Perform authentic songs and dances Perform harmony Perform contrasting parts
<u>Composition/Improvisation</u>	Create and notate melodies Improvise vocal or instrumental music Create simple rhythmic and melodic patterns Improvise countermelodies
<u>Develop awareness of sounds</u>	Classify classroom instruments and families Distinguish between voice types Use and simulate environmental sounds
<u>Recognize the role of music</u>	Describe music as daily experience Identify and describe musician's roles Describe music as daily experience Describe personal expression in music Explain how music corresponds to history Compare terms used in different art forms Describe connections to other subjects Describe music careers Compare how music is used for holidays
<u>Meter/rhythm</u>	Write rhythms from dictation in duple and triple meter Perform rhythms from notation in various meters Conduct music using a 3 beat pattern. Compound meters
<u>Melody</u>	Perform music in major and minor keys. Perform music in major, minor, Dorian, Mixolydian and Aeolian tonalities.
<u>Audience Behavior</u>	Demonstrate appropriate audience behavior

<u>Movement</u>	Perform traditional dances Use body to describe musical examples Respond to meter with movements
<u>Music Evaluation</u>	Listen and compare music examples

Professional judgment and analysis of students' skills and needs will be used to determine the order for instruction of standards. The pacing guide is organized with the assumption of twenty minute class periods, on an A/B week schedule with 120 minutes of music instruction in a two week period.