

## *Music Grade 5*

1-45 minute class per week

G5M.1-7

### Biblical Worldview Essential Questions

**Why does learning about music really matter? How does it help us know God better?**

**What does music have to do with “world-changing” or “culture-making?”**

**How music unite or divide people?**

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Learn a variety of songs and warm-ups for performance, fun and to aid in the development of certain skills</li> <li>2. Identify the parts of the vocal instrument and display proper technique in utilizing them</li> <li>3. Understand more complex elements of music notation and show a working of use of said knowledge</li> <li>4. Learn and recall facts about American music from Classical to the 20<sup>th</sup> century</li> <li>5. Discover facts about music from other countries and cultures</li> </ol>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration by the teacher</li> <li>• Games</li> <li>• Reproducible song sheets</li> <li>• Reproducible study guides</li> <li>• Demonstration and participation in physical and vocal exercises</li> <li>• Live and recorded music</li> <li>• Videos</li> <li>• Bible Study</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher prepared materials and exercises</li> <li>• Selected songs from sheet music, books and recordings</li> <li>• Teacher workbook: <i>Five Practical Lessons in Singing</i> by James C. McKinney</li> <li>• <i>Meet the Great Composers (Books 1 &amp; 2)</i> by June Montgomery and Maurice Hinson</li> <li>• <i>Music 5 for Christian Schools</i> Bob Jones University Press</li> <li>• <i>American Popular Music</i> by Mark Ammons, D.M.A</li> <li>• <i>Traditional Songs of Singing Cultures: A World Sampler</i> by Patricia Shehan Campbell, Sue Williamson, Pierre Perron</li> </ul>	<ul style="list-style-type: none"> <li>• Attentiveness to lecture</li> <li>• Participation in discussion</li> <li>• Participation in and skills displayed during physical and vocal warm-ups</li> <li>• Participation in and behavior during concerts and concert rehearsals</li> <li>• Responses to teacher and student generated questions</li> <li>• Participation in and level of accuracy displayed in games</li> <li>• Teacher generated tests and quizzes</li> </ul>