

**URBANDALE COMMUNITY SCHOOL DISTRICT  
CURRICULUM FRAMEWORK OUTLINE**

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**SUBJECT:** Music  
**COURSE TITLE:** 4<sup>th</sup> and 5<sup>th</sup> Grade General Music  
**GRADE LEVEL:** 4<sup>th</sup> and 5<sup>th</sup> Grade

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**COURSE DESCRIPTION:** Students in 4<sup>th</sup> and 5<sup>th</sup> Grade general music will utilize age appropriate activities to develop their musical abilities and vocabulary. Activities will include vocal development, instrumental skills, expressive movement, New England Folk Dance, games, and reading and writing musical notation. Additionally, soprano recorder will be introduced in 4<sup>th</sup> Grade and continued skill building will occur in 5<sup>th</sup> Grade.

**CONTENT STANDARDS:**

In order that our students may achieve the maximum benefit from their talents and abilities, the students of Urbandale Community School District's 4<sup>th</sup> and 5<sup>th</sup> Grade General Music should be able to . . .

**Content Standard I: Sing or perform on instruments alone and with others, a varied repertoire of music.**

Benchmarks: Sing alone and with others a varied repertoire of music.  
Perform on instruments alone and with others a varied repertoire of music.

**Content Standard II: Read and notate music.**

Benchmarks: Read musical notation.  
Notate music.

**Content Standard III: Listen to, analyze, and describe music.**

Benchmark: Listen to, analyze, and describe music.

**Content Standard IV: Understand music in relation to culture and careers.**

Benchmarks: Explore music in relation to culture.  
Explore music in relation to careers.



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**CONTENT STANDARDS AND COURSE BENCHMARKS WITH INDICATORS FOR  
4<sup>th</sup> and 5<sup>th</sup> GRADE GENERAL MUSIC:**

**Standard I: Sing or perform on instruments alone and with others, a varied repertoire of music. The students in 4<sup>th</sup> and 5<sup>th</sup> Grade General Music should be able to . . .**

**Benchmark: Sing alone and with others a varied repertoire of music.**

Indicators: Demonstrate head voice and tuneful singing (M).  
Participate in pitch exploration, echo singing, and traditional song literature.  
Experience harmony through suspended pitch, countermelody, ostinati,  
canons/rounds (4- D, M), partner songs, and simple octavos (5- D).  
Continue to develop a repertoire of songs (folk, seasonal, multicultural, patriotic).

Assessments: Teacher observation

**Benchmark: Perform on instruments alone and with others a varied repertoire of music.**

Indicators: Identify and demonstrate appropriate instrumental technique on pitched and non-pitched percussion instruments.  
Introduce and develop, using Orff instruments, the following skills: simple bordun (level) and moving bordun.  
Practice on soprano recorder B, A, G, E, D, C' (4- I, D) (5- M), and D', F#, C, F (5- I, D).  
Demonstrate question-answer on recorder and Orff instruments (5- D).  
Perform advanced ostinato skills on classroom instruments (4- I, D) (5- D).  
Improvise with instruments.

Assessments: Teacher observation

**Standard II: Read and notate music. The students in 4<sup>th</sup> and 5<sup>th</sup> Grade General Music should be able to . . .**

**Benchmark: Read musical notation.**

Indicators: Decode, read, and create music in 2/4 (M), 3/4 (D), 4/4 (D), and 6/8 (M) meter (resources: Conversational Solfege, Game Plan Curriculum).  
Decode, read, and create music using Mi, Re, Do in the key of F (4- I, D) (5- D, M) (resource: Conversational Solfege).  
Recognize and identify the following concepts including:



*Rhythm*- syncopations, eighth rests, pick up (anacrusis), triplet (4),  
( ), ( ), and ( ) (5).

*Melody*- Ti, major scale (4).

*Note Names*- treble clef lines and spaces including ledger lines (C, D, G', A')  
(4).

Review all treble clef note names (C, D, E, F, G, A, B, C', D', E', F', G', A')  
(5).

Assessment: Teacher observation and/or written assessment

**Benchmark:** *Notate music.*

Indicators: Write and create rhythms in 2/4 (M), 3/4 (I, D) , 4/4 (I, D), and 6/8 (M) meter.  
Write and create music using Mi, Re, and Do in the key of F (4- I, D) (5- D, M).

Assessment: Teacher observation and/or written assessment

**Standard III: Listen to, analyze, and describe music. The students in 4<sup>th</sup> and 5<sup>th</sup> Grade General Music should be able to . . .**

**Benchmark:** *Listen to, analyze, and describe music.*

Indicators: Respond to music through expressive movement emphasizing musical concepts  
including form, articulation, dynamics, and phrasing.

Identify the instruments of the recorder family, the orchestral woodwind family,  
and the orchestral brass family (4). Identify instruments from all of the  
orchestral families (5).

Use terminology to describe musical concepts including:

*Tempo*- ritardando, accelerando, a tempo, allegro, andante, adagio

*Articulation*- staccato, legato (5)

*Dynamics*- pianissimo, fortissimo (4), mezzo piano, mezzo forte (5)

*Form*- phrase, rondo, A', D.C. al fine, additive form, 12 Bar Blues (4); 1<sup>st</sup> and  
2<sup>nd</sup> endings, theme and variation (5)

*Melody*- countermelody, ledger lines, sharp, flat (4); descant (5)

Assessments: Teacher observation and/or written assessment

**Standard IV: Understand music in relation to culture and careers. The students in 4<sup>th</sup> and 5<sup>th</sup> Grade General Music should be able to . . .**

**Benchmark:** *Explore music in relation to culture.*

Indicators: Identify, sing, and play on instruments, music from a variety of world cultures.  
Experience cultures through traditional games, listening, and movement.  
Explore how music is used to enhance various world traditions and celebrations.  
Experience New England Folk Dance figures, formations, and terms including:



*Figures-* allemande, dip and dive, swing, promenade, right/left hand star, strip the willow, grand right and left

*Formations-* Sicilian circle, scattered formation

*Terms-* corner, neighbor, opposite, ballroom position

Assessments: Teacher observation

**Benchmark: Explore music in relation to careers.**

Indicators: Identify possible careers in the performing arts field. (e.g. opera, musical theater, ballet, orchestra, accompanist, and chorus.)

Discuss musicians and their contributions to music and the arts.

Assessments: Classroom discussion

No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status, ethnic background, national origin, disability, sexual orientation, gender identity, or socio-economic background. The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential.

