

SYLLABUS

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Conference Hours	By appointment

Course Name	MUSIC
Course Number	
Grade Level	Fifth Grade
Textbooks	none
Resources	none
Required Materials	2 two-pocket folders, 1 set 4x6 index cards (color and blank), 1 medium size composition book

Course Description:

The goal of this course is to give more power to the fifth graders to understand, evaluate and strengthen their understanding of the world and their unique cultural identity, by giving them the artistic and aesthetic skills they need to express themselves through the enjoyment, performance and composition of music.

In fifth grade, the students will reinforce their beginning musical skills by adding the key concept of tonal center, which will enhance their ability to listen analytically, read rhythms and melodies more proficiently and be able to improvise and write their own simple melodies using the treble clef as well as pentatonic, and major and minor scales.

Through listening to musical examples and discussions of various musical genres and cultures, students will be able to aurally identify music elements, instrumental and vocal ensembles, and music forms such as rondos and theme and variations. They will also be able to beat the rhythms of various songs from various cultures, and play rounds, descants, ostinatos and 2-part harmonies on simple classroom instruments, such as rhythm sticks, xylophones, tambourines, triangles, tuned bells, shakers, maracas.

The fifth grade music program combines the Visual and Performing Arts Standards set by the California Department of Education, which includes recognizing, basic reading and writing of music, responding to as well as performing beats and melodies on simple classroom band instruments, to a sensitive group vocal training and choral performance of bilingual repertoire, from patriotic songs to Christmas songs and favorite musical numbers, with an emphasis on Armenian ethnic songs.

In fifth grade, the students will form a melodica ensemble and compose simple rhythmic and melodic patterns which they will share in class and have the chance to hear them being performed by the melodica ensemble in class.

The special focus of this class consists of the Gomidas Project, during which students will learn about the origins of Armenian music, how the *ashoughs* sang, and how their songs preserved the essence of our culture. This project will culminate with choral performances of songs by Gomidas Vartabed.

ESLRs Addressed				
1a 1b 1c	2a 2b 2c	3a 3b 3c	4a 4b 4c	5a 5b 5c
Re-enter in the following boxes the designated ESLRs numbers, which are addressed by this course				
1b	2b	3b	4a, 4b	5a, 5b, 5c

Content Standards

The following is the California Department of Education Content Standards of this Course.

Grade Five

Visual and Performing Arts: Music Content Standards.

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

- *1.1 Read, write, and perform simple melodic notation in treble clef in major and minor keys.*
- *1.2 Read, write, and perform major and minor scales.*
- *1.3 Read, write, and perform rhythmic notation, including quarter-note triplets and tied syncopation.*

Listen to, Analyze, and Describe Music

- *1.4 Analyze the use of music elements in aural examples from various genres and cultures.*
- *1.5 Identify vocal and instrumental ensembles from a variety of genres and cultures.*
- *1.6 Identify and describe music forms, including theme and variations and twelve-bar blues.*

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply Vocal and Instrumental Skills

- *2.1 Sing a varied repertoire of music, including rounds, descants, and songs with ostinatos and songs in two-part harmony, by oneself and with others.*
- *2.2 Use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and ostinatos and two-part harmony, by*

oneself and with others.

Compose, Arrange, and Improvise

- *2.3 Compose, improvise, and perform basic rhythmic, melodic, and chordal patterns independently on classroom instruments.*

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Role of Music

- *3.1 Describe the social functions of a variety of musical forms from various cultures and time periods (e.g., folk songs, dances).*

Diversity of Music

- *3.2 Identify different or similar uses of musical elements in music from diverse cultures.*
- *3.3 Sing and play music from diverse cultures and time periods.*
- *3.4 Describe the influence of various cultures and historical events on musical forms and styles.*
- *3.5 Describe the influences of various cultures on the music of the United States.*

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

Analyze and Critically Assess

- *4.1 Identify and analyze differences in tempo and dynamics in contrasting music selections.*

Derive Meaning

- *4.2 Develop and apply appropriate criteria to support personal preferences for specific musical works.*

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Connections and Applications

- 5.1 Explain the role of music in community events.

Careers and Career-Related Skills

- 5.2 Identify ways in which the music professions are similar to or different from one another.

Questions: State Board of Education | 916-319-0827

Last Reviewed: Tuesday, May 15, 2018

If need be please use additional pages

Common Core Standards (If available)

The following is the Common Core Standards

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If need be please use additional pages

Subject Matter Covered

Semi-quarter syllabus includes the textbook chapters, additional resources and other relevant information to be used

Semi-Quarter 1	
Week 1	Music Ed: Meet and greet, classroom rules “America the Beautiful” song, 388/5, quarter note, half note, dotted half note, dotted quarter note, eighth note Choir: Մայրենի Դպրոց/Բ. Կանաչեան, Armenian Back To School Theme Song
Week 2	Music Ed: Review: meter $\frac{3}{4}$, pitch, beat versus rhythm Choir: “Star-Spangled Banner” song, 386/5, quarter note, half note, dotted eighth and sixteenth pair
Week 3	Music Ed: “Ga Eul” song, 401/5, Korean Fall theme song, $\frac{6}{8}$ meter, tied notes. Review division of the measure, beat counts, $\frac{2}{4}$ and $\frac{4}{4}$.
Week 4	Music Ed: Listening to Music: B.Britten, “Young Person’s Guide to The Orchestra,” Book with CD and Video, Orchestral Instrument Families, 228-229/2
Week 5	Music Ed: “Young Person’s Guide to The Orchestra” Review: hand signs and rhythm tree

Semi-Quarter 2	
Week 1	Music Ed: Orff Instruments, 30-31/2, Rhythm Instruments, 24-25/2 Beat rhythm with classroom instruments, 183/2 “Young person’s guide to the orchestra”: winds and strings
Week 2	Music Ed: Beat rhythm with classroom instruments on $\frac{4}{4}$ meter Choir: “Dry Bones” song, 406/5, Halloween theme song, quarter note, dotted quarter and eighth note pair, quarter rest, eighth rest “Young person’s guide to the orchestra”: percussion and brass
Week 3	Music Ed: Find Do-Mi-So, playalong rhythms with classroom instruments, 29/3, quarter note, half note, dotted quarter note and eighth pair Choir: “When I First Came To This Land” song, 28/3, pitch, melody, rhythm
Week 4	Music Ed: Listening to Music: J.Rodrigo, “Concierto de Aranjuez”, 43/3, Guitar Choir: “Three little penguins” rhythm piece, 112-113/2 student book Special project: melodica: the instrument
Week 5	Music Ed: Pentatonic Scale, Find Do-Ré-Fa-So-La, playalong on classroom instruments 47/3 and 57/3 Choir: “Music Of The World” song, 44/3, $\frac{2}{\square}$ meter, verse and refrain

Semi-Quarter 3	
Week 1	Music Ed: Review 2/4 meter, two eighth notes versus eighth note two sixteenth pair, and half note versus dotted eighth note and sixteenth pair Choir: “Sun Don’t Set In the Morning” song, 60/3, melody and countermelody
Week 2	Music Ed: Listening to Music: G.Rossini, “William Tell Overture”, 64/3, dynamics, crescendo and decrescendo Guitar: the instrument Choir: “Marken er mejet” song, 364/4, Danish folk song
Week 3	Music Ed: “John Jacob...” song, 68/3, piano-forte, sing-shout-whisper Choir: Խաղողը Fall Armenian theme song
Week 4	Music Ed: Playalong rhythms 101/3, 97/3, 95/3 Choir: “Butterfly” song, 112/3, 2/4 meter, ♪ versus ♫ Choir: Նոր Տարի/Գուսան Առտ , Armenian Christmas Theme Song
Week 5	Music Ed: Conductor, the baton, Conducting in 2/4 phrase length Choir: “Crawdad Song”, 107/3, eighth and two sixteenth versus two eighth notes

Semi-Quarter 4	
Week 1	Music Ed: Listening to Music: G.F.Haendel, “Messiah”, 419/5, verse and refrain Choir: “The Holly and The Ivy” song, 418/5, Christmas theme song Choir: “Rise up shepherds and follow” song, 422/5, African-American Spirituals, sway and clap
Week 2	Choir: “Feliz Navidad” song, in English and Spanish, Christmas theme song, 420/5, eighth rest, quarter rest, half rest, syncopation, ties, 4/4 meter
Week 3	Choir: “Riding In A Buggy” song, 131/3, ostinato in four sixteenth notes, two sixteenths and an eighth, two eighths, and a quarter note
Week 4	Music Ed: “Polly Wolly Doodle” song, 132/3, 2/half note meter Choir: Իմ Հայրենեաց Հողի Վարդան, Բթուլն Աւարայրի , Vartanantz Armenian theme songs
Week 5	Music Ed: Melodica Ensemble: Intro Folk Songs, 150/3, Banjo Choir: “Dreamers” song, 430/5, Martin Luther King Jr. theme song

Semi-Quarter 5	
Week 1	Music Ed: Review rhythms: two eighth notes versus dotted eighth and sixteenth pair, two quarter notes versus dotted quarter and eighth pair Choir: “Oh, Susanna” song, 153/3, number of phrases Gomidas Project: intro to Gomidas, biography, illustrations, listening examples. Song no. 1 TBD
Week 2	Music Ed: Listening to Music: W.A.Mozart, “Eine Kleine Nachtmusik”, 68/3, string orchestra, duple versus triple meter, practice body percussion
Week 3	Music Ed: Review: Repeat signs, tied notes, downbeat, dotted eighth and sixteenth pair versus two eighth notes Choir: “Let’s Go Dancing” song, 198/3
Week 4	Music Ed: Walk versus Gallop: 2/4 even rhythm versus 2/4. uneven rhythm Choir: “Charlie” song, 208-209/3, 2/4. rhythm
Week 5	Music Ed: Melodica Ensemble: practice major scale up and down, perform student pieces, part 1 Playalong rhythms, 234/3, 2/4. rhythm

Semi-Quarter 6	
Week 1	Music Ed: “On A Journey” song, 14/4, 4/4 meter, quarter note, two eighth notes, half note, quarter rest, beat rhythm with classroom instruments Choir: “Ame Fure” song, 26/4, dotted eighth and sixteenth note pair, rain sounds, body percussion
Week 2	Music Ed: Listening to Music: M.Schafer, “Miniwanka”, 28/4, rain sounds, tone color Choir: Մմկեր/Բ. Կանաչեան, Armenian Spring Theme Song
Week 3	Music Ed: Listening to Music: B.Britten, “Friday Afternoons”, 32/4, canon Choir: “Old Abram Brown” song, 32/4, repeat, step, skip, leap
Week 4	Choir: “I’ll Rise When The Rooster Crows” song, 36/4, Do-Ré-Mi-So-La Gomidas Project: Song no. 2 TBD
Week 5	Music Ed: Melodica Ensemble: Perform student pieces, part 2 Choir: “Big Big World” song, Earth Month Theme Song, 438/5, beat 4/4 with classroom instruments Special project: melodicas: practice pentatonic scale, “Oh, Susanna” song

Semi-Quarter 7	
Week 1	Music Ed: “Woodpecker” song, 48/4, Poem rhythms, 1-2-3-4 sounds to a beat, map 48/4 Choir: Հայրենի Կարօտ Armenian Independence Theme song
Week 2	Choir: “Oh Won’t You Sit Down” song, 70/4, call and response Հայաստանն ապրիր յափտեան, Թող Հնչէ շէփոր, Հայկական բանակ, Armenian Genocide Commemoration theme songs
Week 3	Music Ed: “Happy Talk” song, from a Broadway Musical, 84/4, 1 st ending, 2 nd ending, Da Capo al Fine Gomidas Project: Song no. 3 TBD
Week 4	Music Ed: Shape of melodies, directions, repeat, up, down, step, skip, leap Choir: “Water Come a Me Eye” song, 90/4, melodic contour Սարդարապատ, Մեր Հայրենիք, Հայրենի Կարօտ, Armenian Independence theme songs
Week 5	Music Ed: Melodica Ensemble: perform student pieces part 3 Choir: “Love Somebody” song, 94/4, tonal center Review all graduation songs

Semi-Quarter 8	
Week 1	Music Ed: Review: Solfège hand signs Choir: Graduation program TBD
Week 2	Music Ed: “A Modern Dragon” song, 98/4, playalong the 2/4 . meter with classroom instruments
Week 3	Music Ed: Listening to Music: R. Rodgers, “Guadalcanal March”, 108/4, families of instruments, form, dynamics Choir: review and practice all graduation songs in the assembly room with solo parts and all other components
Week 4	Music Ed: Melodica Ensemble: perform student pieces part 4 Choir: “Happiness” song, 124/4, melodic shape
Week 5	Music Ed: Melodica Ensemble: complete student pieces Choir: practice all graduation songs in the venue

Classroom Rules

This section includes rules set by the teacher and the consequences of violating these rules. The classroom rules are in addition to the school Rules and Regulations.

All school-wide rules apply to Music class.

In addition:

Respect Music Class

Respect Teachers and Classmates

Respect and Care for the Musical Instruments

Assessment Method

This section includes rules set by the school administration

Test/Quiz Policy

Students take at least TWO tests and two quizzes per class or course per semi-quarter. Two to four quizzes may be counted as one test. It is up to the individual teacher to adopt a policy to drop the lowest test grade of a student in calculating the quarter grade. No more than two tests are scheduled on the same day. The test scheduled last will be automatically dropped.

Test/Quiz Make-Up

Students with **excused** absences shall have the opportunity to complete missed class work and make up all tests receiving full credit. The student is responsible to arrange for the make-up.

Students who miss a test/quiz because of an **unexcused** absence will receive a failing grade on that test/quiz, except when the teacher decides to offer the chance for make-up.

If a student misses a test/quiz while on suspension, he/she will not have the opportunity to make up the test/quiz and will receive an "F".

Cheating

Acts of cheating or plagiarism will result in suspension and the student will receive an "F" (20/100) on the test or the assigned work.

This section includes grade percent distribution and additional rules set by the teacher

Assessment in music class is primarily informal, and it consists of reviewing, questioning, repeating and re-teaching the material in efforts to encourage all learners regardless of their backgrounds, abilities and artistic inclinations.

Music class typically doesn't carry homework, test and exam requirements. However, students are required to collaborate in the group effort ahead of school assemblies or class projects, by memorizing lyrics, or researching and bringing various items to class.

Grading will be based on the student's participation and cooperation, which are essential in the learning process that music class offers.

Department Rubrics

This section includes rules set by the school administration