



**SUBJECT: Music**

**GRADE LEVEL: Grade Five**

**SCHOOL YEAR: 2022-23**

**TEACHER: Zoe Lin**

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### **COURSE DESCRIPTION:**

At DIS, music education focuses around these three artistic processes:

- **Performing:** Realizing artistic ideas and work through individual or ensemble performance or presentation
- **Creating:** Conceiving and developing artistic ideas through music making while connecting to historical, contextual, and personal events
- **Responding:** Synthesis of meaning, context, and process through interaction with, and connection to the musical world

Musical concepts are carefully sequenced through kinesthetic, aural, and visual experiences. The student's singing voice is the primary instrument and developed throughout the elementary general music curriculum.

### **COURSE OBJECTIVES:**

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## MELODY AND PITCH

- Demonstrate ability to echo short melodic patterns (quarter note, two eighth notes connected, and quarter rest).
- Demonstrate meter through singing.
- Sing music using head voice and chest voice.
- Experiment with high and low vocal sounds using limited vocal range.

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## HARMONY AND TEXTURE

- Recognize a melody alone or with simple accompaniment.
- Listen and perform music using major and minor.

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## TONE COLOR

- Identify classroom instruments by sight and sound.
- Explore and discuss environmental sounds.

- Distinguish between adult male/female and children's voices aurally.
- Demonstrate good vocal quality such as head and chest voice.

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## TEMPO

- Compare fast and slow.

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## RHYTHM

- Demonstrate ability to echo short rhythmic patterns (quarter note, two connected eighth notes, and quarter rest).
- Practice and demonstrate steady beat through singing, speaking, and playing classroom instruments.
- Perform two- and four-beat rhythmic ostinati.

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## MOVEMENT

- Demonstrate musical characteristics.
- Practice steady beat through locomotor and non-locomotor movement.
- Follow musical cues in games.
- Experiment locomotor and non-locomotor movement to show meter.

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## DYNAMICS

- Compare loud and soft sounds.
- Sing or play in groups matching dynamics levels (loud and soft).

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## FORM

- Identify same and different patterns (verse and refrain, call and response) aurally and visually.
- Sing a variety of echo songs.
- Echo short melodic pattern.

### **PRIMARY TEXTBOOK & OTHER RESOURCES:**

Quaver music (students' account available)

### **ASSESSMENT:**

1. Quarter Exam- (30%)  
- Written exam and Practical exam
2. Homework and Projects (30%)  
- Worksheets, portfolios, seatwork, individual or group project performances
3. Quizzes (30%)  
- Pop Quiz, Graded Recitation, Practical test
4. Department Grade (10%) - (This is based on the School's SLOs.)

# 1<sup>ST</sup> QUARTER – TENTATIVE COURSE CONTENT

*(NB: Depending on time and interest, the teacher may delete and/or add other selections.)*

Week / Date	Topic / Projects / Assessments
<b>Week 1</b> <b>Aug 10<sup>th</sup> to 12<sup>th</sup></b> <b>3 Days of Class</b> <i>10~ First Day / Orientation Day</i>	<u><b>Meter</b></u> Welcome to music Meter review
<b>Week 2</b> <b>Aug 15<sup>th</sup> to 19<sup>th</sup></b> <i>Opening Mass</i>	<u><b>Meter</b></u> Meter of 6/8 <b>Practical Assessment</b>
<b>Week 3</b> <b>Aug 22<sup>nd</sup> to 26<sup>th</sup></b>	<u><b>Rhythm</b></u> Rhythm review
<b>Week 4</b> <b>Aug 29<sup>th</sup> to Sep 2<sup>nd</sup></b>	<u><b>Rhythm</b></u> Syncopation
<b>Week 5</b> <b>Sep 5<sup>th</sup> to 9<sup>th</sup></b> <b>4 Days of Class</b> <i>8~ Mass &amp; Birthday Mother Mary</i> <i>9<sup>th</sup> – Moon Festival</i>	<u><b>Rhythm</b></u> Dotted note rhythms <b>Written Assessment</b>
<b>Week 6</b> <b>Sep 12<sup>th</sup> to 16<sup>th</sup></b> <b>FYI – Pre-Exam Days</b>	<u><b>Singing</b></u> SATB music and bass clef
<b>Week 7</b> <b>Sep 19<sup>th</sup> to 23<sup>rd</sup></b>	<u><b>Singing</b></u> Descants Music from China <b>Aural Assessment</b>
<b>Week 8</b> <b>Sep 26<sup>th</sup> to 30<sup>th</sup></b> <b>2 Days of Class</b> <i>28-30 ~Teacher's Conference</i>	<b>Minor exam</b>
<b>Week 9</b> <b>Oct 3<sup>rd</sup> to 7<sup>th</sup></b> <b>3 Days of Class</b> <i>6-7 ~Q1 Exams</i>	

## 2<sup>nd</sup> QUARTER – TENTATIVE COURSE CONTENT

*(NB: Depending on time and interest, the teacher may delete and/or add other selections.)*

Week / Date	Topic / Projects / Assessments
<b>Week 1 (10)</b> <b>Oct 10<sup>th</sup> to 14<sup>th</sup></b> <b>4 Days of Class</b> <i>10 – Double 10 Holiday</i>	<u><b>Melody</b></u> Sharps and flats
<b>Week 2 (11)</b> <b>Oct 17<sup>th</sup> to 21<sup>st</sup></b>	<u><b>Melody</b></u> Major scales and key signatures
<b>Week 3 (12)</b> <b>Oct 24<sup>th</sup> to 28<sup>th</sup></b> <i>25-27 – Book Fair</i> <i>28- Masquerade Night</i> <i>TBA-Holy Rosary Mass</i>	<u><b>Melody</b></u> Improving on major scales <b>Written Assessment</b>
<b>Week 4 (13)</b> <b>Oct 31<sup>st</sup> to Nov 4<sup>th</sup></b> <i>1-All Saint's Day Mass</i>	<u><b>Notation</b></u> Notation symbol review
<b>Week 5 (14)</b> <b>Nov 7<sup>th</sup> to 11<sup>th</sup></b>	<u><b>Notation</b></u> Use of accidentals
<b>Week 6 (15)</b> <b>Nov 14<sup>th</sup> to 18<sup>th</sup></b>	<u><b>Notation</b></u> Use of dynamics <b>Written Assessment</b>
<b>Week 7 (16)</b> <b>Nov 21<sup>st</sup> to 25<sup>th</sup></b> <i>25 - YSC Contest</i> <i>25-Gr.12 Q2 Exam</i>	<u><b>Listening</b></u> Performance evaluation
<b>Week 8 (17)</b> <b>Nov 28<sup>th</sup> to Dec 2<sup>nd</sup></b> <b>FYI – Pre-Exam Days</b> <i>28-Gr.12 Q2 Exam</i>	<u><b>Listening</b></u> Rhythm dictation Identify music style <b>Aural Assessment</b>
<b>Week 9 (18)</b> <b>Dec 5<sup>th</sup> to 9<sup>th</sup></b> <i>8 - Foundation Day Celebrations</i>	Minor exam
<b>Week 10 (19)</b> <b>Dec 12<sup>th</sup> to 16<sup>th</sup></b> <b>3 Days of Class</b> <i>15-16 ~Q2 Exams</i>	
<b>Dec 19<sup>th</sup> to Jan 2<sup>nd</sup></b>	<b>Christmas Break</b>

## 3rd QUARTER – TENTATIVE COURSE CONTENT

*(NB: Depending on time and interest, the teacher may delete and/or add other selections.)*

Week / Date	Topic / Projects / Assessments
<b>Week 1 (20)</b> <b>Jan 5 to 6<sup>th</sup></b> <b>2 Days of Class</b>	<u>Instruments</u> Symphony orchestra
<b>Week 2 (21)</b> <b>Jan 9<sup>th</sup> to 13<sup>th</sup></b>	<u>Instruments</u> String family
<b>Week 3 (22)</b> <b>Jan 16<sup>th</sup> to 20<sup>th</sup></b>	<u>Instruments</u> Strings and music styles <b>Project based Assessment</b>
<b>Jan 23<sup>rd</sup> to 27<sup>th</sup></b>	<b>Chinese New Year</b>
<b>Week 4 (23)</b> <b>Jan 30<sup>th</sup> to Feb 3<sup>rd</sup></b>	<u>The Impressionist period</u> The impressionist period Impressionist period music
<b>Week 5 (24)</b> <b>Feb 6<sup>th</sup> to 10<sup>th</sup></b>	<u>The Impressionist period</u> Impressionist period composers <b>Aural Assessment</b>
<b>Week 6 (25)</b> <b>Feb 13<sup>th</sup> to 17<sup>th</sup></b>	<u>Chords and harmony</u> Chords and harmony review Major and minor chords review
<b>Week 7 (26)</b> <b>Feb 20<sup>th</sup> to 24<sup>th</sup></b> <i>20-24 ~IOWA</i> <i>22 ~ Ash Wednesday Mass</i> <i>21-23 ~ Pre-Exam Days</i>	<u>Chords and harmony</u> Progression using I, IV, V
<b>Week 8 (27)</b> <b>Feb 27<sup>th</sup> to March 3<sup>rd</sup></b> <b>3 Days of Class</b> <i>27-28 ~ 228 Memorial Day Holiday</i>	Minor exam
<b>Week 9 (28)</b> <b>March 6<sup>th</sup> to 10<sup>th</sup></b> <b>4 Days of Class</b> <i>11 – Q3 Exams</i>	

## 4th QUARTER – TENTATIVE COURSE CONTENT

*(NB: Depending on time and interest, the teacher may delete and/or add other selections.)*

Week / Date	Topic / Projects / Assessments
<b>Week 1 (29)</b> <b>March 13<sup>th</sup> to 17<sup>th</sup></b> <u>4 Days of Class</u> <i>13 – Q3 Exams</i> <i>14~ Q4 Begins</i>	<u>The commercial project</u> Creating a commercial project
<b>Week 2 (30)</b> <b>March 20<sup>th</sup> to 24<sup>th</sup></b> <i>20 ~ Fire Drill</i>	<u>The commercial project</u> Our product
<b>Week 3 (31)</b> <b>March 27<sup>th</sup> to 31<sup>st</sup></b>	<u>The commercial project</u> Composing our live music <b>Project based Assessment</b>
<b>Apr 3<sup>rd</sup> to 14<sup>th</sup></b>	<b>Easter Break</b>
<b>Week 4 (33)</b> <b>Apr 17<sup>th</sup> to 21<sup>st</sup></b>	<u>The commercial project</u> Creating our jingle
<b>Week 5 (34)</b> <b>Apr 24<sup>th</sup> to 28<sup>th</sup></b> <i>24-28 ~ AP Mock Exams</i>	<u>The commercial project</u> Putting it all together
<b>Week 6 (35)</b> <b>May 1<sup>st</sup> to 5<sup>th</sup></b> <i>2-4~ Pre-Exam</i> <i>1-5~ Final Exams (K, 5, 8, 12 only)</i> <i>1-5 ~ AP Exams</i>	<u>The commercial project</u> The performance <b>Project based Assessment</b>
<b>Week 7 (36)</b> <b>May 8<sup>th</sup> to 12<sup>th</sup></b> <i>8-12~ Final Exams(K, 5, 8, 12 only)</i> <i>1-5 ~ AP Exams</i>	Minor exam
<b>Week 8 (37)</b> <b>May 15<sup>th</sup> to 19<sup>th</sup></b> <u>3 Days of Class</u> <i>18-19~ Q4 Exams</i>	
<b>Week 9 (38)</b> <b>May 22<sup>nd</sup> to 26<sup>th</sup></b> <u>4 Days of Class</u> <i>22~ Record Day</i> <i>23-26 ~ Student Clearance</i>	
<b>Week 10 (39)</b> <b>May 29<sup>th</sup> to June 2<sup>nd</sup></b> <u>4 Days of Class</u> <i>1 ~ Students Last Day</i> <i>2~ Teachers/Staff Meeting</i>	