

DEPARTMENT/GRADE LEVEL: 5

COURSE/SUBJECT TITLE: Music

TIME FRAME (WEEKS):

OVERALL STUDENT OBJECTIVES FOR THE UNIT (3-5):

1. Singing for enjoyment
2. Moving in a steady beat
3. Listening for comparison
4. Music reading skills
5. Identify musical instruments by sight

ACADEMIC STANDARDS	PROFICIENCY/ INDICATORS	ACTIVITIES (LESSON EXAMPLES)	EVALUATION/ PRODUCTS	RESOURCES
<p>Standard 1 - Singing alone and with others Academic Standards</p> <p><i>Students sing alone or in groups, on pitch and in rhythm, using good tone, diction, breath control, and posture while maintaining a steady tempo. They sing from memory a variety of song repertoire, including ostinatos, partner songs, rounds, and music of many cultures and styles. They sing accurately with</i></p>	<p>5.1.1 Sing warm-ups that stress diction, posture, and an appropriate singing tone.</p> <p>5.1.2 Sing a round with appropriate dynamics, phrasing and interpretations. Maintain an independent part and keep a steady beat.</p> <p>5.1.3 Sing a memorized song in a foreign</p>	<p><i>Example:</i> Sing an ascending major scale in solfege syllables with the class. As the class descends on the scale, one group holds the tone on the syllable <i>sol</i>, a second group holds the tone on the syllable <i>mi</i>, and the third group holds the tone <i>do</i>.</p> <p><i>Example:</i> Sing "A Round of Good-byes" in three parts.</p> <p><i>Example:</i> Sing "The Star Spangled Banner", following exactly the breathing cues, pauses, and dynamics as interpreted by the conductor.</p> <p><i>Example:</i> Sing the melody or the</p>	<p>Snapshot The students sing the song "The Ghost of John." The instructor encourages the students to sit up straight take in as much air as possible to get best tone.</p>	<p>Textbook page: 6, 10, 13, 246, 250, 264, 270, 266, 290</p> <p>Live performance</p>

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<p><i>appropriate dynamics, breath control, phrasing, and interpretation. Students in fifth grade sing in groups, blending vocal sounds, matching dynamics, and following the conductor.</i></p>	<p>language.</p> <p>5.1.4 Follow the conductor.</p>	<p>counter-melody for the traditional country-folk song "Pallet on the Floor".</p>		
<p>Standard 2 – Playing an instrument alone and with others Academic Standards</p> <p><i>Students perform accurately, independently, and expressively on an instrument, either alone or in an ensemble. They echo easy rhythmic, melodic, and chordal patterns. Students perform in groups, blending instrumental tones, matching dynamics, and responding to the</i></p>	<p>5.2.1 Play an ostinato part independently.</p> <p>5.2.2 Play a melody or rhythm in the proper tempo, using appropriate dynamics.</p> <p>5.2.3 Play an accompaniment to a class or group song.</p> <p>Example: On a keyboard, guitar, mallet instrument,</p>	<p><i>Example:</i> Play a two-measure repeated pattern using 16th notes while the class plays "Au Clair de la Lune."</p> <p><i>Example:</i> Play "Long Long Ago", keeping the proper rhythm and tempo, and observing the dynamic markings.</p> <p><i>Example:</i> On a keyboard, guitar, or autoharp, play a pattern of half and whole note I and V chords to the melody of Beethoven's "Ode to Joy".</p> <p><i>Example:</i> After listening to the instructor play a brief melodic or rhythmic pattern, play the exact pattern back.</p>	<p>Snapshot The students play a simple song containing I, IV and V chords on a ukulele or autoharp.</p> <p>Examples: "A Froggy went a Courtin'." "On Top of Old Smoky." (2.2.1)</p>	<p>Textbook page: 24, 29, 220, 279</p> <p>Live performance</p>

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<p>conductor. They perform instrumental parts while other students sing or play different parts.</p>	<p>or autoharp, play an ostinato pattern while the group sings.</p> <p>5.2.4 Play a variety of music of various cultures and styles.</p> <p>5.2.5 Maintain an independent part on an instrument in a group while following the conductor.</p>	<p><i>Example:</i> Play the Japanese festival song "sakura".</p> <p><i>Example:</i> Play your part of a piece while hearing others playing different parts.</p>		
<p>Standard 3 – Reading, notating, and interpreting music Academic Standards</p> <p>Students read and write musical notation in simple meters. They identify symbols and musical terms referring to dynamics, tempo,</p>	<p>5.3.1 Read and notate whole, half, dotted half, quarter, eighth and sixteenth notes and rests in 2/4, 3/4, and 4/4 meter</p>	<p><i>Example:</i> Read a four-measure rhythm pattern written on a chart or board and perform it by using rhythmic syllables.</p> <p><i>Example:</i> Sing a four-measure melodic pattern as a member of a group while another group sings a different pattern that harmonizes with it.</p>	<p>Snapshot The instructor writes two four-measure melodic patterns that harmonize with each other. The class is divided into two groups. Each group a different part together.</p>	<p>Textbook page: 9, 68, 401, 445, 20, 99, 377, 381, 382</p>

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<p><i>and articulation, and interpret them correctly while performing.</i></p>	<p>signatures.</p> <p>5.3.2 Read given pitch patterns in treble and bass clef, including ledger lines and correctly interpreting the symbol for a flat.</p> <p>5.3.3 Accurately play or sing music according to the indicated dynamics, tempo, and articulation.</p> <p>5.3.4 Correctly identify the key signatures of C, F, and G major.</p> <p>5.3.5 Write down short musical passages.</p>	<p><i>Example:</i> Play or sing "America the Beautiful" at the pace indicated, adding changes in loudness and the appropriate accents where needed.</p>		

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<p>Standard 4 – Improvising melodies and accompaniments Academic Standards</p> <p><i>Students improvise simple harmonies to accompany pieces or songs. They improvise rhythmic and melodic ostinatos, as well as rhythmic or melodic variations on familiar melodies or themes. Students improvise short, unaccompanied melodies over a given rhythmic pattern.</i></p>	<p>5.4.1 Create a simple accompaniment using a harmonic or classroom instrument.</p> <p>5.4.2 Create a rhythmic or melodic ostinato to play against a melody.</p> <p>5.4.3 Invent a variation to a well-known melody or phrase.</p> <p>Example: Using a song you have learned and can play or sing well, invent a variation on the rhythm or the notes within the melody.</p> <p>5.4.4 Echo patterns in various</p>	<p><i>Example:</i> After learning the I and V chords on a fretted or keyboard instrument, accompany the class in a song.</p> <p><i>Example:</i> Using a melodic instrument, invent a short set of pitches to play repeatedly while a piece is being performed or sung.</p> <p><i>Example:</i> Listen to the instructor play or sing a melody or rhythm pattern, and perform the same pattern, using the same dynamics, tempo, and articulations the instructor uses.</p>	<p>Snapshot The instructor distributes ukuleles or guitars to the class. Using these instruments, the I, IV, and V chords are taught to the class. After the students have mastered these three chords, the instructor plays familiar tunes while the students create an accompaniment. (4.2.1, 4.2.2)</p>	<p>Textbook page: 17, 173, 180, 319</p>

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	<p>styles.</p> <p>Example: Listen to the instructor play or sing a melody or rhythm pattern, and perform the same pattern, using the same dynamics, tempo, and articulations the instructor uses.</p>			
<p>Standard 5 - Composing and arranging music within specified guidelines Academic Standards</p> <p><i>Students create an original composition according to the instructor's guidelines. They set the composition to words and perform it.</i></p>	<p>5.5.1 Create a composition in duple meter.</p> <p>Example: Compose a piece that is at least 12 measures long. Write it in 2/4 or 4/4 time.</p> <p>5.5.2 Set a composition to words.</p> <p>Example: Base the rhythms of your</p>	<p><i>Example:</i> Compose a piece that is at least 12 measures long. Write it in 2/4 or 4/4 time.</p> <p><i>Example:</i> Base the rhythms of your piece upon the syllables in your name and the names of three classmates. Arrange these rhythms into a known musical form, such as rondo form.</p>	<p>Snapshot The students write the musical notation that represents the syllables of their name. Part or all of the names are used to create a melody.</p>	<p>Textbook page: 5, 9, 17, 52, 76</p> <p>Classroom instruments</p> <p>Live performance</p> <p>Composing videos</p>

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	<p>piece upon the syllables in your name and the names of three classmates. Arrange these rhythms into a known musical form, such as rondo form.</p> <p>5.5.3 Perform or sing an original composition.</p>			
<p>Standard 6 - Listening to, analyzing, and describing music Academic Standards</p> <p><i>Students identify music forms when they are heard. They discuss music of various styles and cultures, using proper terminology when doing so. Students identify the sounds of</i></p>	<p>5.6.1 Identify musical forms such as AB, ABA, rondos, and variations when they are heard.</p> <p>5.6.2 Discuss similarities and differences between music of various styles and cultures.</p>	<p><i>Example:</i> Listen to a recording of Gould's "American Salute." Identify the form used by the composer.</p> <p><i>Example:</i> Listen to recordings of music from other cultures and discuss the similarities and differences between them</p> <p><i>Example:</i> Prepare and present a five-minute lesson which presents a musical work. Explain to the class what musical features are</p>	<p>Snapshot The students listen to a recording of "American Salute" and identify each section of the composition. (6.2.1)</p>	<p>Textbook page: 79, 92, 109, 144, 155, 217, 275</p> <p>Selected CD's and videos</p>

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<p><i>various instruments and voices. They also use movement to respond to musical traits or events as they are heard.</i></p>	<p>5.6.3 Use proper terms when explaining music, music notation, and performances.</p> <p>Example: Prepare and present a short lesson on a piece of music. Explain to the class what musical features are used, such as the time signature, tempo, uses of dynamics and articulation, and any outstanding features that are heard.</p> <p>5.6.4 Identify the sounds of percussion instruments and adult soprano and alto voices.</p> <p>5.6.5 Use movement to</p>	<p>used, such as the time signature, tempo, uses of dynamics and articulation, and any outstanding features that are heard.</p> <p><i>Example:</i> Name the instruments or voices heard in a musical example played in class.</p> <p><i>Example:</i> Conduct a musical excerpt or song being sung in class. Talk about your choices of conducting movements selected.</p>		

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	<p>respond to musical events.</p> <p>Example: Develop simple choreography to a favorite class song.</p>			
<p>Standard 7 - Understanding relationships between music, the other arts and disciplines outside the arts</p> <p>Academic Standards</p> <p>Students identify similarities and differences in the meanings of terms common to other arts disciplines. They describe ways that music is related to other subject areas.</p>	<p>5.7.1 Compare and contrast two or more meanings of terms used in the various arts, such as imagination, unity, repetition, or contrast.</p> <p>5.7.2 Describe ways that music is related to other subjects.</p> <p>5.7.3 Talk about something you have learned about life through your study of music.</p>	<p><i>Example:</i> Name an example of repetition in a musical work. Identify repetition in a work of art, a video performance of a dance performance, and in the script of a play.</p> <p><i>Example:</i> Present a report on how the human ear hears music.</p>	<p>Snapshot</p> <p>The instructor plays "American Salute" or any other piece of music that is a theme and variation. The students identify each section of the song. The instructor then displays works of art with similar subject matter but in different styles. Similarities and differences are discussed.</p> <p>(7.2.1)</p>	<p>Textbook page: 4, 10, 60, 77, 63, 71, 180, 212, 368</p>

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<p>Standard 8 - Understanding music in relation to history and culture Academic Standards</p> <p>Students identify examples of American music from various styles and historical periods when heard. They describe how musical elements are used in music of our own culture as well as other cultures. Students recognize the uses of music in everyday life and the roles of musicians in society.</p>	<p>5.8.1 Identify familiar works by composers such as Aaron Copland and George Gershwin.</p> <p>5.8.2 Describe the use of musical elements in music from other parts of the world and compare it to the uses of musical elements in American music.</p> <p>Example: Listen to a recording of current popular music and compare it to a recording of a work from India. Discuss the similarities and</p>	<p><i>Example:</i> When the instructor plays a recording of a musical work, identify it as belonging to the Baroque, Classic, Romantic, or 20th Century era.</p> <p><i>Example:</i> Compare and contrast our current popular music with music from India. Discuss the similarities and differences in use of rhythm, pitch, and harmony.</p> <p><i>Example:</i> Keep a journal for one day documenting every time you heard music. Include the location, occasion, and type of music heard.</p> <p><i>Example:</i> As part of a world music project with your class, research the roles of music in another country.</p> <p><i>Example:</i> With your class, attend a concert, opera, or other musical event. With a set of guidelines agreed upon by your class beforehand, write an evaluation of your own behavior and that of others</p>	<p>Snapshot The students discuss different occupations that contributed to the development of the United States. The students listen and perform songs that were used in the different occupations. Examples: - Sea Shanty Songs - Railroad Songs - Slave Songs - Cowboy Songs - Coal Mining Songs (8.2.1)</p>	<p>Textbook page: 22, 25, 65, 149, 196, 352, 79, 113</p>

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	<p>differences in use of rhythm, pitch, and harmony.</p> <p>5.8.3 Name some uses of music in everyday life.</p> <p>Example: Keep a journal for one day documenting every time you hear music. Include the location, occasion, and type of music heard. Include your opinions about the music.</p> <p>5.8.4 Compare the roles of musicians in other cultures to their roles in our society.</p>	attending.		

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<p>Standard 9 - Evaluating and critiquing music and music performances Academic Standards</p> <p><i>Students develop a list of criteria that exemplify musical quality. They use appropriate terms to explain preferences for musical works and styles. They also constructively evaluate the quality of their own and others' works and performances.</i></p>	<p>5.9.1 Help write a class rubric or another evaluative tool to be used for evaluating musical works and performances.</p> <p>Example: As part of a music class, determine what aspects of a musical work or performance make it one of "good" or "poor" quality.</p> <p>5.9.2 Use appropriate terms to explain your preferences for musical works and styles.</p> <p>5.9.3 Evaluate the quality of your own and others' works and performances.</p> <p>Example:</p>	<p><i>Example:</i> As part of a music class, determine what aspects of a musical work or performance make it one of "good" or "poor" quality.</p> <p><i>Example:</i> Talk about your likes and dislikes of music you hear, using musical terms you have learned.</p> <p><i>Example:</i> Take turns being a music critic for your class by observing videotaped performances and evaluating them.</p>	<p>Snapshot</p> <p>The students perform a vocal song that emphasizes diction.</p> <p>After listening to their taped performance, the students write a critique and correct their diction. (9.2.1, 9.2.3)</p>	<p>Textbook page: 445, 136, 191, 233, 380</p> <p>Live performance</p> <p>School video recordings</p>

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	Listen to a taped recording of your own performance and write down your evaluation, emphasizing its good qualities and aspects that could be improved.			