

## CURRICULUM MAP

Course Title: Music – 5<sup>th</sup> Grade

UNIT/ORGANIZING PRINCIPLE:

Can students demonstrate music literacy?

PACING:

UNIT NUMBER:

<b>ESSENTIAL QUESTIONS:</b>				
<b>CONCEPTS/ CONTENT (outcomes)</b>	<b>LEARNING TARGETS/SKILLS (Performance Tasks)</b>	<b>BENCHMARKS</b>	<b>KEY TERMINOLOGY</b>	<b>ACTIVITIES/ RESOURCES</b>
<p>1) Sings alone and with others, a varied repertoire of music.</p> <p>2) Performs on instruments, alone and with others, a varied repertoire.</p> <p>3) Improvises melodies variations and accompaniment</p>	<p><b>Student’s perspective:</b></p> <p><b>I can match pitch within the treble staff, using solfege syllables.</b></p> <p><b>I can perform steady beat with tempo markings of adagio and allegro.</b></p> <p><b>I can create and perform simple melodies with musical shape.</b></p> <p><b>I can sing alone without accompaniment.</b></p> <p><b>I can create and/or perform dynamic levels of piano, mezzo piano, mezzo forte, and forte.</b></p>	<p><b>1. Sings on pitch and in rhythm</b> Sings with appropriate timbre for their age level. Performs with clear diction and proper posture. Maintains a steady tempo for the duration of the song.</p> <p><b>Sings expressively, with appropriate dynamics, phrasing and interpretation.</b></p>	<p><b>Rhythm</b></p> <p><b>Beats</b></p> <p><b>Pitch</b></p> <p><b>Tempo</b></p> <p><b>Dynamics</b></p> <p><b>Quarter notes</b></p> <p><b>8<sup>th</sup> notes</b></p> <p><b>Quarter rests</b></p> <p><b>Half notes</b></p> <p><b>Whole Notes</b></p>	<p><b>Online aps – clef learning</b></p> <p><b>Identify and demonstrate appropriate listening behavior during a classroom or outside performance.</b></p> <p><b>Orchestra listening – timbre</b></p> <p><b>Compose a piece for class</b> <b>Diction – choir practice</b></p> <p><b>Rounds – folk singing</b></p>

<p>4) Composes and arranges music within specified guidelines.</p>	<p><b>I can tell the difference between 2/4, 3/4 &amp; 4/4 aurally and visually.</b></p> <p><b>I can recognize major and minor chords aurally.</b></p>	<p>Maintains and develops positive singing habits. (proper diction and vowel placements).</p>	<p><b>16<sup>th</sup> notes</b></p> <p><b>Syncopated rhythms</b></p> <p><b>Diatonic scale</b></p>	<p><b>Set up different ensembles</b></p> <p><b>Watch “the Sting” for Scott Joplin music</b></p>
<p>5) Reads and notates music.</p>	<p><b>I can recognize aurally two-part harmony.</b></p>	<p><b>Responds to cues of a conductor when singing as part of a group.</b></p>	<p><b>Solfège</b></p> <p><b>Fermata</b></p>	<p><b>Variations – twinkle/twinkle little star</b></p>
<p>6) Listening to, analyzing, describing and responding to music.</p>	<p><b>I can do simple rhythmic dictation.</b></p> <p><b>I can read and perform simple melodies in 2/4, 3/4, and 4/4 meter.</b></p> <p><b>I can sing and play simple rhythmic and tonal patterns by reading music notation.</b></p>	<p>Demonstrates the appropriate response to basic conducting patterns (2, 3 and 4).</p>	<p><b>Rounds</b></p> <p><b>Crescendo</b></p> <p><b>Decrescendo/</b></p> <p><b>Diminuendo</b></p>	<p><b>Sharp/flat/key signature reading</b></p> <p><b>Celebrate music/culture of:</b></p>
<p>7) Evaluating music and music performances</p>	<p><b>I can recognize steps, skips and leaps visually and aurally.</b></p>	<p>Follows cut-offs and cues in a piece of music.</p> <p><b>Differentiates between genres of music styles.</b></p>	<p><b>Clef</b></p> <p><b>Composer</b></p> <p><b>Timbre</b></p>	<p><b>African American history</b></p> <p><b>Spanish (5 May)</b></p> <p><b>Irish (St. Patrick’s Day)</b></p> <p><b>Easter</b></p> <p><b>Thanksgiving</b></p> <p><b>Kwanza</b></p> <p><b>Christmas</b></p> <p><b>Hanukkah</b></p> <p><b>Veteran’s Day</b></p>
<p>8) Understands the relationship between music, history and culture.</p>	<p><b>I can create music expressively during a performance.</b></p> <p><b>I can sing or play my own part while performing in an ensemble.</b></p>	<p>Demonstrates knowledge of musical styles (Jazz, Classical, Folk Songs, Multi-Cultural).</p>	<p><b>Ostinato</b></p> <p><b>Soundscapes</b></p> <p><b>Diction</b></p> <p><b>Phrasing style</b></p>	<p><b>Compose jingle music/lullabies</b></p> <p><b>Study music of Middle Ages,</b></p>

	<p><b>I can describe how music fulfills a variety of purposes.</b></p> <p><b>I can sing rounds and canons.</b></p> <p><b>I can describe similar and different characteristics of Native</b></p> <p><b>American, Traditional Appalachian, West African, and Colonial American music using music terminology.</b></p> <p><b>Teacher’s perspective:</b></p> <p><b>Identify and demonstrate “swing” rhythms.</b></p> <p><b>Identify and notate treble and bass clef notes.</b></p> <p><b>Students sing and follow a conductor.</b></p> <p><b>Construct a major scale.</b></p> <p><b>Identify key signatures.</b></p> <p><b>Decode and perform rhythms and melodies.</b></p>	<p><b>2. Performs on pitch, in rhythm, with appropriate dynamics and tempo.</b></p> <p>Recognizes dynamic markings in music and responds accordingly to them. (i.e. : f, p, ff, pp, mf, mp). Follows tempo markings in music. (i.e. largo, andante, allegro).</p> <p><b>Performs rhythmic, melodic and chordal, patterns on classroom instruments.</b></p> <p>Performs appropriate rhythm on pitched and non-pitched instruments. (i.e. drum, maraca,</p>	<p><b>Ensemble</b></p> <p><b>Scott Joplin</b></p> <p><b>Expression</b></p> <p><b>Variations</b></p> <p><b>Accidentals</b></p> <p><b>Sharps/flats</b></p> <p><b>Natural signs</b></p> <p><b>Composer</b></p> <p><b>Conductor</b></p> <p><b>Baton</b></p> <p><b>Drum Major</b></p> <p><b>Orchestra</b></p> <p><b>Strings</b></p> <p><b>Woodwinds</b></p> <p><b>Brass</b></p> <p><b>Percussion</b></p>	<p><b>Renaissance, Baroque, Classical, Romantic, and Contemporary Periods.</b></p>
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	<p><b>Interpret hand signs and sing them back with solfege.</b></p> <p><b>Apply dynamic markings.</b></p> <p><b>Students perform 5 pitches on a given musical instrument.</b></p> <p><b>Students perform in area music performances.</b></p>	<p>claves).</p> <p>Performs written melodic patterns on pitched instruments. (i.e.: Orff Instruments, keyboards, bells).</p> <p><b>Knows a varied repertoire of music.</b></p> <p>Demonstrates ability to sight-read music from a variety of genres.</p> <p><b>Performs in groups</b> Listens to other performers to create a unified sound.</p> <p><b>Learns scales and simple melodies and chords.</b></p> <p>Demonstrates C scale and chord ability on</p>	<p><b>Improvise</b></p> <p><b>Jazz</b></p>	
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		<p>keyboards and Orff instruments.</p> <p><b>Performs independent instrumental parts</b></p> <p>Performs an accompaniment part independently as a class accompaniment</p> <p><b>3. Improvise simple rhythmic and melodic patterns using a variety of classroom instruments.</b></p> <p>Improvise melodically using a pentatonic scale appropriate for the piece of music.</p> <p>Improvise rhythmically</p>		
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		<p>using quarter and eighth notes.</p> <p>Improvise short instrumental pieces using a variety of sound sources.</p> <p><b>4. Create original lyrics, introductions and codas.</b></p> <p>Will create a four-measure introduction and coda, given a set of musical notes and rhythmic values.</p> <p>Create the text of a four-line song with the use of rhyming words in lines two and four.</p> <p><b>5. Read and write rhythmic and melodic patterns using</b></p>		
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		<p><b>standard symbol notations.</b></p> <p>Recognition and usage of quarter, eighth, half, sixteenth and whole notes and their equivalent rests.</p> <p><b>Use symbols and terms for dynamics, tempo and articulations.</b></p> <p>Recognize, perform and notate the following rhythmic symbols: quarter note, half note, whole note, eighth note, half rest, whole rest, quarter rest and eighth rest. Recognize, perform and notate the following</p>		
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		<p>dynamic symbols: f, mf, mp, p, ff, pp, &gt;, &lt;.</p> <p><b>6. Identify simple musical forms.</b> Differentiate between AB, ABA and Rondo forms.</p> <p><b>Identify and classify the sounds of a variety of instruments.</b></p> <p>Identification of instrumental and appropriate classification. (i.e. brass, woodwinds, strings, percussion and keyboard)</p> <p><b>7. Knows appropriate terminology used to explain music.</b></p>		
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		<p>Describes basic components of music using musical terminology. (i.e. harmony, form, tone colors.)</p> <p><b>Identifies sounds of a variety of instruments.</b> Recognizes tone color of different instruments.</p> <p><b>Knows music of various styles representing diverse cultures.</b></p> <p>Demonstrates knowledge of multi-cultural songs from South America, Asia, Africa and Europe.</p> <p>Demonstrates and applies knowledge of musical styles. (i.e. ballet, blues,</p>		
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		<p>classical, country, folk, jazz, march, musical, multi-cultural, opera, rock, rap and spirituals).</p> <p>Knows appropriate terminology used to explain music, music notation, musical instruments, voice and musical performances.</p> <p><b>8. Identify and describe roles of musicians in various musical settings and cultures.</b></p> <p>Describe current job opportunities in the field of music world round and how they relate to our lives.</p> <p>Identify ways</p>		
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		<p>other subjects relate to music.</p> <p>Relate music to other subjects such as: art, social studies, language arts and math.</p> <p>Discovery of the similarities in subjects and how they have worked simultaneously throughout history.</p>		
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