Title of planned course: Music Grade 5

Subject Area: Music

Grade Level: 5th

Course Description: Students will gain a basic understanding of rhythm, meter, tonality and modes. Students will apply their understanding in a variety of music genre. Students will culminate their learning with a collaboration unit of art and music in film.

Time/Credit for this Course: One Full Academic Year - 1 class / week

Curriculum Writing Committee: Sandra Partington
Curriculum Map

August / September: Rhythm
            Meter: Duble and Triple

October: Tonality: Major and Minor

November: Tonality: Major and Minor

December: Modes

January: Blues, Jazz, and Improvisation

February: Early Rock and Reggae

March: Early Rock and Reggae
            Folk and Protest Songs

April: Folk and Protest Songs

May/June: Music and Art Combined
WILSON AREA SCHOOL DISTRICT
PLANNED COURSE MATERIALS

**Course Title:** Music Grade 5

**Textbook:** Making Music 5
Music Connections 5

**Supplemental Books:** Music Alive Magazine

**Teacher Resources:**
- Internet
- Teacher Tube
- You Tube – Educational
- Ella Fitzgerald DVD
- Little Mermaid DVD
- Shark Tale DVD
- Teacher generated materials
- Teacher music samples – IPOD
- Teacher acquired materials
Curriculum Scope & Sequence

Planned Course: Music Grade 5

Unit: Rhythm

Time Frame: 3 Classes


Essential Content/Objectives: At the end of the unit, students will be able to:
- Recognize basic rhythm notation in notes and rests
- Describe the effects of syncopation in cultural, ethnic and current music
- Identify repeated rhythm patterns
- Use terminology related to rhythm and tempo

Core Activities: Students will complete/participate in the following:
- Listen, model, and sing songs with various rhythms and rhythm patterns
- Sing songs with tempo changes
- Identify changes in rhythm and tempo

Extensions:
- Recognize repeated rhythm patterns in current music
- Recognize rhythm patterns in students' performance pieces

Remediation:
- Adaptations specific to students' needs
- Modeling
- Reinforce progress toward desired outcomes

Instructional Methods:
- Modeling
- Board work
- Signaling
- Teacher guided performance

Materials and Resources:
- White board
- CDs and stereo
- Book
- Piano
- Teacher's IPOD

Assessment:
- Self and peer assessment
- Teacher observation
- Solo performance
Curriculum Scope & Sequence

Planned Course: Music Grade 5

Unit: Duple and Triple

Time Frame: 3 Classes

State Standards: 9.1.5.A, 9.1.5.B, 9.1.5.C

Essential Content/Objectives: At the end of the unit, students will be able to:
- Distinguish between duple and triple meter
- Recognize meter signatures and their meaning
- Conduct a simple duple and triple pattern with and without music
- Recognize and perform “cutoffs”

Core Activities: Students will complete/participate in the following:
- Listen, model, and sing 3 songs, 2 in triple meter and 1 in duple meter
- Tap the strong beat of each song
- Conduct each song in the appropriate meter with “cutoffs”

Extensions:
- Identify meter in other songs from the book or teacher’s IPOD
- Recognize meter in students’ favorite music
- Recognize the type of music associated with various meters

Remediation:
- Adaptations specific to students’ needs
- Modeling
- Reinforce progress toward desired outcomes

Instructional Methods:
- Modeling
- Board work
- Teacher guided performance

Materials and Resources:
- White board
- CDs and stereo
- Book
- Piano
- Teacher’s IPOD

Assessment:
- Self assessment and peer assessment
- Teacher observation
- Solo performance
Curriculum Scope & Sequence

Planned Course: Music Grade 5

Unit: Tonality – Major and Minor

Time Frame: 8 Classes

State Standards: 9.1.5.A, 9.1.5.B, 9.1.5.C

Essential Content/Objectives: At the end of the unit, students will be able to:
  • Distinguish between major and minor
  • Recognize the effects of major and minor tonality on music
  • Relate tonality to genres of music such as “Halloween”
  • Distinguish between tonality and tempo

Core Activities: Students will complete/participate in the following:
  • Listen, model, and sing songs in major and minor tonality
  • Compare the same song in both tonalities
  • Listen and identify changes in tonality of a song

Extensions:
  • Identify songs students’ are familiar with which incorporates both tonalities
  • Identify song students’ perform by their tonality
  • Recognize the type of music associated with tonality

Remediation:
  • Adaptations specific to students’ needs
  • Modeling
  • Reinforce progress toward desired outcomes

Instructional Methods:
  • Modeling
  • Teacher guided performance
  • Teacher piano demonstration

Materials and Resources:
  • White board
  • CDs and stereo
  • Book
  • Piano
  • Teacher’s IPOD

Assessment:
  • Self assessment and peer assessment
  • Teacher observation
  • Signaling – thumbs up or down to identify major or minor
  • Oral questioning
Curriculum Scope & Sequence

Planned Course: Music Grade 5

Unit: Modes

Time Frame: 3 Classes


Essential Content/Objectives: At the end of the unit, students will be able to:
• Identify unison, call and response and polyphonic singing
• Perform pieces in all 3 modes
• Recognize the historic purpose of call and response in spirituals and work songs
• Identify the mode of a piece though notation

Core Activities: Students will complete/participate in the following:
• Listen, model, and sing songs in all modes
• Participate in solo and/or part singing
• Student led call and response

Extensions:
• Identify songs students’ are familiar with which incorporates different modes
• Identify song students’ perform by their modes
• Recognize the type of music associated with various modes

Remediation:
• Adaptations specific to students’ needs
• Modeling
• Reinforce progress toward desired outcomes

Instructional Methods:
• Modeling
• Teacher guided performance
• Student guided performance
• 3 part polyphonic singing in separated groups

Materials and Resources:
• CDs and stereo
• Book
• Piano
• Teacher's IPOD

Assessment:
- Self assessment and peer assessment
- Teacher Observation
- Solo and group performance
Curriculum Scope & Sequence

**Planned Course:** Music Grade 5

**Unit:** Blues, Jazz and Improvisation

**Time Frame:** 4 Classes


**Essential Content/Objectives:** At the end of the unit, students will be able to:
- Identify Blues music compared to Jazz and Swing
- Identify improvisation in other genres
- Identify basic instruments in Blues and Jazz music

**Core Activities:** Students will complete/participate in the following:
- Sing Blues and Jazz songs with improvisation
- Identify improvisation
- Identify instruments in Jazz and Blues
- Compare various renditions of a jazz standard

**Extensions:**
- Identify improvisation in current music – both vocal and instrumental
- Understand the development of Blues, Jazz and Swing in current music
- Identify and listen to current Jazz and Blues musicians
- Create and sing a Blues song

**Remediation:**
- Adaptations specific to students’ needs
- Modeling
- Reinforce progress toward desired outcomes

**Instructional Methods:**
- Modeling
- Teacher guided performance
- Student guided performance
- Solo and group singing

**Materials and Resources:**
- CDs and stereo
- Book
- Piano
- Teacher’s IPOD
- You Tube and Teacher Tube

**Assessment:**
- Self assessment and peer assessment
• Teacher observation
• Solo and group performance

**Curriculum Scope & Sequence**

**Planned Course:** Music Grade 5

**Unit:** Early Rock and Reggae

**Time Frame:** 6 Classes


**Essential Content/Objectives:** At the end of the unit, students will be able to:
- Identify early rock and reggae music
- Identify basic instrumentation in early rock and reggae
- Recognize the development of rock from the 50’s to the present
- Recognize important musicians in early rock and reggae

**Core Activities:** Students will complete/participate in the following:
- Listen, model, and sing early rock and reggae
- Discuss the development of rock music
- Compare rock to reggae
- Compare covers of early rock and reggae songs

**Extensions:**
- Compare improvisations in early rock and current rock music
- Compare instrumentation of current music with early rock and reggae
- Understand the development of rock music and its progression

**Remediation:**
- Adaptations specific to students’ needs
- Modeling
- Reinforce progress toward desired outcomes

**Instructional Methods:**
- Modeling
- Teacher guided performance
- Student guided performance
- Teacher and class discussion

**Materials and Resources:**
- CDs and stereo
- Book
- Piano
- Teacher’s IPOD
- You Tube and Teacher Tube
Assessment:
- Self assessment and peer assessment
- Teacher observation
- Solo and group performance

Curriculum Scope & Sequence

Planned Course: Music Grade 5

Unit: Folk and Protest Songs

Time Frame: 6 Classes


Essential Content/Objectives: At the end of the unit, students will be able to:
- Identify folk and protest songs
- Identify basic instrumentation in folk music
- Recognize the historical importance of music as a form of protest
- Compare various covers of popular folk songs

Core Activities: Students will complete/participate in the following:
- Listen, model, and sing folk and protest songs
- Discuss the significance of protest and folk music in history
- Compare various cover of folk songs through discussion and Venn diagrams

Extensions:
- Identify folk like qualities in current music
- Understand the development of folk and protest songs
- Compose a protest song using known melodies or composed melodies

Remediation:
- Adaptations specific to students’ needs
- Modeling
- Reinforce progress toward desired outcomes

Instructional Methods:
- Modeling
- Teacher guided performance
- Student guided performance
- Teacher and class discussion

Materials and Resources:
- CDs and stereo
- Book
- Piano
- Teacher’s IPOD
• You Tube and Teacher Tube

**Assessment:**
• Self assessment and peer assessment
• Teacher observation
• Solo and group performance
Curriculum Scope & Sequence

**Planned Course:** Music Grade 5

**Unit:** Music and Art Combined

**Time Frame:** 5 Classes

**State Standards:** 9.1.5.A, 9.1.5.B, 9.1.5.C, 9.1.5.D, 9.3.5.A, 9.4.5.D

**Essential Content/Objectives:** At the end of the unit, students will be able to:
- Identify the relationship of art and music in an animated movie
- Recognize the correlation of music in film
- Identify various genres of music in specific films

**Core Activities:** Students will complete/participate in the following:
- Listen, model, sing and identify songs in the film
- Answer oral questions before and after the film
- Review the main story line through discussion and describe how music aided the story

**Extensions:**
- Compare the music of “Under the Sea” to “Shark Tale”
- Compare the music and animation of current movies to “Shark Tale”
- Create a story/movie using current music

**Remediation:**
- Adaptations specific to students’ needs
- Modeling
- Reinforce progress toward desired outcomes

**Instructional Methods:**
- Modeling
- Teacher guided performance
- Student guided performance
- Teacher and class discussion

**Materials and Resources:**
- CDs and Stereo
- Book
- Piano
- Teacher’s IPOD
- You Tube and Teacher Tube
- DVD
- Projector

**Assessment:**
- Self assessment and peer assessment
- Teacher observation
- Solo and group performance