

# WILSON AREA SCHOOL DISTRICT PLANNED COURSE GUIDE

**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: Duple 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

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

**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

**State Standards:** 9.1.5.A, 9.1.5.B, 9.1.5.C, 9.1.5.D, 9.2.5.D, 9.2.5.E, 9.2.5.J

**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 through 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

**State Standards:** 9.1.5.A, 9.1.5.B, 9.1.5.C, 9.1.5.D, 9.2.5.A, 9.2.5.C, 9.2.5.D, 9.2.5.E, 9.2.5.J

**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

**State Standards:** 9.1.5.A, 9.1.5.B, 9.1.5.C, 9.2.5.A, 9.2.5.C, 9.2.5.D, 9.2.5.E, 9.2.5.J

**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

**State Standards:** 9.1.5.A, 9.1.5.B, 9.1.5.C, 9.2.5.A, 9.2.5.C, 9.2.5.D, 9.2.5.E, 9.2.5.J, 9.4.5.C

**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