

Scope & Sequence: Fifth Grade Music

		Focus TEKS	Big Ideas	Learning Targets	Essential Questions
	All Year	5.2 (B) 5.3 (A) 5.3 (B) 5.3 (C) 5.3 (D) 5.5 (D) 5.6 (A) 5.6 (B) 5.6 (C) 5.6 (D) 5.6 (F)		<ul style="list-style-type: none"> Read and perform notes on the 5-line staff using percussion/keyboard, recorder and string instruments. Exhibit audience etiquette during live and recorded performances Perform music from diverse cultures and styles Sing and play classroom instruments with accurate intonation and rhythm, independently or in groups Integrated movement to music, folk dances, play parties Interdisciplinary relationships between music and other studies By the end of 5th grade, all students will be able to play a string instrument (i.e., ukulele or guitar) Justify personal preferences for specific musical works and styles using music vocabulary. 	<ul style="list-style-type: none"> How do I perform music?
Semester 1	Unit 1 Introduction to 5th Grade Music	5.1 (C) 5.2 (A) 5.2 (B) 5.2 (C) 5.3 (C) 5.3 (F) 5.6 (B) 5.6 (F)	Concepts of Music: <ul style="list-style-type: none"> Rhythm Melody Partwork/harmony Form Timbre Music Skills: <ul style="list-style-type: none"> Movement Songs/Games Playing Instruments 	<ul style="list-style-type: none"> Review previously learned concepts such as music symbols and terminology Justify personal preferences for specific musical works and styles using music vocabulary. 	Why are symbols important in music and why do we use them? When you listen to music, what do you hear? Can you describe the different musical sounds using symbols or terminology? Why does music make us want to move? How does movement reflect music? How has music over the years helped to develop social relationships? When you listen to a piece of music – what aspects make you like the song? Dislike it?

	Unit 2 Understanding Musical Form and Historical/Cultural Songs	5.1 (C) 5.1 (D) 5.3 (B) 5.5 (A) 5.5 (B) 5.5 (C) 5.6 (C) 5.6 (E)	Musical Structure (Form), Historical/Cultural: folk songs of Texas and America and European and African cultures in America	<ul style="list-style-type: none"> Identify small and large form (such as abac, AB, ABA), rondo and theme and variations in simple songs and larger works. Perform a varied repertoire of songs (including “Star Spangled Banner”), movement, and musical games representative of diverse cultures 	Can music be described in patterns? Have you ever noticed repetition in music? How does the form of a song allow you to better understand it? Why is it important to know songs from other cultures? How do we demonstrate national pride through music?
	Unit 3 Rhythm; syncopation	5.1 (C) 5.2 (A) 5.4 (A)	Syncopation Create rhythmic phrases	<ul style="list-style-type: none"> Read, write, and reproduce rhythmic patterns using standard notation, including syncopated patterns. Create rhythmic phrases through composition and improvisation 	How do composers communicate their ideas to performers? Do all rhythms start on the downbeat? How does one create rhythmic phrases?
	Unit 4 Melody; two-part music	5.2 (B) 5.3 (A) 5.3 (E) 5.4 (B) 5.4 (C)	Fa Two-part music	<ul style="list-style-type: none"> Read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation including Fa. Perform simple two-part music, including rhythmic and melodic ostinati, rounds, partner songs, and counter melodies. Create melodic phrases through composition and improvisation 	Which pitches are in a diatonic scale? Why do we take out our B’s and F’s on the xylophones? (half step dissonance) What pitch is one step lower than so? How do I sing in harmony?
Semester 2	Unit 5 Timbre; Voices; Instrument Families; Instruments from Different Cultures	5.1 (A) 5.1 (B) 5.6 (C)	Instruments and types of voices	<ul style="list-style-type: none"> Distinguish among a variety of musical timbres, including those of woodwind, brass, string, percussion, keyboard, electronic instruments, and instruments of various cultures Distinguish between children’s voices, soprano, alto, tenor and bass adult voices Discuss music electives for middle school 	Which music ensembles can I join in 6th grade?
	Unit 6 Melody; Create Simple Accompaniments	5.3 (A) 5.3 (B) 5.3 (E) 5.4 (C)	Ti Diatonic Scale	<ul style="list-style-type: none"> Read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation including Ti. Create simple accompaniments 	What is a diatonic scale? Where does ti fit into the diatonic scale?

					Which pitches and rhythms can I use to create a simple accompaniment?
	Unit 7 Tempo; Compound meter	5.1 (C) 5.2 (C) 5.3 (F) 5.4 (C)	Accelerando and ritardando Compound Meter	<ul style="list-style-type: none"> Identify terms referring to tempo including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound (including 6/8) 	<p>How is the tempo and the mood of the piece affected by the accelerando?</p> <p>How is the tempo and the mood of the piece affected by the ritardando?</p>
	Unit 8 Creative Expression	5.3 (C) 5.4 (A) 5.4 (B) 5.4 (C) 5.4 (D) 5.6 (E) 5.6 (F)	Create Music Create Movement	<ul style="list-style-type: none"> Create rhythms and melodies through improvisation or composition (using string instruments, recorder, digital tools, keyboard or voice) Evaluate a variety of musical compositions Justify personal preferences for specific musical works and styles using music vocabulary. 	<p>How can I use what I know to create my own music?</p> <p>How can I express myself through music?</p> <p>How do I talk about music?</p>