

Groton Public Schools Curriculum Map

INTRODUCTION

Course Title:
Curriculum Area and Grade: 5

Course Purpose:

Music is a vital part of each student's daily life. Fifth grade general music is offered to students of all learning modalities and is designed to offer a myriad of opportunities for active participation and success. Students are regularly engaged in singing, playing instruments, moving to music, reading, notating, and creating music. Students in fifth grade use a variety of different instruments to accomplish many of these learning goals. In addition to general music class, fifth graders are given the opportunity to participate in additional music programs including band, chorus, and orchestra. Carefully selected materials provide a framework whereby students learn to understand and appreciate their own historical and cultural heritage as well as those of other cultures. Music adds quality to life as it promotes mental development and provides an outlet for emotional expression. Music provides a powerful means of engaging students in learning and improving their achievement. Fundamental in a student's overall social, emotional, and cognitive development, music enhances reasoning, inspires creativity, and encourages critical thinking, self-discipline, problem-solving, decision-making, cooperation, and imagination. Music enables students to learn about themselves, other people, and humanity in general.

Major Learning Goals and Understandings:

Student Learning Expectation(s):

- 1) Students will use singing, movement, and instruments to explore musical ideas.
- 2) Students explore and experience musical concepts such as tempo, timbre, dynamics, articulation, tonality, and meter on a variety of instruments.
- 3) Students will explore the relationships between music and the other arts, other disciplines and cultures, historical context, and daily life.
- 4) Students will read and notate music on a variety of instruments.
- 5) Students will develop Social and Emotional Learning (SEL) through the lense of music.
- 6) Students will develop an understanding of Diversity, Equity and Inclusion (DEI) through the lense of music.

Units/Theme/Concept and # of Weeks

Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks

1. Students will use singing, movement, and instruments to explore musical ideas throughout the year.	2. Students explore and experience musical concepts such as tempo, timbre, dynamics, articulation, tonality, and meter on a variety of instruments throughout the year.
3. Students will explore the relationships between music and the other arts, other disciplines and cultures, historical context, and daily life throughout the year.	4. Students will read and notate music on a variety of instruments throughout the year.
5. Students will develop Social and Emotional Learning (SEL) through the lense of music throughout the year.	6. Students will develop an understanding of Diversity, Equity and Inclusion (DEI) through the lense of music throughout the year.

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Date Approved:

Part 1 - Unit/Theme/Concept			
Grade: 5	Subject:	Course: General Music	Length of Unit: 36 weeks

Common Core State Standards National Core Arts Standards for Music (2014) https://www.nationalartsstandards.org/
Supporting Standards NAEYC Developmentally Appropriate Practice (DAP) Standards 1-3 https://www.naeyc.org/our-work/families/10-naeyc-program-standards

Part 2 – Standards		
Key (GLE) Content Knowledge and Concepts/Skills		Bloom’s Taxonomy Levels
The students will know how to:	The students will be able to:	Creating, Evaluating, Analyzing, Applying,

<ol style="list-style-type: none"> 1. Generate musical ideas for various purposes and contexts. 2. Select and develop musical ideas for defined purposes and contexts. 3. Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria. 4. Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality. 5. Select varied musical works to present based on interest, knowledge, technical skill, and context. 6. Analyze the structure and context of varied musical works and their implications for performance. 7. Develop personal interpretations that consider creators' intent. 8. Evaluate and refine personal and ensemble performances, individually or in collaboration with others. 	<ol style="list-style-type: none"> 1. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical). MU:Cr1.1.5a 2. Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes. MU:Cr1.1.5b 3. Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context. MU:Cr2.1.5a 4. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas. MU:Cr2.1.5b 5. Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes. MU:Cr3.1.5a 6. Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent. MU:Cr3.2.5 7. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill. MU:Pr4.1.5 8. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance. MU:Pr4.2.5a 9. When analyzing selected music, read and perform using standard notation. MU:Pr4.2.5b 	<p>Understanding and Remembering</p>
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<p>9. Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</p> <p>10. Choose music appropriate for a specific purpose or context.</p> <p>11. Analyze how the structure and context of varied musical works inform the response.</p> <p>12. Support interpretations of musical works that reflect creators'/performers' expressive intent.</p> <p>13. Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</p> <p>14. Synthesize and relate knowledge and personal experiences to make music.</p> <p>15. Relate musical ideas and works with varied context to deepen understanding.</p>	<p>10. Explain how context (such as social, cultural, and historical) informs performances. MU:Pr4.2.5c</p> <p>11. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style). MU:Pr4.3.5</p> <p>12. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances. MU:Pr5.1.5a</p> <p>13. Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time. MU:Pr5.1.5b</p> <p>14. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation. MU:Pr6.1.5a</p> <p>15. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. MU:Pr6.1.5b</p> <p>16. Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. MU:Re7.1.5</p> <p>17. Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical). MU:Re7.2.5</p> <p>18. Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent. MU:Re8.1.5</p>	
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	<p>19. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music. MU:Re9.1.5</p> <p>20. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. MU:Cn10.0.5</p> <p>21. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. MU:Cn11.0.5</p>	
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Big Idea and Essential Questions

- **Big Ideas**

- 1) Creating Music
- 2) Performing Music
- 3) Responding to Music
- 4) Connecting to Music

- **Essential Questions**

- 1) What does our best singing voice sound like?
- 2) How can we create the best sounds as an ensemble?
- 3) How do we create emotion in music?
- 4) How do tonality, meter, form, and harmony affect music?
- 5) How do we read music? How do we notate music?
- 6) How is music used in our daily life? How was it used in the past?
- 7) How is music used in other cultures?

Part 3 – Common Unit Assessments

Formative Assessments: may include, but not be limited to:

- Ongoing teacher observation of student work: quick and informal way to assess students and check for understanding.
- Peer to peer interaction/discussion: listen to students as they discuss specific or broad information pertinent to the lesson in order to check for understanding.
- Verbal feedback to check for understanding.
- Assessment of oral and/or written responses to questions and discussions.
- Exit ticket: a quick way to grasp what students have learned and/or need to review.

Summative/Performance Assessment: may include, but not be limited to:

- Examples of student work
- Profiles of student behavior
- Student journals through platforms such as Google Classroom
- Assessment of oral and/or written responses to summative questions and discussions
- District-wide rubrics assessing creating, performing, responding to, and connecting to music

📄 MusicPerformanceRubricsforElementaryGrades-1.pdf

📄 Singing Voice Rubric.pdf

📄 Rhythm Performance Rubric.pdf

📄 recorder performance rubric.pdf

Part 4 – Common/Assured Learning Experiences

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences.

The effective teaching strategies and 21st century learning skills listed below should be used as a reference when developing the common assured learning experiences. After completing the descriptions of the learning experiences, please check the appropriate boxes.

