Curriculum Map: Grade 5 General Music

Course: 5 Music Sub-topic: General

Grade(s): 5

Course Description:

Fifth grade classes will experience music through singing, moving, playing, and listening.

Essential Questions:

- What is melody, rhythm, beat, and pitch and how is it related to musical selections?
- What are some types of form in musical selections?
- What is the difference between harmony and melody?
- What is the difference between singing, shouting, whisper, and speaking voice?
- How do I properly sing with correct vocal technique?
- How do I maintain a steady tempo?
- How do I sing expressively with appropriate dynamics, phrasing, and interpretation?
- How do I properly listen to and evaluate musical components?
- How do I demonstrate safe and proper use of instruments?
- How do I respond to the cues of a conductor?
- How do I identify various instruments?
- How do I compare and contrast musical styles?
- How do I listen to, describe, and discuss historical context of various music selections?
- How do I discuss feelings stimulated by listening selections?
- What are quarter and eighth notes?
- How do I show understanding of music through movement?
- How do I evaluate performances and compositions?

Course Textbooks, Workbooks, Materials Citations:

Department chosen Curriculum

Resources: Department chosen Curriculum

Course

Interdisciplinary Math: Note values, rhythm, tempo, fractions

Connections:

History: Eras of music, different cultures, different traditions

Science: Sound, vibration, timbre, dynamics, pitches

ELA: Vocabulary, pronunciation, spelling, ASL

Course Notes:

Some or all of the following:

- CD's
- Smartboard
- Dry erase board
- Classroom instruments
- Computer
- Video presentations
- Books
- Appropriate software

Unit: Music Semester 1

Timeline: Week 1 to 17

Unit

Description: Fifth grade classes will experience music through singing, moving, playing, and listening.

Unit Essential Questions:

- What is melody, rhythm, beat, and pitch and how is it related to musical selections?
- What are some types of form in musical selections?
- What is the difference between harmony and melody?
- How do I properly sing with correct vocal technique?
- How do I maintain a steady tempo?
- How do I sing expressively with appropriate dynamics, phrasing, and interpretation?
- How do I properly listen to and evaluate musical components?
- How do I demonstrate safe and proper use of instruments?
- How do I respond to the cues of a conductor?
- How do I identify various instruments?
- How do I compare and contrast musical styles?
- How do I listen to, describe, and discuss historical context of various music selections?
- How do I discuss feelings stimulated by listening selections?
- What are quarter and eighth notes?
- How do I show understanding of music through movement?
- How do I evaluate performances and compositions?

Unit Big Ideas:

Students will explore the concepts of:

- Dynamics
- Tempo
- Vocal/Instrumental Tone Color
- Beat/Meter
- Rhythm
- Melody
- Texture
- Form/Structure
- Style/Background

Unit Materials:

- CD's
- Digital Recordings
- Smartboard
- Dry erase board

- Classroom instruments
- Computer
- Video presentationsBooks
- Appropriate software

Unit Assignments:	Lesson Objective		Standards	Assessment	Resources
		Identify sixteenth notes	9.1.: A-K	3 Formal Informal	 CD's Digital Recordings Smartboard Dry erase board Classroom instruments Computer Video presentations Books Appropriate software
		Create and perform four measure compositions			
		Identify tonal center			
		Identify melodic contour			
		Recognize patterns using do, re, mi, so, and, la			
		Identify ABA form			
		Hear and sing music from diverse cultures			
		Identify counting			

systems for note values		
 Identify note names of the treble clef	 	
 Performing on various musical instruments	 	

Unit Key Terminology & Definitions:

- Steady beat
- Pitch
- Folk Songs
- Instrument Families: Strings and Woodwinds
- Voice types
- Tempo
- Dynamics
- Structure
- Rhythm
- Melody
- Style
- Composers: Bach and Mozart

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

		
9.1.5.C (Reinforced)	Know and use fundamental vocabulary within each of the arts forms.	
9.1.5.E (Reinforced)	Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.	
9.1.5.G (Reinforced)	Identify the function and benefits of rehearsal and practice sessions.	
9.1.5.H (Reinforced)	Use and maintain materials, equipment and tools safely at work and performance spaces.	

• Describe some materials used. • Describe issues of cleanliness related

9.1.5.I (Reinforced) 9.1.5.K (Reinforced) 9.2.5.A (Reinforced)	to the arts. • Describe types of mechanical/electrical equipment usage. • Know how to work in selected physical space/environments. • Identify the qualities of safe props/stage equipment. • Describe methods for storing materials in the arts.	
	Describe arts events that take place in schools and in communities.	
	Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.	
	Explain the historical, cultural and social context of an individual work in the arts.	
9.2.5.B (Reinforced)	Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).	
9.2.5.C (Reinforced)	Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).	
9.2.5.F (Reinforced)	Know and apply appropriate vocabulary used between social studies and the arts and humanities.	
9.3.5.B (Reinforced)	Describe works in the arts comparing similar and contrasting characteristics (e.g., staccato in Grieg's In the Hall of the Mountain King and in tap dance).	
9.3.5.C (Reinforced)	Classify works in the arts by forms in which they are found (e.g., farce, architecture, graphic design).	
9.3.5.D (Reinforced)	Compare similar and contrasting important aspects of works in the arts and humanities based on a set of guidelines using a comprehensive vocabulary of critical response.	

andsp;

This Curriculum Map Unit has no Topics to display

Unit: Music Semester 2

Timeline: Week 17 to 52

Unit

Assignments:

 Lesson Objective Assessment Resources

This Curriculum Map Unit has no Topics to display