

**Moon Area School District Curriculum Map**

**Course: 5<sup>th</sup> Grade Chorus**

**Grade Level: 5<sup>th</sup>**

**Content Area: Music**

**Frequency: Full-Year Course (Every other day, 42 minutes)**

**Big Ideas**

1. The skills, techniques, elements and principles of the arts can be learned, studied, refined, and practiced.
2. Artists can use tools and resources as well as their own experiences and skills to create art.
3. The arts provide a medium to understand and exchange ideas.
4. People have expressed experiences and ideas through the arts throughout time and across cultures.
5. There are formal and informal processes used to assess the quality of works in the arts.
6. People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.

**Essential Questions**

1. How does understanding the structure and context of musical works inform performance?
2. How do performers interpret musical works?
3. How do musicians improve the quality of their performance?
4. When is a performance judged ready to present? How do context and manner in which musical work is presented influence audience response?
5. How do we discern musical creators’ and performers’ expressive intent?
6. How do we judge the quality of musical work(s) and performance(s)?
7. How do musicians make meaningful connections to creating, performing, and responding?

**Primary Resource(s) & Technology:**

Microsoft Teams, Promethean Boards, Student Laptops, FlipGrid, Repertoire

**Pennsylvania and/or focus standards referenced at:**

- [www.pdesas.org](http://www.pdesas.org)
- [www.education.pa.gov](http://www.education.pa.gov)
- [www.nafme.org](http://www.nafme.org)

<b>Big Ideas/ EQs</b>	<b>Focus Standard(s)</b>	<b>Assessed Competencies (Key content and skills)</b>	<b>Timeline</b>
1, 2, 5	<i>Vocal Skills:</i> <b>9.1.3.B, 9.1.5.B,</b>	<ul style="list-style-type: none"> <li>• Continued Singing Voice Development</li> <li>• Use a healthy singing voice consistently</li> </ul>	All Year

	<i>MU:Pr5.1.4a, MU:Pr5.1.4b, MU:Pr6.1.4a, MU:Pr6.1.4b</i>	<ul style="list-style-type: none"> <li>• Sing expressively and musically</li> <li>• Vocal independence</li> <li>• Demonstrate the 3 Vocal Vital Signs</li> <li>• Proper Singing Posture – Back straight, shoulders rolled back and relaxed, feet shoulder-width apart</li> <li>• Breath Support – breath management, pulsed breath and sustained exhaled</li> <li>• Embouchure – lifted soft palette, rounded, tall vertical space</li> <li>• Demonstrate response to basic conducting cues</li> <li>• Visual communication</li> <li>• Prep beat/breath</li> <li>• Response to tempo and dynamic changes</li> <li>• Accurate cut offs</li> </ul> <p>Response to cues with different voice sections</p>	
1, 2, 5	<i>Beat: 9.1.3.B, 9.1.5.B, MU:Cr1.1.4a, MU:Pr4.2.4a</i>	<ul style="list-style-type: none"> <li>• Maintain a steady beat and subdivided beat through rehearsal and class activities (Macro/micro)</li> </ul>	All Year
1, 2, 5	<i>Rhythm: 9.1.3.C, 9.1.5.B, MU:Cr1.1.4a, MU:Pr4.2.4a</i>	<ul style="list-style-type: none"> <li>• Clap, read, count, and notate rhythms with whole, half, quarter, eighth, and sixteenth notes and rests</li> <li>• Clap, read, and notate rhythms with dotted notes and syncopation</li> <li>• Clap, read, and notate rhythms in compound meters and mixed meters</li> </ul>	All Year
1, 2, 5	<i>Aural Skills: 9.1.3.C, 9.1.5.B, MU:Cr1.1.4a, MU:Pr4.2.4a</i>	<ul style="list-style-type: none"> <li>• Identify and sing the intervals of the major, minor, pentatonic, scales.</li> <li>• Identify and sing the tonic triads in major and la based minor.</li> <li>• Singing scale patterns in canon</li> <li>• Audiate and sing melodic patterns from modeled hand signs</li> <li>• Improvise melodic patterns on a neutral syllable and solfege.</li> <li>• Differentiate major and minor scales, triads, and patterns</li> </ul>	All Year
1, 2, 5	<i>Literacy Skills: 9.1.3.C, 9.1.5.B,</i>	<ul style="list-style-type: none"> <li>• Identify music alphabet names of lines and spaces of the treble clef, from Middle C to A above the staff.</li> </ul>	All Year

	<i>MU:Cr1.1.4a, MU:Pr4.2.4a</i>	<ul style="list-style-type: none"> <li>• Identify 3<sup>rd</sup> Line B as an anchor point on the staff</li> <li>• Identify major and perfect intervals on the staff (unison to octave)</li> <li>• Name and sing melodic patterns on the staff using Solfege after Do is named by teacher.</li> <li>• Notate and sing major scale, minor scale, and pentatonic scale on the treble clef staff using Solfege when Do is given by the teacher.</li> <li>• Notate and sing melodic fragments on the staff.</li> </ul>	
3, 4	<i>Listening/Evaluating Music Performance: 9.3.3.B, 9.3.5.F, MU:Re7.2.4a</i>	<ul style="list-style-type: none"> <li>• Listen and identify basic song form</li> <li>• Listen and identify melody and harmony</li> <li>• Listen and evaluate proper use of Vocal Vital Signs in a music recording/video</li> <li>• Listen and identify the difference between a verse and refrain in a musical composition</li> <li>• Tracking voice parts while listening to a vocal model</li> </ul>	All Year
1, 2, 5	<i>Octavo Reading: 9.1.3.C, 9.1.5.C, MU:Pr4.2.4a, MU:Pr4.2.4b</i>	<p>Students will identify and musically interpret the following within a choral octavo:</p> <ul style="list-style-type: none"> <li>• Composer/Arranger</li> <li>• Time Signature/Mixed Meter</li> <li>• Systems/Measures</li> <li>• Tempo Markings</li> <li>• Finding tonic/home tone</li> <li>• Voice Parts and Accompaniment</li> <li>• Specific Rhythmic Patterns</li> <li>• Specific Melodic Patterns</li> <li>• Musical road map (Repeat signs, codas, first and second endings.)</li> <li>• Expression marks (dynamics, phrasing [breathing], staccato, legato, and accent markings)</li> </ul>	All Year
5, 6	<i>Understanding Music In Relation To Style, Culture, and History: 9.3.3.B, 9.3.5.F, MU:Re7.2.4a</i>	<ul style="list-style-type: none"> <li>• Perform songs from various genres</li> <li>• Recognize and imitate in the style of the genre</li> <li>• Recognize and be familiar with the historical value of the piece performed</li> </ul>	All Year

<p>4, 5, 6</p>	<p><b>Performance Skills: 9.1.3.C, 9.1.5.B, MU:Cr1.1.4a, MU:Pr4.2.4a</b></p>	<ul style="list-style-type: none"> <li>• Perform in at least 2 concerts per year</li> <li>• Perform unison (fall) and 2-part (spring) choral music</li> <li>• Demonstrate a balance/blend across all voice parts</li> <li>• Demonstrate Performance Posture, Stage Etiquette, Stage Presence, and Audience Etiquette</li> <li>• Perform vocal music in multiple languages, including but not limited to; Latin, German, French, Italian, African Dialect, Spanish, Eastern European.</li> <li>• Demonstrate a performance of vocal music in mixed meters</li> <li>• Application of Stage/Theater terminology <ul style="list-style-type: none"> <li>○ Call Time</li> <li>○ Entrance/Exit</li> <li>○ Stage left, Stage right</li> <li>○ Bow</li> <li>○ Ensemble/Solo</li> <li>○ Accompanied/a cappella</li> <li>○ Accompanist</li> </ul> </li> </ul>	<p>All Year</p>
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