

## **WILSON AREA SCHOOL DISTRICT PLANNED COURSE GUIDE**

**Title of planned course:** 5th Grade Music

**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 unit of music in animated film.

**Time/Credit for this Course:** One Full Academic Year - 1 class / week

**Curriculum Writing Committee:** Nancy Moninghoff

## Curriculum Map

**August / September:** Rhythm  
Meter: Duple and Triple

**October:** Tonality: Major and Minor

**November:** Tonality: Major and Minor, Tone Color, Form

**December:** Modes, Tone Color

**January:** Work Songs

**February:** Early Rock and Reggae

**March:** Early Rock and Reggae  
Folk and Protest Songs

**April:** Folk and Protest Songs

**May/June:** Music and Animation

## PLANNED COURSE MATERIALS

**Course Title:** 5th Grade Music

**Textbook:** Making Music 5 (2008)

**Supplemental Books:** Music Alive Magazine, The Nutcracker Suite

**Teacher Resources:**

- Internet
- Teacher Tube
- You Tube – Educational
- Teacher generated materials
- Teacher music samples
- Teacher acquired materials

## Curriculum Scope & Sequence

**Planned Course:** 5th Grade Music

**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
- Student Chromebooks
- Teacher Resources and Music Samples

**Assessment:**

- Self and peer assessment
- Teacher observation
- Group performance

## Curriculum Scope & Sequence

**Planned Course:** 5th Grade Music

**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 examples
- 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
- Student Chromebooks
- Teacher Resources and Music Samples

**Assessment:**

- Self assessment and peer assessment
- Teacher observation
- Group Performance

## Curriculum Scope & Sequence

**Planned Course:** 5th Grade Music

**Unit:** Tonality – Major and Minor, Tone Color, Form

**Time Frame:** 9 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 seasonal music
- Distinguish between tonality and tempo
- Identify tone color of instruments
- Identify the form of a piece of instrumental music

**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
- Listen and identify the instruments used in a piece of music
- Identify the form of a piece of music while following a listening map using songs from The Nutcracker Suite

**Extensions:**

- Identify songs students' are familiar with which incorporates both tonalities
- Identify song students' perform by their tonality
- Students will watch the live version of The Nutcracker Ballet
- 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
- The Nutcracker Suite Hal Leonard Curriculum, CD and live video performance
- Piano
- Student Chromebooks
- Teacher Resources and Music Samples

**Assessment:**

- Self assessment and peer assessment
- Teacher observation
- Signaling to identify major or minor
- Oral questioning

## Curriculum Scope & Sequence

**Planned Course:** 5th Grade Music

**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 though notation

**Core Activities:** Students will complete/participate in the following:

- Listen, model, and sing songs in all modes (suggested songs: Fantasia on Greensleeves, This Train, Sing Sing Sing!, Yankee Doodle)
- 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
- Student Chromebooks
- Teacher Resources and Music Samples

**Assessment:**

- Self assessment and peer assessment
- Unit test and Internet assessment
- Teacher Observation
- Group performance



## Curriculum Scope & Sequence

**Planned Course:** 5th Grade Music

**Unit:** Work Songs

**Time Frame:** 4 Classes

**State Standards:** 9.1.5.A-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 work songs
- Identify the historical importance of work songs
- Identify basic instruments in work songs

**Core Activities:** Students will complete/participate in the following:

- Sing a work song (Suggested songs: Erie Canal, I've Been Working on the Railroad)
- Identify the importance of steady beat in a work song
- Identify vocal timbre in work songs
- Compare various renditions of a work song

**Extensions:**

- Identify work songs in current music – both vocal and instrumental
- Understand the development of work songs in other genres
- Create and sing a work song

**Remediation:**

- Adaptations specific to students' needs
- Modeling
- Reinforce progress toward desired outcomes

**Instructional Methods:**

- Modeling
- Teacher guided performance
- Student guided performance
- Historical background videos
- Solo and group singing

**Materials and Resources:**

- CDs and stereo
- Book
- Piano
- Student Chromebooks
- Teacher Resources and Music Samples
- You Tube and Teacher Tube

**Assessment:**

- Self assessment and peer assessment
- Internet Video assessment
- Teacher observation
- Group performance

## Curriculum Scope & Sequence

**Planned Course:** 5th Grade Music

**Unit:** Early Rock and Reggae

**Time Frame:** 4 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 (suggested songs: Banana Boat Song, Three Little Birds)
- 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
- Student Chromebooks
- Teacher Resources and Music Samples
- You Tube and Teacher Tube

**Assessment:**

- Self assessment and peer assessment
- Teacher observation
- Group Performance

## Curriculum Scope & Sequence

**Planned Course:** 5th Grade Music

**Unit:** Folk and Protest Songs

**Time Frame:** 4 Classes

**State Standards:** 9.1.5.A-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 (suggested songs: This Land is Your Land, Sound of Silence, We Shall Overcome)
- Discuss the significance of protest and folk music in history
- Historical background videos
- 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

**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
- Student Chromebooks
- Teacher Resources and Music Samples
- You Tube and Teacher Tube

**Assessment:**

- Self assessment and peer assessment
- Internet assessment
- Teacher observation
- Group performance

## Curriculum Scope & Sequence

**Planned Course:** 5th Grade Music

**Unit:** Music and Animation in Film

**Time Frame:** 6 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 film (suggested film/music: Beauty and the Beast (animated), Toy Story, Lion King (animated))
- 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 selections in various movies
- Compare the music and animation of current movies
- 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
- Google Classroom and Edpuzzle activities

**Materials and Resources:**

- CDs and Stereo
- Book
- Piano
- Student Chromebooks
- Teacher Resources and Music Selections
- You Tube and Teacher Tube
- Video examples (suggested: Beauty and the Beast (animated), Toy Story, The Lion King (animated))

**Assessment:**

- Self assessment and peer assessment
- Activity based assessments
- Teacher observation