Grade 5
Music

Class:	Grade 5 Music
Big Ideas:	Rhythm, Tempo, Melody, Harmony, Form, Dynamics, Tone Color , Style, Expression
Unit Essential Questions:	How do we describe music using the essential musical elements? How have different genres of music influenced music history?

Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Essential Questions	Mini-Lessons/Activities	Instructional Materials	Assessments
August	1. Rules and Procedures 2. Singing 3. Melodic Development 4. Movement 5. Rhythm 6. Listening Students will be able to: 1. demonstrate in tune singing 2. maintain steady beat 3. play simple rhythms 4. distinguish between speaking and singing voices 9.1, 9.2, 9.3 9.4	1. Steady beat 2. Verse 3. Refrain	1. What are the seven essential musical elements? 2. What is the difference between a speaking and singing voice?	1. Singing patterns 2. Playing instruments 3. Listening	1. Music Studio Website- McGraw Hill 2. Textbooks 3. Computer 4. Projector 5. Piano	1. Teacher observation of student performance in opening song of the year. 2. Oral responses.

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September	1. Folk Songs 2. Singing 3. Melodic Development 4. Form 5. Listening 6. Theory 7. Rhythmic Development Students will be able to: 1. identify verse and refrain 2. distinguish phrases as being same or different (repetition/contrast) 3. identify rhythm combinations that use quarter notes, eighth notes, and quarter rests 4. identify and demonstrate tempo changes 5. celebrate Hispanic Heritage Month in song 6. learn the history and style of Mariachi music 7. discuss the life of George Gershwin 8. identify works of George Gershwin 9.1, 9.2, 9.3 9.4	1. Steady beat 2. Solo 3. Refrain 4. Verse 5. Interlude 6. Staff 7. Whole note 8. Half note 9. Quarter note 10. Half note 11. Eighth notes	1. How does the Lehighton Alma Mater show repetition and contrast? 2. What are the stylistic characteristics of Mariachi music? 3. How are rhythm and beat different?	1. Singing patterns 2. Playing instruments 3. Singing short songs 4. Listening activity 5. Worksheets	1. Music Studio Website- McGraw Hill 2. Textbooks 3. Rhythm cards 4. Composer book	1. Teacher observation of students performing various rhythmic patterns. 2. Teacher evaluation of students singing and performing individually and in a group. 3. Student performance on instruments. 4. Mariachi band worksheet 5. Oral responses.

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October	1. Folk Songs 2. Singing 3. Form 4. Rhythmic Development 5. Listening 6. Theory 7. Melodic Development Student will be able to: 1. identify the AB, ABA, and AABA form in various pieces of music 2. describe stylistic elements of a popular song 3. play whole note, half note, quarter note, eighth note, and sixteenth note rhythms using body percussion and rhythm instruments. 4. play above rhythms on instruments to accompany a popular song 5. aurally identify tone colors of orchestral instruments. 6. identify tone colors of bluegrass music 7. learn the stylistic qualities of bluegrass music. 8. identify the line and space notes of the treble staff. 9.1, 9.2, 9.3 9.4	1. Staff 2. Beat 3. Quarter note 4. Half note 5. Eighth notes 6. Sixteenth Notes 7. Treble Clef 8. Form 9. Tone Color 10. Timbre 11. Style	1. How has Hispanic culture influenced music history? 2. How does duration relate to rhythm? 3. How is a song's form determined? 4. What are the differences between common elemental forms?	1. Singing/chanting 2. Playing instruments 3. Singing songs 4. Accompanying songs using instruments and body percussion 5. Listening 6. Following listening maps	1. Music Studio Website- McGraw Hill 2. CDs 3. Textbooks 4. Worksheets 5. Video 6. Rhythm cards 7. Computer 8. Projector	1. Teacher observation of students performing rhythms. 2. Teacher evaluation of students performing varied rhythmic patterns on instruments 3. Instrumental Tone Color Written Assessment 4. Rhythm worksheet 5. Treble Clef worksheet 6. Oral responses.

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November	1. Listening 2. Rhythmic Development 3. Form 4. Singing 5. Melodic Development Students will be able to: 1. demonstrate in-tune singing with good quality 2. sing in a two-part canon 3. experience and describe tempo changes in music 4. experience and describe dynamic changes in music 5. experience the form of theme and variations 6. play a rhythmic ostinato on instruments 7. identify works by John Philip Sousa 8. describe the stylistic qualities of a march. 9.1, 9.2, 9.3 9.4	1. Staff 2. Rhythm 3. Form 4. Style 5. Round 6. Canon 7. Tone Color 8. Timbre 9. Tempo 10. Dynamics 11. Theme and Variations 12. Ostinato	1. How do you think one sings with expression? 2. How do tempo and dynamic changes make a song more interesting? 3. What makes singing in a two-part round difficult? 4. How are steady beat and ostinatos different? 5. In what ways can a theme be adapted to create variations? 6. What makes a piece of music sound patriotic?	1. Singing songs in unison 2. Singing songs in two individual groups and a two-part round 3. Theme/Variations Activity with Listening Map 4. Playing instruments 5. Listening 6. Completing worksheets	1. Music Studio Website- McGraw Hill 2. CDs 3. Textbooks 4. Composer book 5. Worksheet 6. Computer 7. Projector	1. Teacher observation of students performing two-part round. 2. Student performance performing an ostinato on instruments 3. Teacher evaluation of students recognizing and identifying dynamic markings. Theme/Variations worksheet 4. Dynamics worksheet 5. Musical Elements worksheet 6. Oral responses.

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December	1. Ballet 2. Singing 3. Form 4. Rhythmic Development 5. Listening 6. Theory 7. Melodic Development 8. Stage Behavior Students will be able to: 1. play rhythmic ostinatos on instruments 2. identify and describe a ballet 3. identify harmony when they see two notes on one stem 4. identify verse and refrain 5. perform popular Christmas music 6. demonstrate appropriate stage behavior during Christmas sing-along 7. be exposed to music by Pyotr Tchaikovsky 8. identify popular works by Pyotr Tchaikovsky 9. use correct musical terminology to describe a song by Tchaikovsky 9.1, 9.2, 9.3 9.4	1. Verse 2. Refrain 3. Ostinato 4. Ballet 5. Melody 6. Harmony 7. Style 8. A Cappella	1. How does a ballet tell a story? 2. What are necessary qualities one must possess when performing? 3. How can we use the seven musical elements to describe different pieces of music?	1. Singing 2. Playing ostinatos to a winter melody 3. Dance of the Sugar Plum Fairy Style lesson 4. Ostinato in Pop Culture Lesson 5. Tchaikovsky Classics for Kids Lesson	1. Music Studio Website- McGraw Hill 2. CDs 3. Textbooks 4. The Nutcracker book 5. The Nutcracker DVD 6. Computer 7. Projector	1. Student performance maintaining ostinato pattern. 2. Teacher evaluation of students performing ostinatos 3. Teacher observation of appropriate behavior during sing-along performance. 4. Dance of the Sugar Plum Fairy Style Worksheet 5. Tchaikovsky Worksheet 6. Oral responses.

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January	1. Folk Songs 2. Instruments of Orchestra 3. Listening 4. Form 5. Singing 6. Rhythm Students will be able to: 1. continue singing individually and in a group 2. play steady beat on various instruments 3. sing a song that celebrates the message of Martin Luther King 4. identify four families in orchestra 5. identify instruments in each family 6. identify solo and chorus 7. sing the 50 states in alphabetical order 8. identify words of Wolfgang Amadeus Mozart 9. use the seven musical elements to describe how W.A. Mozart varied a popular theme 10. Label notes of the treble staff 11. Sing harmonies a cappella as an accompaniment to a melody 9.1, 9.2, 9.3 9.4	1. Orchestra 2. String 3. Woodwind 4. Brass 5. Percussion 6. Solo 7. Chorus 8. Theme/Variations 9. Treble Staff 10. Melody 11. Harmony 12. Accompaniment 13. A Cappella 14. Verse 15. Refrain	1. How are tone color and timbre essential to the creative process of a composer? 2. What do the instruments in each orchestra family have in common? 3. How are the families in the orchestra unique? 4. In what ways did W.A. Mozart influence music history?	1. Individual and group singing 2. Singing short songs 3. Playing instruments 4. Orchestral Family Worksheets 5. Theme and Variations Worksheets 6. Show and demonstrate various orchestral instruments for each family 7. Discuss life of Wolfgang Amadeus Mozart and listen to his works	1. Music Studio Website- McGraw Hill 2. Textbooks 3. CDs 4. Video 5. Composer book 6. Instrument Flash cards 7. Computer 8. Projector	1. Student performance of the song “Fifty Nifty United States” 2. Teacher observation of students identifying families and instruments. 3. Orchestral Family Worksheets 4. Instrument Flash Card Game 5. Theme and Variations Worksheets 6. Mozart Classics for Kids Worksheet 7. Treble Staff Worksheet 8. Student performance singing melody/harmony in “The Lion Sleeps Tonight”

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February	1. Instruments of Orchestra 2. Listening 3. Singing 4. Form 5. Rhythmic Development 6. Melodic Development 7. Movement Students will be able to: 1. maintain steady beat through various movements 2. identify four families of orchestra 3. identify instruments within the four families 4. experience and understand the style of jazz 5. perform simple swing dance steps 6. celebrate black history month by understanding how black musicians influenced music history 7. describe and sing a spiritual 8. identify common musical elements in three African American songs about the Underground Railroad 9. understand why and how the style of Hip Hop was created 10. discuss life of Aaron Copland 11. identify works of Aaron Copland 9.1, 9.2, 9.3 9.4	1. Orchestra 2. String 3. Woodwind 4. Brass 5. Percussion 6. Spiritual 7. Form	1. Why are spirituals so important to our heritage? 2. How have black musicians influenced music history? 3. Why did people in the Bronx create Hip Hop?	1. Listening Map to understand the four orchestral families and their tone colors 2. Jazz Lesson- BrainPopvideo, listening map, and swing dance video 3. Underground Railroad Lesson- three songs in Music Studio with listening map 4. Hip Hop lesson	1. Music Studio Website- McGraw Hill 2. CDs 3. Textbooks 4. Worksheets 5. Composer book 6. Computer 7. Projector 8. Orff Instruments	1. Teacher observation of students identifying instruments. 2. Swing dance performance assessment 3. Underground Railroad Worksheet 4. Hip Hop Worksheet 5. Oral responses.

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March	1. Rhythmic Development 2. Theory 3. Movement 4. Melodic Development 5. Listening 6. Singing Students will be able to: 1. reinforce basic bordun patterns on Orff instruments 2. play a pentatonic melody on Orff instruments 3. play a blues scale melody on Orff instruments 4. continue developing pitch accuracy 5. sing a song to celebrate "Music in Our Schools Month" 6. discuss life of J.S. Bach 7. identify works of J.S. Bach 8. describe one of Bach's compositions using the seven musical elements 9.1, 9.2, 9.3 9.4	1. Orff 2. Improvise 3. Bordun 4. Pentatonic Scale 5. Blues Scale 6. Jazz 7. Tempo 8. Dynamics 9. Form 10. Composer 11. Conductor	1. What are the benefits of music education? 2. How can music help people, including you? 3. Do you feel music is "essential"? 4. Why do you feel the creative arts are appealing for certain people?	1. Orff instrument activities 2. MIOSM class discussions 3. Bach PowerPoint and discussion questions 4. "Air" Listening Guide	1. Music Studio Website- McGraw Hill 2. CDs 3. Textbooks 4. Mallet Madness Book 5. Orff lesson materials 6. Composer book 7. Computer 8. Projector	1. Student performance maintaining correct rhythmic and melodic patterns on Orff instruments. 2. Teacher evaluation of pitch accuracy and participation on song for MIOSM month. 3. Oral responses. 4. Bach "Air" listening guide responses.

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April	1. Melodic Development 2. Form 3. Rhythmic Development 4. Playing Instruments 5. Listening 6. Singing Students will be able to: 1. maintain rhythmic patterns on instruments 2. analyze a listening composition 3. write an essay using five of the musical elements to describe a piece of music 4. present an essay to the class describing a piece of music 5. continue developing pitch accuracy 6. discuss life of Ludwig van Beethoven 7. identify works of Ludwig van Beethoven 8. describe style characteristics of different arrangements of the same melody by Beethoven 9.1, 9.2, 9.3 9.4	1. Melody 2. Harmony 3. Phrase 4. Composition 5. Symphony	1. How can the seven musical elements be used to describe a piece of music? 2. In what ways can style influence outcome of a composition? 3. How was Beethoven able to compose music when he was completely deaf?	1. Singing short songs 2. Playing instruments 3. Listening 4. Beethoven Style lesson on Ode to Joy	1. Music Studio Website- McGraw Hill 2. Computer 3. Projector 4. Classroom instruments 5. DisneyPlus- Joyful Joyful scene from Sister Act II 6. Listening Assignment Instruction Packet 7. Seven Musical Elements Worksheet	1. Beethoven Letter- fill-in-the blank activity where students take the role of Beethoven 2. Listening Assignment example activity- students record observations of a song using the 7 musical elements 3. Listening Assignment Essay and Presentation 4. Oral responses.

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May/June	1. Singing 2. Listening 3. Stage Behavior 4. Movement 5. Rhythmic Development 6. Musicals Students will be able to: 1. continue developing concepts introduced throughout the year 2. describe melodic contour 3. develop appreciation for music 4. sing patriotic songs 5. understand some of the patriotic musical traditions of America 6. demonstrate appropriate behavior during a concert 7. sing the Alma Mater and Farewell song in a concert performance 8. describe and experience a musical 9. experience new songs in the book and use terminology learned to describe the music 9.1, 9.2, 9.3 9.4	1. Melody 2. Music Appreciation 3. Verse/ Refrain 4. Form 5. D.C. al Fine 6. Repeat sign 7. Musical theatre	1. How is music used to create patriotic traditions? 2. What were some new terms we learned in music this year? 3. Why is it important to understand what the various terms mean? 4. In what ways can we continue to foster our love and understanding for music outside of school?	1. Singing short songs 2. Listening 3. Playing instruments 4. Farewell Song Prep 5. "Student Choice Day"- students pick songs in books to sing 6. Watching a musical	1. Music Studio Website- McGraw Hill 2. CDs 3. Video 4. Textbooks 5. Musical Videos 6. Computer 7. Projector	1. Teacher observation of students identifying how harmony is produced. 2. Student performance. 3. Concert performance. 4. Teacher evaluation of students identifying form. 5. Teacher evaluation of students identifying melodic contour. 6. Oral responses to describing a musical.