



Park Hill School District

Building Successful Futures • Each Student • Every Day

5th Grade Music Curriculum

Course Description: The Park Hill K-5 music program was developed collaboratively and built on both state and national standards. The K-5 music program provides students with a continuum of essential knowledge and skills incrementally increasing in depth and rigor. Students will develop knowledge and skills related to the elements of music, the principles of performance, the connection of music to history and culture, as well as music's many interdisciplinary connections.

Every effort has been made to ensure that sample lessons referenced in this document support culturally responsive education in an effort to promote inclusivity and belonging for all students. As part of a society that is constantly evolving and changing, we recognize that new information does at times become available about the origins of songs. We commit to engaging in purposeful learning and conversations as we create a culture of accountability by learning from and addressing our mistakes. Resources should continue to be evaluated to ensure that all materials are consistent with Park Hill's core value of Equity and aligned with the Diversity, Equity, Inclusion, and Belonging (DEIB) drivers and narratives as we continue to build a more inclusive Park Hill community.

Resource Acronyms

SOM: *Spotlight on Music* (2008) by Macmillian/McGraw-Hill

EEMC: *Essential Elements Music Class* (subscription web-based resource)

MPO: *MusicPlay Online* (subscription web-based resource)

GP: *GAMEPLAN* (2014) by KidSounds

Scope and Sequence

Timeframe	Unit	Instructional Topics
One Quarter	Emerging Grade-Level Skills	Topic 1: Rhythm Topic 2: Harmony Topic 3: Expressive Qualities
One Quarter	Intermediate Grade-Level Skills	Topic 1: Rhythm Topic 2: Harmony Topic 3: Timbre
One Quarter	Advanced Grade-Level Skills	Topic 1: Rhythm Topic 2: Melody
One Quarter	Performance Skills	Topic 1: Vocal/Instrumental Performance Skills Topic 2: Performance Etiquette

Emerging Grade-Level Skills

Subject: Music

Grade: Fifth

Name of Unit: Emerging Grade-Level Skills

Length of Unit: One Quarter

Overview of Unit: In this unit, students will read standard rhythmic notation in 2/4, 3/4 and 4/4 time signature, create rhythmic and/or melodic ostinati accompaniments, and identify dynamic markings (*pianissimo*, *piano*, *mezzo piano*, *mezzo forte*, *forte*, *fortissimo*, *crescendo*, and *decrescendo*).

Priority Standards for Unit

- **MU: Cr2A.5b** Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two chord harmonic musical ideas.
- **MU: Pr4B.5a** Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.
- **MU: Pr4B.5b** When analyzing selected music, read and perform using standard notation.
- **MU: Pr4C.5a** Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).

Supporting Standards for Unit

- **MU: Cr1A.5a** Improvise rhythmic, melodic and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).

Elements of Music

- **Rhythm:** Rhythmic Notation, Time Signatures
- **Melody:** N/A
- **Harmony:** Ostinato
- **Form:** N/A
- **Timbre:** N/A
- **Expressive Qualities:** *mp* & *mf*

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas and two chord harmonic musical ideas	Use	Apply	2
Understanding of the structure and the elements of music (i.e. rhythm, pitch, form, and harmony) in music selected for performance.	Demonstrate	Apply	2
Analyzing selected music, read and perform using standard notation.	Analyze	Analyze	4
Analyzing selected music, read and perform using standard notation.	Read	Understand	1
Analyzing selected music, read and perform using standard notation.	Perform	Apply	2
How intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).	Demonstrate	Apply	2
How intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).	Explain	Understand	1

Essential Questions

1. How can you read, write, improvise, compose and perform rhythms in various time signatures?
2. How can students show an ostinati?

3. How can you demonstrate the understanding of dynamics?

Enduring Understanding/Big Ideas

1. Students can read, write, improvise, compose and perform rhythms in various time signatures by reading sheet music, using manipulatives, playing rhythms on body percussion, singing and/or playing instruments.
2. Students can perform ostinati by speaking, singing, using body percussion, and/or instruments to perform a short, repeated pattern.
3. The students could demonstrate dynamics by performing them through singing, instrument playing or body percussion.

Unit Vocabulary

Academic Cross-Curricular Words	Content/Domain Specific
	Time Signature Harmony <i>Mezzo Forte</i> <i>Mezzo Piano</i> First Ending Second Ending

Topic 1: Rhythm

Engaging Experience 1

Learning Objective: Students will read rhythmic notation and identify missing bar lines.

Suggested Length of Time: 20 minutes

Standards Addressed

Priority:

- **MU: Pr4B.5a** a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.
- **MU: Pr4B.5b** b When analyzing selected music, read and perform using standard notation.

Supporting: N/A

Detailed Description/Instructions:

One way to do this is to have students find the missing bar lines. Review standard note and rest values in time signatures with the bottom number as 4. Give students handouts with multi-measure rhythms that contain no bar lines. Give students pretzels to use to become the missing bar lines. When rhythms have been divided into measures, have students speak the rhythms (ta, ti-ti, ta-ah, etc.) and play the rhythms (sticks, drums, recorders, etc.).

Topic 2: Harmony

Engaging Experience 1

Learning Objective: Students will create an ostinato.

Suggested Length of Time: 25 minutes

Standards Addressed:

Priority:

- **MU: Cr2A.5b** Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two chord harmonic musical ideas.
- **MU: Pr4B.5a** Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.
- **MU: Pr4B.5b** When analyzing selected music, read and perform using standard notation.

Supporting:

- **MU: Cr1A.5a** Improvise rhythmic, melodic and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).

Detailed Description/Instructions:

One way to do this is to present a speech activity called “Operator, Operator” as suggested in *GP Grade Five*, p. 11. First, echo the text phrase by phrase:



Op-per-a- tor, op- per- a- tor, give me num-ber nine. And



if the line is bus-y you can give me back my dime.

Present the four options for body percussion (snap, clap, pat, and stomp). Give an example of a 4-beat ostinato pattern using at least 2 of the 4 levels of the body percussion. For example: stomp, clap, snap, snap. Have all students perform the 4-beat ostinato pattern while reciting the speech poem. Have each student create and notate their own 4-beat ostinato pattern and present it to the class.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 3: Expressive Qualities

Engaging Experience 1

Learning Objective: Students will demonstrate the difference between the two dynamic markings: *mp* and *mf*.

Suggested Length of Time: 30 minutes

Standards Addressed:

Priority:

- **MU: Pr4B.5a** Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.
- **MU: Pr4C.5a** Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).

Supporting: N/A

Detailed Description/Instructions:

One way to do this is to ask students to listen to “The Skye Boat Song”, a Scottish folk song arranged by Jacobson & Higgins found in *EEMC*. Focus on *Crescendo* and *Decrescendo* markings found in the song. Review the term Dynamics and the Dynamic Symbol and Meaning Chart found in *SOM Grade 5, Student Edition*, p.35. Have students discuss or demonstrate (through movement) what dynamics they hear in the song. Pass out cards with *ff*, *f*, *mf*, *mp*, *p*, *pp* dynamics on them. Play “American Salute” by Morton Gould Listening Map found on p. 36, and have students hold up the card that matches the dynamic level in the music.

Extension: Play card game Dynamic Victory. Divide students into pairs and give them a deck of cards with *ff*, *f*, *mf*, *mp*, *p*, *pp* on the cards. Deal the deck out evenly among the two players. Have students each flip over their top card without looking at it first. Decide whose dynamic card is louder. The person with the louder card gets to “win” and take both cards which are then added to their deck. Keep going until one person runs out of cards. If two students flip over the same card and tie, they then place two more cards face down and then flip another card face up. Whoever wins gets all of the cards that have been played. This is a similar concept to the card game “War.”

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Engaging Scenario

Classroom Performance

Students will demonstrate their level of mastery of the elements of music in various ways, for example: Singing, playing instruments, movement, manipulatives and body percussion.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Rhythm	Students will read rhythmic notation and identify missing barlines	One way to do this is to have students find the missing bar lines. Review standard note and rest values in time signatures with the bottom number as 4. Give students handouts with multi-measure rhythms that contain no bar lines. Give students pretzels to use to become the missing bar lines. When rhythms have been divided into measures, have students speak the rhythms (ta, ti-ti, ta-ah, etc.) and play the rhythms (sticks, drums, recorders, etc.).	20 minutes
Harmony	Students will create an ostinato.	One way to do this is to present a speech activity called “Operator, Operator” as suggested in <i>GP Grade Five</i>, p. 11. First, echo the text phrase by phrase:  Op-per-a- tor, op- per- a- tor, give me num-ber nine. And  if the line is bus-y you can give me back my dime. Present the four options for body percussion (snap, clap, pat, and stomp). Give an example of a 4-beat ostinato pattern using at least 2 of the 4 levels of the body percussion. For example: stomp, clap, snap, snap. Have	25 minutes

		all students perform the 4-beat ostinato pattern while reciting the speech poem. Have each student create and notate their own 4-beat ostinato pattern and present it to the class.	
Expressive Qualities	Students will demonstrate the difference between the two dynamic markings: <i>mp</i> and <i>mf</i> .	One way to do this is to ask students to listen to “The Skye Boat Song”, a Scottish folk song arranged by Jacobson & Higgins found in <i>EEMC</i>. Focus on <i>Crescendo</i> and <i>Decrescendo</i> markings found in the song. Review the term Dynamics and the Dynamic Symbol and Meaning Chart found in <i>SOM Grade 5, Student Edition</i>, p.35. Have students discuss or demonstrate (through movement) what dynamics they hear in the song. Pass out cards with <i>ff</i>, <i>f</i>, <i>mf</i>, <i>mp</i>, <i>p</i>, <i>pp</i> dynamics on them. Play “American Salute” by Morton Gould Listening Map found on p. 36, and have students hold up the card that matches the dynamic level in the music. Extension: Play card game Dynamic Victory. Divide students into pairs and give them a deck of cards with <i>ff</i>, <i>f</i>, <i>mf</i>, <i>mp</i>, <i>p</i>, <i>pp</i> on the cards. Deal the deck out evenly among the two players. Have students each flip over their top card without looking at it first. Decide whose dynamic card is louder. The person with the louder card gets to “win” and take both cards which are then added to their deck. Keep going until one person runs out of cards. If two students flip over the same card and tie, they then place two more cards face down and then flip another card face up. Whoever wins gets all of the cards that have been played. This is a similar concept to the card game “War.”	30 minutes

Intermediate Grade-Level Skills

Subject: Music

Grade: Fifth

Name of Unit: Intermediate Grade-Level Skills

Length of Unit: One Quarter

Overview of Unit: In this unit, students will read standard rhythmic notation in 2/4, 3/4 and 4/4 time signatures, create rhythmic and/or melodic ostinati accompaniments, and identify dynamic markings for *mezzo forte* and *mezzo piano*. In addition, students will perform partner songs to create harmony. Students will visually and aurally identify instruments and categorize them into their orchestral families.

Priority Standards for Unit

- **MU: Cr2A.5b** Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two chord harmonic musical ideas.
- **MU: Pr4B.5a** Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.
- **MU: Pr4B.5b** When analyzing selected music, read and perform using standard notation.
- **MU: Pr4C.5a** Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).
- **MU: Re7B.5a** 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).

Supporting Standards for Unit

- **MU: Cr1A.5b** Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters and simple chord changes.
- **MU: Cr2A.5a** Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.
- **MU: Re7A.5a** Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
- **MU: Cn11A.5a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Elements of Music

- **Rhythm:** Whole Note/Rest, Half Note/Rest, Quarter Note/Rest, Eighth Note Pairs, Dotted Half Note, Sixteenth Notes, Time Signature
- **Melody:** N/A
- **Harmony:** Partner Song
- **Form:** N/A
- **Timbre:** Orchestral Instruments
- **Expressive Qualities:** N/A

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas and two chord harmonic musical ideas	Use	Apply	2
Demonstrate understanding of the structure and the elements of music (i.e. rhythm, pitch, form, and harmony) in music selected for performance.	Demonstrate	Apply	2
Selected music, read and perform using standard notation.	Analyze	Analyze	4
Analyzing selected music, read and perform using standard notation.	Read	Understand	1
Analyzing selected music, read and perform using standard notation.	Perform	Apply	2
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).	Demonstrate	Apply	2
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).	Explain	Understand	1
How intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).	Demonstrate	Apply	2
How intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).	Explain	Understand	1

Essential Questions

1. How can you create harmony and sing with expression by singing a partner song?
2. How can you identify instruments and group them into families?
3. How can you create an original rhythmic piece?

Enduring Understanding/Big Ideas

1. Students can create harmony by having two or more groups of people simultaneously singing independent songs with the same harmonic structure.
2. Students can identify instruments visually and aurally and group into families based upon how sound is produced on an instrument.
3. Students can create their own rhythmic piece.

Unit Vocabulary

Academic Cross-Curricular Words	Content/Domain Specific
	Time Signature Harmony <i>Mezzo Forte</i> <i>Mezzo Piano</i> First Ending Second Ending

Topic 1: Rhythm

Engaging Experience 1

Learning Objective: Students will create an original rhythmic composition using whole note/rest, half note/rest, quarter note/rest, eighth-note pairs, dotted half note, and sixteenth notes.

Suggested Length of Time: (4)-50 minute lessons

Standards Addressed:

Priority:

- **MU: Cr2A.5b** Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two chord harmonic musical ideas.

Supporting:

- **MU: Cr1A.5b** Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters and simple chord changes.
- **MU: Cr2A.5a** Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.
- **MU: Cn11A.5a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Detailed Description/Instructions:

One way to do this is to have students create their own rhythmic composition utilizing whole note/rest, half note/rest, quarter note/rest, eighth note pairs, dotted half note, and sixteenth notes. Introduce the idea of using found instruments to make music using the performing group “Stomp.” Have students create a 16 measure rhythmic composition. Let students explore ideas for found instruments (pots, basketballs, etc) and use them to perform their composition for their classmates. Use Kagan strategies for peer feedback.

Bloom’s Levels: Apply

Webb’s DOK: 2

Topic 2: Harmony

Engaging Experience 1

Learning Objective: Students will perform partner songs to create harmony.

Suggested Length of Time: 30-40 minutes

Standards Addressed:

Priority:

- **MU: Pr4B.5a** Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.
- **MU: Pr4B.5b** When analyzing selected music, read and perform using standard notation.
- **MU: Re7B.5a** 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).

Detailed Description/Instructions:

One way to do this is to teach students to sing the melody of “Mango Walk” (found in *SOM Grade Five, Teacher Edition*, p. 90). Read the introduction on page 90 and discuss the historical background of the piece. Then, teach the students the countermelody on page 92. Discuss that when two different melodies have the same tonal center, they can be sung together to create harmony. These are called partner songs. When students can sing each melody independently, divide them into two groups and have each group sing the two melodies at the same time.

Bloom’s Levels: Apply

Webb’s DOK: 2

Topic 3: Timbre



Engaging Experience 1

Learning Objective: Students will be learning about the four orchestral families and identify those instruments visually and aurally.

Suggested Length of Time: (4)-50 minute lessons

Standards Addressed:

Priority:

- **MU: Pr4C.5a** Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).

Supporting:

- **MU: Re7A.5a** Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
- **MU: Re7B.5a** 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).
- **ISTE EMPOWERED LEARNER 1:** Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- **ISTE KNOWLEDGE COLLECTOR 3:** Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions:

One way to do this is using *SOM* Orchestral Instruments software to teach visual and aural identification of orchestral instruments, including the four orchestral families and sound production of each orchestral instrument, and the role of the conductor. The program has 44 lessons, which include performance video demonstrations and identification assessment activities.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Engaging Scenario

Classroom Performance

Students will demonstrate their level of mastery of the elements of music in various ways, for example: Singing, playing instruments, movement, manipulatives, and body percussion.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Rhythm	Students will create an original rhythmic composition.	One way to do this is to have students create their own rhythmic composition utilizing whole note/rest, half note/rest, quarter note/rest, eighth note pairs, dotted half note, and sixteenth notes. Introduce the idea of using found instruments to make music using the performing group “Stomp.” Have students create a 16 measure rhythmic composition. Let students explore ideas for found instruments (pots, basketballs, etc) and use them to perform their composition for their classmates. Use Kagan strategies for peer feedback.	(4) 50 minute lessons
Harmony	Students will perform partner songs to create harmony	One way to do this is to teach students to sing the melody of “Mango Walk” (found in <i>SOM Grade Five, Teacher Edition</i> , p. 90). Read the introduction on page 90 and discuss the historical background of the piece. Then, teach the students the countermelody on page 92. Discuss that when two different melodies have the same tonal center, they can be sung together to create harmony. These are called partner songs. When students can sing each melody independently, divide them into two groups and have each group sing the two melodies at the same time.	30-40 minutes
Timbre	Students will be learning about the four orchestral families and	One way to do this is using <i>SOM</i> Orchestral Instruments software to teach visual and aural identification of orchestral instruments, including the four orchestral families and	(4)-50 minute lessons

	identify those instruments visually and aurally 	sound production of each orchestral instrument, and the role of the conductor. The program has 44 lessons, which include performance video demonstrations and identification assessment activities.	
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Advanced Grade-Level Skills

Subject: Music

Grade: Fifth

Name of Unit: Advanced Grade-Level Skills

Length of Unit: One Quarter

Overview of Unit: In this unit, students will read standard rhythmic notation in 2/4, 3/4 and 4/4 time signatures. Students will create rhythmic and/or melodic ostinati accompaniments and create harmony by singing partner songs. Students will identify dynamic markings (*pianissimo*, *piano*, *mezzo piano*, *mezzo forte*, *forte*, *fortissimo*, *crescendo*, and *decrescendo*). Students will visually and aurally identify instruments and categorize them into their orchestral families. In addition, students will read standard pitch notation on the treble clef staff and play melodies on a melodic instrument.

Priority Standards for Unit

- **MU: Cr2A.5b** Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two chord harmonic musical ideas.
- **MU: Pr4B.5a** Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.
- **MU: Pr4B.5b** When analyzing selected music, read and perform using standard notation.
- **MU: Pr4C.5a** Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).
- **MU: Re7B.5a** 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).

Supporting Standards for Unit

- **MU: Cr3A.5a** Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback, and explain rationale for changes.

- **MU: Cr3B.5a** Present the final version of personally created music to others that demonstrates craftsmanship, and explain connection to expressive intent.
- **MU: Cn10A.5a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Elements of Music

- **Rhythm:** Rhythmic Notation
- **Melody:** Pitch Notation, Performing Melodies
- **Harmony:** N/A
- **Form:** N/A
- **Timbre:** N/A
- **Expressive Qualities:** N/A

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas and two chord harmonic musical ideas	Use	Apply	2
Understanding of the structure and the elements of music (i.e. rhythm, pitch, form, and harmony)	Demonstrate	Apply	2
Selected music, read and perform using standard notation.	Analyze	Analyze	4
Analyzing selected music, read and perform using standard notation.	Read	Understand	1
Analyzing selected music, read and perform using standard notation.	Perform	Apply	2
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).	Demonstrate	Apply	2
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).	Explain	Understand	1

How intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).	Demonstrate	Apply	2
How intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).	Explain	Understand	1

Essential Questions

1. How can you read, write, perform and compose rhythmic notation in various time signatures?
2. How can you read pitch notation on a treble clef staff?
3. How can you perform different pitches on a melodic instrument?
4. How can you use expression when performing on an instrument?

Enduring Understanding/Big Ideas

1. Students can perform rhythmic patterns by showing an understanding of music notation through reading rhythms and playing them on an instrument.
2. Students can read pitch notation on a treble clef staff by understanding the specific letter name that corresponds to each line and space on the treble clef staff.
3. Students can perform different pitches on an instrument by reading the line or space that a note is on and understanding how to play that specific note on a melodic instrument.
4. Students can perform expression on a melodic instrument.

Unit Vocabulary

Academic Cross-Curricular Words	Content/Domain Specific
	Time Signature Harmony <i>Mezzo Forte</i> <i>Mezzo Piano</i> First Ending Second Ending

Topic 1: Rhythm

Engaging Experience 1

Learning Objective: Students will be reading rhythm patterns containing sixteenth note groups.

Suggested Length of Time: 20 minutes

Standards Addressed:

Priority:

- **MU: Pr4B.5a** Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.
- **MU: Pr4B.5b** When analyzing selected music, read and perform using standard notation.
- **MU: Pr4C.5a** Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).
- **MU: Re7B.5a** 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).

Supporting:

- **MU: Cr3A.5a** Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback, and explain rationale for changes.
- **MU: Cr3B.5a** Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.

Detailed Description/Instructions:

One way to do this is to practice playing different rhythms on the drums. Have students begin by tapping the steady beat (quarter note) with one foot. Students can begin by playing quarter notes with one hand on their lap, a drum, or with drumsticks on the floor. Have the students play twice as fast by alternating hands (to represent the 8th note pairs). Try to have students tap their foot on the quarter note while doing this, but if they are not able to do that yet, you can keep the beat on a drum so that they can still hear that beat. Introduce the concept of sixteenth notes and how they make four sounds per each beat. We can call this ti-ka-ti-ka or ti-ri-ti-ri to give rhythmic representation to the concept. Have students try to compose their own groups of 4 sixteenth notes while tapping the quarter note beat with their foot. Have students reflect on their improvisation and/or composition choices and give peer feedback using Kagan strategies. To Extension: *World Music Drumming Curriculum* has several songs and improvisation activities that include sixteenth notes.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Melody

Learning Objective: Students will read standard pitch notation on the treble clef staff.

Suggested Length of Time: 30 minutes

Standards Addressed:

Priority:

- **MU: Pr4B.5a** Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.
- **MU: Pr4B.5b** When analyzing selected music, read and perform using standard notation.

Supporting: N/A

Detailed Description/Instructions:

One way to do this is to play Music Baseball. Review what a staff looks like and what the function of the treble clef is. The treble clef is also called the G clef because it curls around the 2nd line on the staff. It names this line as G. Then, you can go alphabetically (A-G) up or down by line and space and each letter of the alphabet. Teach students mnemonic devices, rhymes, and/or songs to remember the names of the lines and spaces of the staff. Some examples of these devices would include:

- **Every Good Boy Does Fine** (for the lines) and **FACE** (for the spaces).
- “E-G-B-D-F, those are the lines of the treble clef, F-A-C-E, that spells face *snap *snap, treble clef space.”
- *Music K-8 Magazine* has several videos that also show this concept and can be found on youtube.com.
- *GP Grade Four*, p. 7 “The Staff has Five” song also teaches this concept.

After students have an understanding of the names of the lines and spaces, you can begin baseball. Set up a large staff on the floor and use poly dots to set up 4 bases. Divide the class into two teams, one that will pitch first and one that will bat first. One student from each team stands at home plate. The batter decides if he or she wants a single (1 pitch), a double (2 pitches) or a triple (3 pitches). The pitcher throws 1, 2, or 3 bean bags so that they land on the staff. The student must answer all bean bags correctly and then move the corresponding number of bases. This is a way that you can do a quick assessment of students’ level of understanding and it gives constant repetition of information to the students who need more practice.

Bloom’s Levels: Apply

Webb’s DOK: 2

Engaging Experience 2

Learning Objective: Read and perform five pitches on a melodic instrument.

Suggested Length of Time: 20 minutes

Standards Addressed:

Priority:

- **MU: Pr4B.5a** Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.
- **MU: Pr4B.5b** When analyzing selected music, read and perform using standard notation.

Supporting:

- **MU: Cr3B.5a** Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.
- **MU: Cn10A.5a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Detailed Description/Instructions:

One way to do this is to teach B-A-G-E-D on the recorder using the recorder resource units found in *EEMC* and *MPO*. There are a variety of songs that will teach each of these pitches. One could start with “Just B” found in *MPO* to learn the first pitch B and progressively build the students’ knowledge/skill sets to play songs that include use of both hands to play all 5 pitches with a song such as, “Old MacDonald Had a Farm”. Have students reflect on their skills and provide peer feedback using Kagan strategies. There are also many recorder resources found in *GP Grades 3-5*, *Music Express Magazine*, and *SOM*.

Bloom’s Levels: Apply

Webb’s DOK: 2

Engaging Scenario

Engaging Scenario

Classroom Performance

Students will demonstrate their level of mastery of the elements of music in various ways, for example: Singing, playing instruments, movement, manipulatives and body percussion.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Rhythm	Students will read rhythm	One way to do this is to practice playing different rhythms on the drums. Have students	20 minutes

	patterns containing sixteenth note groups	begin by tapping the steady beat (quarter note) with one foot. Students can begin by playing quarter notes with one hand on their lap, a drum, or with drumsticks on the floor. Have the students play twice as fast by alternating hands (to represent the 8th note pairs). Try to have students tap their foot on the quarter note while doing this, but if they are not able to do that yet, you can keep the beat on a drum so that they can still hear that beat. Introduce the concept of sixteenth notes and how they make four sounds per each beat. We can call this ti-ka-ti-ka or ti-ri-ti-ri to give rhythmic representation to the concept. Have students try to compose their own groups of 4 sixteenth notes while tapping the quarter note beat with their foot. Have students reflect on their improvisation and/or composition choices and give peer feedback using Kagan strategies. To Extension: <i>World Music Drumming Curriculum</i> has several songs and improvisation activities that include sixteenth notes.	
Melody	Students will read standard pitch notation on the treble clef staff	One way to do this is to play Music Baseball. Review what a staff looks like and what the function of the treble clef is. The treble clef is also called the G clef because it curls around the 2nd line on the staff. It names this line as G. Then, you can go alphabetically (A-G) up or down by line and space and each letter of the alphabet. Teach students mnemonic devices, rhymes, and/or songs to remember the names of the lines and spaces of the staff. Some examples of these devices would include: ● Every Good Boy Does Fine (for the lines) and FACE (for the spaces). ● “E-G-B-D-F, those are the lines of the treble clef, F-A-C-E, that spells face *snap *snap, treble clef space.”	30 minutes

		• <i>Music K-8 Magazine</i> has several videos that also show this concept and can be found on youtube.com. • <i>GP Grade Four</i>, p. 7 “The Staff has Five” song also teaches this concept. After students have an understanding of the names of the lines and spaces, you can begin baseball. Set up a large staff on the floor and use poly dots to set up 4 bases. Divide the class into two teams, one that will pitch first and one that will bat first. One student from each team stands at home plate. The batter decides if he or she wants a single (1 pitch), a double (2 pitches) or a triple (3 pitches). The pitcher throws 1, 2, or 3 bean bags so that they land on the staff. The student must answer all bean bags correctly and then move the corresponding number of bases. This is a way that you can do a quick assessment of students’ level of understanding and it gives constant repetition of information to the students who need more practice.	
Melody	Students will read and perform five (5) pitches on a melodic instrument.	One way to do this is to teach B-A-G-E-D on the recorder using the recorder resource units found in <i>EEMC</i> and <i>MPO</i>. There are a variety of songs that will teach each of these pitches. One could start with “Just B” found in <i>MPO</i> to learn the first pitch B and progressively build the students’ knowledge/skill sets to play songs that include use of both hands to play all 5 pitches with a song such as, “Old MacDonald Had a Farm”. Have students reflect on their skills and provide peer feedback using Kagan strategies. There are also many recorder resources found in <i>GP Grades 3-5</i>, <i>Music Express Magazine</i>, and <i>SOM</i>.	20 minutes

Performance Skills

Subject: Music

Grade: Fifth

Name of Unit: Performance Skills

Length of Unit: One Quarter

Overview of Unit: In this unit, students will perform in groups vocally and/or instrumentally. Students will demonstrate appropriate singing posture. Students will learn to follow the cues of a conductor in rehearsal and performance settings while using proper timbre, dynamics and rhythmic accuracy. Students will utilize repeat signs and 1st and 2nd endings to follow along in written music. Students will perform independently and as a group while being exposed to multiple genres, cultures, and styles of music. Students will develop criteria to distinguish between quality and non-quality performances. Students will demonstrate appropriate listening behavior during performances.

Priority Standards for Unit

- **MU: Pr6A.5a** Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
- **MU: Pr6A.5b** Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

Supporting Standards for Unit

- **MU: Pr4A.5a** 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: Pr4B.5c** Explain how context (such as social, cultural, and historical) informs performances.
- **MU: Pr5A.5a** Apply teacher provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.
- **MU: Pr5A.5b** Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.
- **MU: Re8A.5a** Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretation to reflect expressive intent.
- **MU: Re9A.5a** Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Music, alone or with others, with expression, technical accuracy and appropriate interpretation.	Perform	Apply	2

Performance decorum and audience etiquette appropriate for the context, venue, genre, and style.	Demonstrate	Apply	2
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Essential Questions

1. How can a student improve their sound of their singing during a performance?
2. How does following the conductor's cues and directions help us make music?
3. How can students show expected performance behaviors when watching or participating in performances?
4. How can you analyze criteria for a quality performance?

Enduring Understanding/Big Ideas

1. Students can use their head voice to improve their tone quality.
2. Following the conductor's directions helps us to work as a team to make music together.
3. Students are expected to sit tall, eyes on the performer, voices off, silent bodies and applaud when appropriate.
4. Students can create criteria for quality performance by being exposed to quality and non-quality performances, having class discussions about performances, reading reviews of performances, and self-evaluation after a performance.

Unit Vocabulary

Academic Cross-Curricular Words	Content/Domain Specific
	Time Signature Harmony <i>Mezzo Forte</i> <i>Mezzo Piano</i> First Ending Second Ending

Topic 1: Vocal/Instrumental Performance Skills



Engaging Experience 1

Title: Grade-Level Rehearsal

Suggested Length of Time: 8 weeks

Standards Addressed

Priority:

- **MU: Pr6A.5a** Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.

- **MU: Pr6A.5b** Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

Supporting:

- **MU: Pr4A.5a** 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: Pr4B.5c** Explain how context (such as social, cultural, and historical) informs performances.
- **MU: Pr5A.5a** Apply teacher provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.
- **MU: Pr5A.5b** Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.
- **MU: Re8A.5a** Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.
- **MU: Re9A.5a** Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

Detailed Description/Instructions: Students will prepare to perform in a grade level program over the course of an 8-week time period. Students may practice: matching pitch, singing/playing with correct rhythm and steady beat, using appropriate tone quality, and following the conductor's cues. Show examples of similar performances and/or record the performance and have students reflect on their musicianship using Kagan strategies.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Performance Etiquette

Engaging Experience 1

Title: Grade-Level Rehearsal

Suggested Length of Time: 8 weeks

Standards Addressed:

Priority:

- **MU: Pr6A.5a** Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
- **MU: Pr6A.5b** Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

Supporting:

- **MU: Pr5A.5a** Apply teacher provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.

- **MU: Pr5A.5b** Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.

Detailed Description/Instructions: Students will prepare to perform in a grade-level program over the course of an 8-week time period. Students will practice following procedural expectations for rehearsals and performances including sitting tall, eyes on the performer, voices off, silent bodies and applauding when appropriate. Show examples of similar performances and/or record the performance and have students reflect on their performance etiquette using Kagan strategies.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario



Engaging Scenario

Grade-Level Performance

Students will prepare to perform in a grade level program over the course of an 8-week time period. Students may practice: matching pitch, singing/playing with correct rhythm and steady beat, using tone quality, and following the conductor's cues. Students will also practice following procedural expectations for rehearsals and performances including sitting tall, eyes on the performer, voices off, silent bodies and applauding when appropriate.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Vocal/ Instrumental Performance Skills	Grade-Level Rehearsal 	Students will prepare to perform in a grade level program over the course of an 8-week time period. Students may practice: matching pitch, singing/playing with correct rhythm and steady beat, using appropriate tone quality, and following the conductor's cues. Show examples of similar performances and/or record the performance and have students	8 weeks

		reflect on their musicianship using Kagan strategies.	
Performance Etiquette	Grade-Level Rehearsal	Students will prepare to perform in a grade-level program over the course of an 8-week time period. Students will practice following procedural expectations for rehearsals and performances including sitting tall, eyes on the performer, voices off, silent bodies and applauding when appropriate. Show examples of similar performances and/or record the performance and have students reflect on their performance etiquette using Kagan strategies.	8 weeks

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.



Symbols:

This symbol depicts an experience that can be used to assess a student's 21st Century Skills using the rubric provided by the district.



This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.