

Quinton Township School District
Music
Grade 5
[Pacing Guide](#)

Marking Period:	One	Unit Title:	Introduction to Music Appreciation	Pacing:	10 days
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Unit Summary: When students reach fifth grade, the main premise of the class changes from being primarily action and performance based to being more academic and analytical. Many of the exercises will involve listening examples from various historical eras while students fill in listening guides. The musical elements they learned since pre-K will be a basis for understanding the listening examples. Through the year, we will still continue working on rhythm reading, note reading, and solfege.

Objectives:

Week 1: Understand what is expected of them through the year, including the syllabus of activities and classroom rules.

Week 2: Count rhythms with eighth note subdivisions, write 2-note melodies using solfege, identify characteristics of two compositions of the Baroque Era, and distinguish major from minor tonalities.

Week 3: Write 3-note melodies using solfege, count rhythms using eighth note subdivisions, distinguish major and minor tonalities, find similarities and differences between two compositions of the Baroque Era, use audiation as a musical skill.

Week 4: Identify notes of the staff, write melodies using solfege, count rhythms using eighth note subdivisions, identify aspects of what creates mood and emotion in music, identify characteristics of a Baroque Era composition using a listening guide, identify major, minor, chromatic, and pentatonic scales

Week 5: Count rhythms using eighth note subdivisions, identify staff notes and ledger line notes, write melodies using solfege, identify aspects of what creates mood and emotion in music, identify characteristics of a composition from the Baroque Era in a listening guide, identify major, minor, chromatic, and pentatonic scales

Week 6: Count rhythms, identify notes on the treble and bass clefs, identify dynamic variations in a classical composition, identify various notes of the scale using solfege.

Week 7: Identify notes on the treble and bass clefs, identify characteristics of a classical composition, identify various notes of the scale using solfege, identify dynamic changes.

Week 8: Identify various types of dynamics. subdivide rhythms, and write note patterns based on solfege.

Week 9: Identify staff notes, read music on handbells, compose melodies.

Week 10: Notate music using solfege as a guide, subdivide syncopated rhythms.

Essential Questions:

1. How do individual tastes in music differ?
2. How can we describe Music?
3. What are aspects of the Baroque style?
4. What musical elements affect the mood or emotion of a song?
5. How do major and minor affect the mood or emotion of a song?
6. How has music developed throughout history?
7. How do dynamics affect the mood of a song?
8. How does reading music help a musician?

NJSLS - Visual and Performing Arts:

- 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.
- 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.
- 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
- 1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.

Interdisciplinary Connections: SL.PE.5.1, 6.1.5.CivicsCM.3

Career Readiness, Life Literacies, and Key Skills: 9.4.5.CT.4, 9.4.5.GCA.1

Computer Science and Design Thinking: 8.1.5.DA.5, 9.4.5.DC.1

Career Education: 9.2.5.CAP.1, 9.2.5.CAP.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1: *Review rules, grading system, and positive behavior system. *Review syllabus of musical styles to be covered this year. Week 2: *Students will listen to two selections of music written between 1600 and 1750. This period of time is called the Baroque Era. Students are to identify which is major and minor *Review counting of quarter notes, eighth notes, and quarter rests *Name notes on the staff *Review s-m on lines *A student will play a melody on bells from the staff on the board (Twinkle Twinkle). Next, the rhythm of the notes will be changed, and the song will become "Baa Baa Black Sheep." Week 3:	Teacher-created materials	Listening guides, pencils, recordings of musical compositions from the Baroque and Classical eras.	• Smart Board Applications • Google Applications • mp3 recordings

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*Students will count to eight and clap on various numbers - then perform inside count. *Write rhythms with quarter notes, eighth notes, quarter rests, and eighth rests. *Play “Camptown Races” on bells. *Review transposition *Review s-m on lines. Add “la”. *Advanced solfege- s m l d d’ l t *Finish yellow sheet to Water Music Suite *Students will practice reading staff notes on handbells. *Review rhythm cards. Week 4: *Review rhythm cards- individual, and groups with ties. *Identify major, minor, pentatonic, and chromatic scales. *Review s-m on spaces, including la. Add do. *Advanced solfege- s l d m r f s and *Listen to Toccata and Fugue- Students will fill in yellow sheets *Class will practice saying names of combinations of E’s and D’s on staff. Add C. Students will practice playing on hand bells. *Pumpkin Pumpkin Charade game, canon. *Ask an essential question: What musical elements affect the mood or emotion of a song? Give an example of a familiar song and play in major and minor. Week 5:			
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*Review Toccata and Fugue- instrument, minor key, etc. *Identify major, minor, pentatonic, and chromatic scales *Review rhythm cards- individual, and groups with ties. *Review s-m-l on spaces. Add do. *Class will practice saying names of combinations of E's and D's on staff. Add C. *Students will practice playing on hand bells. *Pumpkin Pumpkin Charade game, canon. Week 6: *Review major, minor, and chromatic scales. *Hand out dynamic signs. *Students will show dynamic signs to recordings of Beethoven's fifth. *Discuss title and composer of the piece after the dynamic activity. *Students will clap and count individual rhythms note cards with subdivisions written in. They will then put them together as puzzles and clap them together. *Review staff note sentences for treble and bass clefs, as well as ledger lines. *Class will practice saying names of combinations of E's and D's on staff. Add C. *Students will practice playing on hand bells. Week 7: *Fill in yellow sheet to "Symphony #5" Include a review of dynamic changes and add them to the section of "other characteristics" on the yellow sheet.			
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*Test students on Rhythm evaluation. *Pair up strong students to teach weaker ones. *Review subdivision cards. Try with no numbers written in. *Review yellow sheet to “Symphony #5” *Students will move magnets to solfege patterns played on the piano. s m l d’ l l t s l m d r r l, Harmony s l m m m m s s l m m d d d Week 8: *Review dynamic signs *Write melodic patterns based on solfege. *Review Rhythm subdivision cards Week 9: *Students will be paired up with a staff and bingo chips. They will transcribe the melody they hear each time with the bingo chips, using solfege as the basis. *Students will work in groups. Each group will get a staff paper and bingo chips. They are to compose a two-measure melody on their papers as a group. Each group will then present their composition on the board and play it for the class on handbells. Groups will be told that each measure must have four beats, and they will be encouraged to write something that challenges them, but not so challenging that they cannot play it successfully.			
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Week 10: *Write solfege patterns with bingo chips (taking dictations from patterns played by the teacher). *Review Rhythm subdivision- students will clap the patterns individually and as a class.			
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Assessments	
Formative Assessments - Teacher Observation - Class Discussion	Summative Assessments - Listening guides - Assessments: Listening for instruments, tempo, tonality (major or minor), dynamics
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time.	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available.	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively.	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive

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• Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Quinton Township School District
Music
Grade 5

Marking Period:	2	Unit Title:	The Elements of a Composition	Pacing:	10 days
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Unit Summary: Students will be asked to look more in depth at the listening examples They will identify musical elements such as meter, dynamics, and runs. They will also explore how a piece from the Classical Era can be arranged in a modern style. Students will begin preparing for the Rhythmolympics this marking period, continuing with sixteenth note subdivisions.

Objectives:

Week 1: Identify various arranging tools, identify the melody of a song after it is arranged in a different style.
Week 2: Identify in-tune and out-of-tune playing, identify in-sync and out-of-sync playing, subdivide rhythms.
Week 3: Identify various notes of the scale, identify aspects of a Romantic era composition, identify tools of arranging.
Week 4: Identify various notes of the scale, identify aspects of a Romantic era composition, identify tools of arranging.
Week 5: Subdivide rhythms down to the sixteenth.
Week 6: Identify various notes of the scale through the use of solfege.
Week 7: Count rhythms, identify music of various styles and composers, and identify meters in two and three.
Week 8: Identify the subdivisions in various types of rests and notes.
Week 9: Subdivide rhythms to the sixteenth note.
Week 10: Subdivide rhythms with sixteenth notes and rests.

Essential Questions:

1. What is an arrangement?
2. What makes a song out of tune?

3. How can a music arranger create variations on a song?
4. How are rhythms subdivided?
5. How does reading music help a musician?
6. How does meter affect the way a song feels?
7. What are the characteristics of an arrangement?
8. How can note reading help students (us) understand music?

NJSLS - Visual and Performing Arts:

- Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
- 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
- 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
- 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
- 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.

Interdisciplinary Connections: SL.PE.5.1, 6.1.5.CivicsCM.3

Career Readiness, Life Literacies, and Key Skills: 9.4.5.CT.4, 9.4.5.GCA.1

Computer Science and Design Thinking: 8.1.5.DA.5, 9.4.5.DC.1

Career Education: 9.2.5.CAP.1, 9.2.5.CAP.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1: *Students will listen to "Camptown Races" played in the style of China, Ireland, South America, Ukraine, Austria, Spain, and America. They identify which country they are hearing, based on the characteristics of the arrangement. Week 2: *Review arranging tools from memory. *Students will listen to "Deck the Hall" eight times from the garageband recording. They are to circle "in tune" or "out of tune" and do the same for "in sync" and "out of sync." *Count and clap rhythms from subdivision cards. Week 3: *Introduce fanfares. Play them on piano and ask the students questions as to what instruments would normally play these and what type of events would have fanfares *Listen to "March of the Toy Soldiers" and identify where the fanfares are. *Play Solfege Simon *Fill in sheets for in-sync vs. in-tune *Fill in voice parts sheets (SATB) to "Joy to the World" Week 4:	Teacher-created materials	Listening guides, pencils, recordings of musical compositions from the Baroque and Classical, and Romantic eras, rhythm flash cards	• Smart Board Applications • Google Applications • Tutorial videos • pdf flash cards

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*Fill in yellow listening guides to March of the Toy Soldiers. Students are to include the fact that there is a fanfare that frequently comes up in the composition. *Play Solfege Simon Week 5: *Students will watch and interact with the sixteenth note tutorial video. *Pair students in teacher-student groups to work on these rhythms. Week 6: *Students will write solfege using bingo chips with partners (partner assignments are written in my grade book). *Individual students will play the patterns for the class. If a student plays a pattern for the class and forgets his or her pattern after the first time, Mr. Wernega will step in and play it for the class a second and third time in order for them to have time to figure it out. *Review sixteenth note subdivisions Week 7: *Watch a video of sixteenth rests. *Students will work with partners teaching each other these rhythms. If time permits: *Review meters of three and two *Class will identify meters of “The Band Played On”, “Tiger Rag”, “American Patrol”, “In the Mood,” and “By the Beautiful Blue Danube”. Identify the titles of each song.			
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*Review titles and composers learned in other grades: Tocatta and Fugue Water Music Suite Symphony #5- Beethoven A Fifth of Beethoven Symphony #40- Mozart Week 8: *Work with Rhythmolympics video on various types of rests. *Students will work in pairs with flash cards using rests. *Review the titles and meters from last two weeks: “The Band Played On”, “Tiger Rag”, “American Patrol”, “In the Mood,” and “By the Beautiful Blue Danube” Week 9: *Continue working on Rhythmolympics-partner students to work together *Students will be tested at the end of class to see their progress. Week 10: *Students will work in pairs on rhythm reading for the Rhythmolympics. Each pair will work on different levels of advancement, depending on the level of partners. *At the end of class, test all students on the Rhythmolympics to see how many patterns they are able to clap and count correctly in a minute.			
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Assessments	
Formative Assessments - Teacher Observation - Class Discussion	Summative Assessments Assessments: Knowledge of musical terminology
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques. - Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. - Vary formative assessment styles to drive next point of instruction. - Create modified assessments. - Allow students to utilize online audio books, when	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some words in the students' native language. - Provide and model sentence frames to help students participate in discussion. - Provide word banks to help	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if necessary to help students cope with challenges. - Utilize strategic grouping with a positive academic role model. - Utilize graphic organizers.	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.		
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Quinton Township School District
Music
Grade 5

Marking Period:	3	Unit Title:	Contrasting Styles	Pacing:	10 days
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Unit Summary: Up to this point the students have studied the formal Baroque and Classical styles of Europe. They will now begin to study lighter American styles of music including Swing Jazz and Barbershop, as well as traditional American marches. They will use the same style of analysis with the listening guide to break down these pieces into their components. They will explore various scales, some with flats, and some with sharps in their key signatures.

Objectives:

Week 1: Identify aspects of a swing arrangement, identify various notes of the scale, distinguish harmony from unison, count rhythms, identify staff notes, identify dynamic changes, write a scale in staff notes, identify flat sign and function.

Week 2: Count rhythms using the sixteenth note subdivision.

Week 3: Identify meters of various songs, count rhythms, and read staff notes.

Week 4: Identify aspects of a swing arrangement, various notes of the scale, staff notes, dynamic changes and count rhythms.

Week 5: Identify aspects of a swing arrangement, various meters, and aspects of tympani.

Week 6: Identify the voice parts of the barbershop quartet, subdivide rhythms.

Week 7: Identify characteristics of a piece from the Classical Era, identify dynamic changes.

Week 8: Sing songs for a performance, match pitch, identify various notes of the scale.

Week 9: Identify characteristics of a classical composition and review old fashioned songs.

Week 10: Write rhythms, identify various notes of the scale, count rhythms, and identify motives.

Essential Questions:

1. How does reading music improve musicianship?

2. How do beats work in groups?
3. How can music create a mood?
4. How do dynamics affect a piece of music?
5. What are aspects of reading music?
6. What are the characteristics of a march?
7. What are the characteristics of a Classical piece of music?
8. What does it take to perform well?
9. How can solfege help a musician?

NJSLS - Visual and Performing Arts:

- 1.3A.5.Re7: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
- 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
- 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.
- 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
- 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
- 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
- 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.

Interdisciplinary Connections: SL.PE.5.1, 6.1.5.CivicsCM.3

Career Readiness, Life Literacies, and Key Skills: 9.4.5.CT.4, 9.4.5.GCA.1

Computer Science and Design Thinking: 8.1.5.DA.5, 9.4.5.DC.1

Career Education: 9.2.5.CAP.1, 9.2.5.CAP.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1: *Individual students will audition for the Rhythmolympics semifinals by seeing how many rhythms they can clap correctly in one minute. The other students are to practice clapping silently with two fingers while each student goes. *If time permits, review old fashioned songs from last Grandparents Day. Introduce two more- "Grand Old Flag" and "Yankee Doodle Boy". *Build a "B Flat" scale. *Harmony activity- Ask students if one or two notes are being played on the piano. Students will match single and double notes. *Review sixteenth notes with quarter notes. Add quarter rest. Add pair of eighth notes if students are ready. Add eighth note and eighth rest. Add eighth and sixteenth combinations on a beat. *Students explain the subdivisions in quarter and eighth notes. *Review E D C on piano. Each student will play piano and read music. *Solfege Simon Game	Teacher-created materials	Listening guides, pencils, recordings of musical compositions in the styles of Swing Jazz, marches, and Barbershop, magnet notes, staff board, piano	• Smart Board Applications • Google Applications • mp3 recordings

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Week 2: *Individual students will audition for the Rhythmolympics semifinals by seeing how many rhythms they can clap correctly in one minute. The other students are to practice clapping silently with two fingers while each student goes Week 3: *Teach Al Citron Game *Students will work in groups, clapping the meters of the following tunes: In the Mood, Tiger Rag, American Patrol, By the Beautiful Blue Danube, and Eine Kleine Nacht Musik. *They will then name the tunes when I play them again. *Students will play handbells to melodies written on the board. Week 4: *Review names and composers of tunes- Toccata and Fugue, Water Music Suite, Beethoven's fifth, American patrol, Give My Regards, Bicycle Built for Two, Sidewalks of New York, Merry Oldmobile, Good Old Summertime, Eine Kleine Nacht Musik, Tiger Rag, American Patrol *Meter clapping- two- Give My Regards, Three- Blue Danube, Four- In the Mood, five- Take Five. *Chair game- writing rhythms in eight-beat patterns.			
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*Review old fashioned songs from last Grandparents Day. Introduce two more- “Grand Old Flag” and “Yankee Doodle Boy”. Fill in Yellow sheet to "Eine Kleine Nacht Musik." *Review sixteenth notes with quarter notes. Add quarter rest. Add pair of eighth notes if students. Add eighth note and eighth rest. Add eighth and sixteenth combinations on a beat. *Students are to be able to explain the subdivisions in quarter and eighth notes. *Review E D C on piano. Each student will play piano and read music. Week 5: *Students will identify songs recorded by tympani. Show videos and pictures of timpani. Review piano notes. *Review meter clapping- two- Give My Regards, Three- Blue Danube, Four- In the Mood, five- Take Five. *Chair game- writing rhythms in eight-beat patterns. *Listen to an American patrol march and hold up dynamic cards. Discuss characteristics of the piece. Week 6: *Continue lessons on piano. Individual students will take turns playing lines. *Review the voice parts of barbershop quartet.			
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Week 7: *Listen to Eine Kleine Nacht Musik and hold up dynamic cards. *Students will come up and play a line of music on the piano. Week 8: *Review Old Fashioned songs. *Fill in Yellow Sheet to “American Patrol” (swing arrangement) Week 9: *Review piano notes- each student will come to the piano and read a line of music. *Sing through a packet of 1890s songs. *Review "Four White Horses" if time permits Week 10: *Play Solfege on bells in groups. Each student will have one of the bells to be repeated back in the pattern. *Write solfege in magnet notes: s m l d' d m f s l d' t l s m s m d r d l, s, *Continue Solfege Simon Game. *Show dynamic cards for Stars and Stripes Forever.			
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Assessments	
Formative Assessments • Scales with magnet notes and sharps/flats • Teacher observation of music reading and writing activities • Class Discussion	Summative Assessments • Rhythmolympic Scores • Listening Guides
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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• Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• model. • Utilize graphic organizers.	
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Quinton Township School District
Music
Grade 5

Marking Period:	4	Unit Title:	The Voice as a Musical Instrument	Pacing:	10 days
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Unit Summary: Students will be introduced to the voice, addressing the mechanisms that create sound, as well as various injuries the voice can encounter. They will learn about careers that not only depend on the voice, but also put the voice at risk of injury. They will learn about healthy habits with the voice to prevent the onset of injuries and prolong a healthy vocal life, incorporating techniques they learned in previous school years. Students will explore musical terminology. They will practice conducting patterns and gain an awareness of the role of a conductor.

Objectives:

Week 1: Identify the four voice parts of the choir
Week 2: Identify aspects of vocal health, identify various notes of the scale.
Week 3: Identify aspects of the voice and vocal health.
Week 4: Identify aspects of vocal health and vocal injuries, aspects of a march composition, and various notes of the scale.
Week 5: Take melodic dictations and identify specific musical terminology.
Week 6: Identify components of a barbershop quartet, identify various notes of the scale.
Week 7: Identify various notes of the scale, perform conducting patterns in three and four, and various melodic intervals.
Week 8: Identify staff notes, count rhythms, and play tone chimes.
Week 9: Identify staff notes, various compositions and their composers and styles, and various notes of the scale.
Week 10: Take melodic dictations using solfege.

Essential Questions:

1. How do dynamics enhance a piece of music?
2. How can we have a healthy singing voice?
3. What are aspects of a Sousa March?
4. How can we keep our voices healthy?
5. How does solfege relate to the scale?
6. How does solfege help a musician?
7. How are the various notes of the scale related?
8. What makes one style different from another?
9. How can solfege help a musician?

NJSLS - Visual and Performing Arts:

- 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.
- 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
- 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
- 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
- 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.
- 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.

Interdisciplinary Connections: 2.3.5.PS.1, 2.2.5.N.1, SL.PE.5.1, 6.1.5.CivicsCM.3

Career Readiness, Life Literacies, and Key Skills: 9.4.5.CT.4, 9.4.5.GCA.1

Computer Science and Design Thinking: 8.1.5.DA.5, 9.4.5.DC.1

Career Education: 9.2.5.CAP.1, 9.2.5.CAP.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1: *Review "American Patrol." *Students will hold up dynamic cards to "Stars and Stripes." *They will name the piece and identify that there is a piccolo solo in the middle. *Review piano notes. *Play Solfege Simon. Week 2: *Students will explore a powerpoint presentation on vocal health. Week 3: Continue Vocal health lessons. Week 4: *Students will listen to a polyphonic passage from Handel's "Hallelujah" and identify each voice part as it comes in. *Students will look at the definition of vibrato, then listen to a voice singing the same passage with and without vibrato, identifying the difference. *Students will listen to a CD with 16 tracks. They will have a word bank, and they are to write the word that corresponds with each	Internet sources on voice injuries and the otolaryngologist	Listening guides, presentations, staff board, magnet notes, solfege chart	• Smart Board Applications • Google Applications • powerpoint • Youtube videos • Tutorial videos

track. *Play Solfege Simon if time permits. Week 5: *Play notes on the piano and have students sing back in solfege *Students will work in pairs with a staff paper and bingo chips, putting them on the correct lines according to the solfege played on the piano. For each example a pair of students will go to the board and move the magnets. *If time permits students will play Solfege Simon and four white horses. Week 6: *Students will be asked to identify solfege patterns using sol, mi, do, re, high do, la, and low la. *Review Barbershop voice parts. *Play Solfege Simon. Week 7: *Teach conducting patterns in three and four. *Teach intervals of fourth and fifth. *Students will play Solfege Simon. Week 8: *Students will work in pairs with bingo chips. They will listen to examples and move the chips to the appropriate notes. *Students will do crossword puzzles in order to review what we covered this year.			
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*Play Solfege on bells in groups. Each student will have one of the bells to be repeated back in the pattern. Week 9: *Students will read melodies off the board on tone chimes. Week 10: Students will write melodies based on solfege using bingo chips and staff paper.			
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Assessments	
Formative Assessments - Teacher Observation in activities - Class Discussion	Summative Assessments Assessments: solfege patterns using sol, mi, do, re, high do, la, and low la in patterns, tonal memory, melodic contour recognition, and interval recognition
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively.	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent	Promote self-initiated and self-directed learning for growth through independent projects.

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• Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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