

Wallenpaupack Area School District Planned Course Curriculum Guide

Music

General Music – Fifth Grade

Course Description:

Students in Grade 5 participate in all General Music activities. Appropriate music making experiences include group activities such as singing, rhythms, listening, historical/cultural music, song games, playing classroom instruments, learning/drawing musical symbols, and reading notation from the Treble Clef. Reading and writing the note names are reinforced through various musical experiences. Teaching and technology are constantly evolving and changing. Because of this, new and various resources become available online.

Revision Date:

February 16, 2023

Revised by:

Loriann Kerber, Marcia Knisely & Lisa Holden

Wallenpaupack Area School District Curriculum	
COURSE: General Music	GRADE/S: Fifth Grade
UNIT 1: Rhythm	TIMEFRAME: School year

PA COMMON CORE/NATIONAL STANDARDS:

9.1
9.3
9.4

UNIT OBJECTIVES (SWBATS):

Clap steady beat and ostinatos
Recognize various rhythm values
Recognize changing tempos
Recognize rhythm patterns

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Play rhythm instruments
Accompany music using various rhythm values
Accompany songs with rhythm instruments
Group movement (body percussion)
Recognizing and reading various rhythm patterns
Composing with simple rhythms and time signatures

ANCHOR VOCABULARY: steady beat, rhythm, tempo, time signature, notes/rest values

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Teacher observation
- Student participation

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

Teacher observation
Student participation

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

Incorporate technology
Create an inclusive classroom
Provide choice
Use scaffolding
Balance group work and individual work

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

www.musicplayonline.com
www.musick8.com

RESOURCE SPECIFIC VOCABULARY:

Tempo, notation of Treble Staff lines & spaces, whole, half, quarter, eighth notes & rests, steady beat, time signature, dotted whole, dotted half, dotted quarter, dotted eighth notes & rests

Wallenpaupack Area School District Curriculum	
COURSE: General Music	GRADE/S: Fifth Grade
UNIT 2: Melody	TIMEFRAME: School year

PA COMMON CORE/NATIONAL STANDARDS:

9.1
9.3
9.4

UNIT OBJECTIVES (SWBATS):

Matching pitch
Sing melodies through echo/response
Pentatonic and diatonic melodies
Identify high/low and long/short sounds
Solfège hand signs/singing
Melody singing with or without accompaniment
Melody contour
Scales

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Echo songs
Solfège
Pentatonic/diatonic scales
Movement of notes – up, down, stays the same
Singing
Rote teaching
Improvisation

ANCHOR VOCABULARY: pitch, high, medium & low sounds, same sounds, improvisation, solfège

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Teacher observation
- Student participation

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

Teacher observation
Student participation

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

Incorporate technology
Create an inclusive classroom
Provide choice
Use scaffolding
Balance group work and individual work

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

www.musicplayonline.com
www.musick8.com

RESOURCE SPECIFIC VOCABULARY: matching pitch, high, medium & low sounds, same sounds, solfege, melody contour, improvisation

Wallenpaupack Area School District Curriculum	
COURSE: General Music	GRADE/S: Fifth Grade
UNIT 3: Timbre	TIMEFRAME: School year

PA COMMON CORE/NATIONAL STANDARDS: 9.1 9.3 9.4
UNIT OBJECTIVES (SWBATS): Identify classroom and orchestral instruments by name and sound Identify sound quality and differences
INSTRUCTIONAL STRATEGIES/ACTIVITIES: Play classroom instruments Listening and analyzing a variety of instruments Listening and analyzing a variety of musical ensembles (vocal/instrumental) Listening and analyzing different genres of music
ANCHOR VOCABULARY: Genre, analyzing, listening, ensembles
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): • Teacher observation • Student participation
EVIDENCE OF MASTERY/Cut Score (Keystone Exam): Teacher observation Student participation
DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Incorporate technology Create an inclusive classroom Provide choice Use scaffolding Balance group work and individual work
RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): www.musicplayonline.com www.musick8.com
RESOURCE SPECIFIC VOCABULARY: Identify, instrument names, instrument families, sounds

Wallenpaupack Area School District Curriculum	
COURSE: General Music	GRADE/S: Fifth Grade
UNIT 4: Culture/History	TIMEFRAME: School year

PA COMMON CORE/NATIONAL STANDARDS:

9.1
9.2
9.3
9.4

UNIT OBJECTIVES (SWBATS):

Identify music in daily experiences
Identify characteristics that make music suitable for specific use
Demonstrate appropriate behavior for context and style of music performed

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Listening
Singing
Participating in classroom activities

ANCHOR VOCABULARY: Listening, composers, genres, cultural,

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Teacher observation
- Student participation

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

Teacher observation
Student participation

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

Incorporate technology
Create an inclusive classroom
Provide choice
Use scaffolding
Balance group work and individual work

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

www.musicplayonline.com
www.musick8.com
www.classicsforkids.com

RESOURCE SPECIFIC VOCABULARY:

Genre, style, culture, listening

Wallenpaupack Area School District Curriculum	
COURSE: General Music	GRADE/S: Fifth Grade
UNIT 5: Form	TIMEFRAME: School year

PA COMMON CORE/NATIONAL STANDARDS: 9.1 9.3 9.4
UNIT OBJECTIVES (SWBATS): Two-part form Compare/contrast Improvisation
INSTRUCTIONAL STRATEGIES/ACTIVITIES: Identify two-part music (AB form) Listening
ANCHOR VOCABULARY: form, AB form (two-part music)
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): • Teacher observation • Student participation
EVIDENCE OF MASTERY/Cut Score (Keystone Exam): Teacher observation Student participation
DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Incorporate technology Create an inclusive classroom Provide choice Use scaffolding Balance group work and individual work
RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): www.musicplayonline.com www.musick8.com
RESOURCE SPECIFIC VOCABULARY: Form, AB form, verse, chorus, two part music, refrain

Wallenpaupack Area School District Curriculum

COURSE: General Music

GRADE/S: Fifth Grade

UNIT 6: Dynamics

TIMEFRAME: School year

PA COMMON CORE/NATIONAL STANDARDS:

9.1

9.3

9.4

UNIT OBJECTIVES (SWBATS):

Identify soft and loud

Identify the piano and forte (p & f)

Identify mezzo piano and forte (mp & mf)

Identify very soft and very loud (pp & ff)

Identify crescendo and decrescendo (< >)

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Singing

Playing classroom instruments

Listening examples

ANCHOR VOCABULARY: loud, soft, piano and forte, dynamics

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Teacher observation
- Student participation

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

Teacher observation

Student participation

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

Incorporate technology

Create an inclusive classroom

Provide choice

Use scaffolding

Balance group work and individual work

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

www.musicplayonline.com

www.musick8.com

RESOURCE SPECIFIC VOCABULARY: piano, forte, pianissimo, fortissimo, mezzo piano, mezzo forte, decrescendo, and crescendo

Wallenpaupack Area School District Curriculum	
COURSE: General Music	GRADE/S: Fifth Grade
UNIT 7: Performance	TIMEFRAME: School year
PA COMMON CORE/NATIONAL STANDARDS: 9.1 9.2 9.3 9.4	
UNIT OBJECTIVES (SWBATS): Perform variety of songs learned and memorized Demonstrate appropriate behavior for context and style of music performed	
INSTRUCTIONAL STRATEGIES/ACTIVITIES: Listening Singing Movement	
ANCHOR VOCABULARY: Listening, matching pitch, memorization	
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): - Teacher observation - Student participation	
EVIDENCE OF MASTERY/Cut Score (Keystone Exam): Teacher observation Student participation Attendance at public performance	
DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Incorporate technology Create an inclusive classroom Provide choice Use scaffolding Balance group work and individual work	
RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): www.musicplayonline.com www.musick8.com	
RESOURCE SPECIFIC VOCABULARY: Pitch, memorize, behavior, listening	

Wallenpaupack Area School District Curriculum	
COURSE: General Music	GRADE/S: Fifth Grade
UNIT 8: Harmony	TIMEFRAME: School year

PA COMMON CORE/NATIONAL STANDARDS: 9.1 9.2 9.3 9.4
UNIT OBJECTIVES (SWBATS): Recognize that harmony is present in the music Differentiate between consonance and dissonance
INSTRUCTIONAL STRATEGIES/ACTIVITIES: Listening Singing Participating in classroom activities
ANCHOR VOCABULARY: Harmony, consonance, dissonance
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): • Teacher observation • Student participation
EVIDENCE OF MASTERY/Cut Score (Keystone Exam): Teacher observation Student participation Attendance at public performance
DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Incorporate technology Create an inclusive classroom Provide choice Use scaffolding Balance group work and individual work
RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): www.musicplayonline.com www.musick8.com
RESOURCE SPECIFIC VOCABULARY: Harmony, consonance, dissonance