

# **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 |                               |
|-----------------------------------------------|-------------------------------|
| <b>COURSE: General Music</b>                  | <b>GRADE/S: Fifth Grade</b>   |
| <b>UNIT 1: Rhythm</b>                         | <b>TIMEFRAME: School year</b> |

**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](http://www.musicplayonline.com)  
[www.musick8.com](http://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 |                               |
|-----------------------------------------------|-------------------------------|
| <b>COURSE: General Music</b>                  | <b>GRADE/S: Fifth Grade</b>   |
| <b>UNIT 2: Melody</b>                         | <b>TIMEFRAME: School year</b> |

**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](http://www.musicplayonline.com)  
[www.musick8.com](http://www.musick8.com)

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

| Wallenpaupack Area School District Curriculum |                               |
|-----------------------------------------------|-------------------------------|
| <b>COURSE: General Music</b>                  | <b>GRADE/S: Fifth Grade</b>   |
| <b>UNIT 3: Timbre</b>                         | <b>TIMEFRAME: School year</b> |

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| <b>PA COMMON CORE/NATIONAL STANDARDS:</b><br>9.1<br>9.3<br>9.4                                                                                                                                                                                                    |
| <b>UNIT OBJECTIVES (SWBATS):</b><br>Identify classroom and orchestral instruments by name and sound<br>Identify sound quality and differences                                                                                                                     |
| <b>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</b><br>Play classroom instruments<br>Listening and analyzing a variety of instruments<br>Listening and analyzing a variety of musical ensembles (vocal/instrumental)<br>Listening and analyzing different genres of music |
| <b>ANCHOR VOCABULARY:</b> Genre, analyzing, listening, ensembles                                                                                                                                                                                                  |
| <b>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</b> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student participation</li> </ul>                                                                                           |
| <b>EVIDENCE OF MASTERY/Cut Score (Keystone Exam):</b><br>Teacher observation<br>Student participation                                                                                                                                                             |
| <b>DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)</b><br>Incorporate technology<br>Create an inclusive classroom<br>Provide choice<br>Use scaffolding<br>Balance group work and individual work                                 |
| <b>RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):</b><br><a href="http://www.musicplayonline.com">www.musicplayonline.com</a><br><a href="http://www.musick8.com">www.musick8.com</a>                                                           |
| <b>RESOURCE SPECIFIC VOCABULARY:</b> Identify, instrument names, instrument families, sounds                                                                                                                                                                      |

| Wallenpaupack Area School District Curriculum |                               |
|-----------------------------------------------|-------------------------------|
| <b>COURSE:</b> General Music                  | <b>GRADE/S:</b> Fifth Grade   |
| <b>UNIT 4:</b> Culture/History                | <b>TIMEFRAME:</b> 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](http://www.musicplayonline.com)  
[www.musick8.com](http://www.musick8.com)  
[www.classicsforkids.com](http://www.classicsforkids.com)

**RESOURCE SPECIFIC VOCABULARY:**

Genre, style, culture, listening

| Wallenpaupack Area School District Curriculum |                               |
|-----------------------------------------------|-------------------------------|
| <b>COURSE: General Music</b>                  | <b>GRADE/S: Fifth Grade</b>   |
| <b>UNIT 5: Form</b>                           | <b>TIMEFRAME: School year</b> |

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| <b>PA COMMON CORE/NATIONAL STANDARDS:</b><br>9.1<br>9.3<br>9.4                                                                                                                                                                    |
| <b>UNIT OBJECTIVES (SWBATS):</b><br>Two-part form<br>Compare/contrast<br>Improvisation                                                                                                                                            |
| <b>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</b><br>Identify two-part music (AB form)<br>Listening                                                                                                                                     |
| <b>ANCHOR VOCABULARY:</b> form, AB form (two-part music)                                                                                                                                                                          |
| <b>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</b> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student participation</li> </ul>                                                           |
| <b>EVIDENCE OF MASTERY/Cut Score (Keystone Exam):</b><br>Teacher observation<br>Student participation                                                                                                                             |
| <b>DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)</b><br>Incorporate technology<br>Create an inclusive classroom<br>Provide choice<br>Use scaffolding<br>Balance group work and individual work |
| <b>RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):</b><br><a href="http://www.musicplayonline.com">www.musicplayonline.com</a><br><a href="http://www.musick8.com">www.musick8.com</a>                           |
| <b>RESOURCE SPECIFIC VOCABULARY:</b><br>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](http://www.musicplayonline.com)

[www.musick8.com](http://www.musick8.com)

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

| Wallenpaupack Area School District Curriculum                                                                                                                                                                                     |                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <b>COURSE: General Music</b>                                                                                                                                                                                                      | <b>GRADE/S: Fifth Grade</b>   |
| <b>UNIT 7: Performance</b>                                                                                                                                                                                                        | <b>TIMEFRAME: School year</b> |
| <b>PA COMMON CORE/NATIONAL STANDARDS:</b><br>9.1<br>9.2<br>9.3<br>9.4                                                                                                                                                             |                               |
| <b>UNIT OBJECTIVES (SWBATS):</b><br>Perform variety of songs learned and memorized<br>Demonstrate appropriate behavior for context and style of music performed                                                                   |                               |
| <b>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</b><br>Listening<br>Singing<br>Movement                                                                                                                                                   |                               |
| <b>ANCHOR VOCABULARY: Listening, matching pitch, memorization</b>                                                                                                                                                                 |                               |
| <b>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</b> <ul style="list-style-type: none"> <li>Teacher observation</li> <li>Student participation</li> </ul>                                                               |                               |
| <b>EVIDENCE OF MASTERY/Cut Score (Keystone Exam):</b><br>Teacher observation<br>Student participation<br>Attendance at public performance                                                                                         |                               |
| <b>DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)</b><br>Incorporate technology<br>Create an inclusive classroom<br>Provide choice<br>Use scaffolding<br>Balance group work and individual work |                               |
| <b>RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):</b><br><a href="http://www.musicplayonline.com">www.musicplayonline.com</a><br><a href="http://www.musick8.com">www.musick8.com</a>                           |                               |
| <b>RESOURCE SPECIFIC VOCABULARY:</b><br>Pitch, memorize, behavior, listening                                                                                                                                                      |                               |



| Wallenpaupack Area School District Curriculum |                               |
|-----------------------------------------------|-------------------------------|
| <b>COURSE: General Music</b>                  | <b>GRADE/S: Fifth Grade</b>   |
| <b>UNIT 8: Harmony</b>                        | <b>TIMEFRAME: School year</b> |

  

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| <b>PA COMMON CORE/NATIONAL STANDARDS:</b><br>9.1<br>9.2<br>9.3<br>9.4                                                                                                                                                             |
| <b>UNIT OBJECTIVES (SWBATS):</b><br>Recognize that harmony is present in the music<br>Differentiate between consonance and dissonance                                                                                             |
| <b>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</b><br>Listening<br>Singing<br>Participating in classroom activities                                                                                                                      |
| <b>ANCHOR VOCABULARY:</b> Harmony, consonance, dissonance                                                                                                                                                                         |
| <b>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</b> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student participation</li> </ul>                                                           |
| <b>EVIDENCE OF MASTERY/Cut Score (Keystone Exam):</b><br>Teacher observation<br>Student participation<br>Attendance at public performance                                                                                         |
| <b>DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)</b><br>Incorporate technology<br>Create an inclusive classroom<br>Provide choice<br>Use scaffolding<br>Balance group work and individual work |
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| <b>RESOURCE SPECIFIC VOCABULARY:</b><br>Harmony, consonance, dissonance                                                                                                                                                           |