



Mount Pleasant Central School District

5th Grade General Music, Performing Arts

We believe music education should provide all students with a love and appreciation for music, an aesthetic form of expression and a standard of excellence achieved through musical performance; an education in music should develop the lifelong learning abilities necessary to contribute to a more cultured, educated society.

Course Summary: What does it mean to be a musician? What kind of skills are essential? In this course students will be engaging in various musical experiences helping them further develop as musicians. At several points throughout the year, students will be reflecting on their experiences and determining the different skills/qualities a musician should have. Instructions emphasize the development of music literacy, proper vocal production, and the POL traits Collaboration, Empathy, and Reflection. Assessment will primarily be through performances, music literacy check-ins, and reflection activities.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
Classroom Expectations and 'Breaking the Ice'	September	<ul style="list-style-type: none"> - Ice Breaker activities that focus on team building - Group singing activities to refresh students on proper singing technique. - MUSIC - (Make good choices, Use instruments with care, Show respect, Involve yourself, Contribute Positively. 	<ul style="list-style-type: none"> - Collaboration - MUSIC - Artistic Citizenship 	POL Traits: Collaborator, Communicator, Empathetic MU:Pr4.1.4 a. Demonstrate and explain how the music that they selected to perform (from teacher or student provided options) is influenced by personal interest, knowledge, purpose, and context MU:Pr4.2.4 a. Demonstrate knowledge of the elements of music (such as rhythm and pitch) in music selected for performance.	<ul style="list-style-type: none"> - Differentiating between head voice/chest voice and healthy/unhealthy singing - Differentiation between dynamics and tone/timbre qualities 	<ul style="list-style-type: none"> - Students will engage in icebreaking activities that reinforce the classroom expectations. - Students will engage in group singing activities to create comfortability and trust amongst their classmates. 	

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Winter Concert Preparation	September-December	- Varied repertoire selected for the ensemble	<ul style="list-style-type: none"> - Chest Voice/ Head Voice - Dynamics - Phrasing - Tone - Performance Etiquette - Articulation 	MU:Pr4.1.E.5: a. Select varied repertoire to study (from teacher- or student-provided options) based on interest, music literacy, an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.	<ul style="list-style-type: none"> - Performance Etiquette - Singing - Navigating their instrument 	<ul style="list-style-type: none"> - Chest Voice vs. Head Voice and when to use them - Students will understand the process of learning and refining music for performance. 	<ul style="list-style-type: none"> - Post-Concert Reflection
Music Styles	January-February	- Careers in the music industry	<ul style="list-style-type: none"> - Various music styles - Conductor 	MU:Re7.2.5 a. Demonstrate and	-Analyzing selected musical excerpts from	- Music is an ever evolving art form	Identifying Jazz styles listening assessment

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		<ul style="list-style-type: none"> - Study of Jazz - Genre Study 	<ul style="list-style-type: none"> - Artist - Composer - Swing, Syncopation 	Explain how responses to music are informed by the use of the elements of music and by context	various music styles		
Harmonizing Instruments	March-May	<ul style="list-style-type: none"> - Navigating the Ukulele instrument - Reading music written for Ukulele 	<ul style="list-style-type: none"> - Chords - Strumming - Tablature - Form: Verse, Chorus, Pre-Chorus 	MU:Pr6.1.5 a. Perform a varied repertoire of prepared or improvised music, alone or with others, with technical accuracy and appropriate interpretation.	<ul style="list-style-type: none"> - Playing a harmonizing instrument and providing accompaniment for singing 	<ul style="list-style-type: none"> - Students will learn the process for learning chords on a harmonizing instrument. - What makes up a chord? 	- Ukulele Playing Assessment

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Music Identity	May-June	<ul style="list-style-type: none"> - Exploring the question “who am I as a musician?” -Selecting and performing a song for moving up ceremony 	<ul style="list-style-type: none"> - Music Identity 	MU:Pr4.1.E.5: a. Select varied repertoire to study (from teacher- or student-provided options) based on interest, music literacy, an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.	<ul style="list-style-type: none"> - Performing a piece of music in front of an audience - Identifying aspects of students own identity 	-Students will select and rehearse an appropriate song for the context of the “Moving Up” ceremony	<ul style="list-style-type: none"> - Music Tastes Small-group Discussion
Music Literacy	September - June	<ul style="list-style-type: none"> - Daily Sight Reading - Music Literacy 	<ul style="list-style-type: none"> - Note Values: Eighth Rest, single eighth 	MU:Cr1.1.5 a. Generate rhythmic	<ul style="list-style-type: none"> - Reading musical notation 	- Students will audiate and perform	Sight Reading assessments

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		Activities	notes, dotted quarter notes, repeat signs - Meter: 2:4 3:4 4:4 6:8 - Syncopation - Swing - Composing	and melodic ideas and explain connection to specific purpose or context MU:Pr.4.2.5 a. Demonstrate knowledge of the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.	- Audiation	segments of music - Students will create short musical compositions	
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