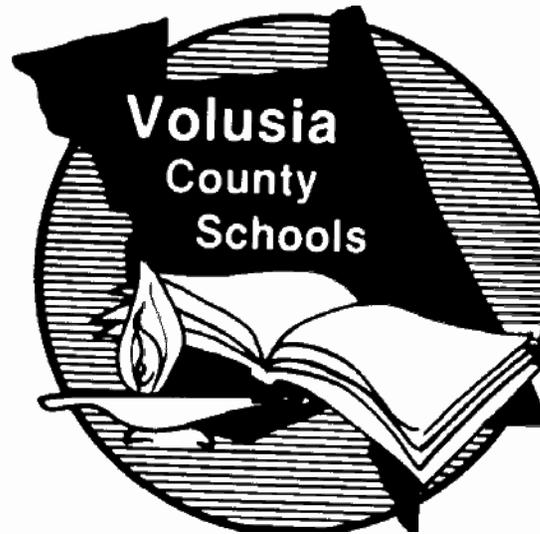


2017-2018

Elementary Music

# CURRICULUM MAPS



**Course Number 5013110**  
**5<sup>th</sup> Grade (Intermediate Music 3)**

Vision Statement of Volusia County Schools

Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.

# The School District of Volusia County

## **The School Board of Volusia County**

Mrs. Melody Johnson, Chairman  
Mrs. Linda Cuthbert, Vice Chairman  
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Ms. Teresa Marcks

## **Director K-12 Curriculum**

Ms. Rachael Hazel

## **Performing Arts Specialist**

Dr. Monty R. Musgrave

# Interpreting the Curriculum Maps

Measurement Topic: The overarching organizational structure used to group content/concepts within the curriculum map for assessment purposes

Pacing: The recommended time period within the year for instruction related to the essential questions to occur

Essential Questions: The overarching question(s) that will serve to guide instruction and to push students to higher levels of thinking. Essential questions should guide students to the heart of the big idea or content and should meet the following characteristics:

- A. Endurance: important for the long term
- B. Leverage: applicable to or connected with many academic disciplines or concepts
- C. Readiness for the next level of learning: prepares students for success in the next grade/course
- D. Clarity: provides clear and common understanding
- E. Measurable: able to be assessed

Concepts/Content: A list of the big ideas, broad topics, or major underlying concepts covered in the development of the essential questions Learning

Targets/Skills: The content knowledge, processes, and enabling skills that will ensure successful mastery of the essential questions Benchmarks: The Sunshine State Next Generation Standards aligned with the learning targets and skills (see next page)

Key Terminology: The content vocabulary and other key terms and phrases with which students should be familiar and that support mastery of the learning targets, skills and essential questions

Activities and Resources: A suggested listing of high quality, appropriate materials, strategies, lessons, textbooks, videos and other media sources that are aligned with the learning targets, skills and essential questions

Assessment: A list of district-required and optional classroom assessments that are aligned with the learning targets, skills and essential questions. Assessments should include formative assessments to monitor progress and inform instruction as well as summative assessments for grading and reporting purposes.

\*\*\*\*\*

The curriculum maps for elementary music are divided into four sections, which align with the Big Ideas of the NGSSS: C – Critical Thinking and Reflection; S – Skills, Techniques, and Processes; O – Organizational Structure; H – Historical and Global Connections; F – Innovation, Technology, and the Future. It is common practice that many or most of the Big ideas,, and the concepts associated with them, are taught simultaneously in every lesson (hence the ‘Spiral Curriculum”). The purpose of delineation into separate sections is for assessment purposes. Teachers are encouraged to use most or all of the maps simultaneously. Further, the lessons provided in each map (which align with the Organizing Principles) are suggestions; teachers may use additional or substitute lessons/materials as long as the learning targets, vocabulary, standards, and essential questions are addressed. It is hoped that by using this format, teachers will focus assessments guided by the learning targets of the maps while continuing to provide a comprehensive course of music study.

# NEXT GENERATION SUNSHINE STATE STANDARDS USERS' GUIDE

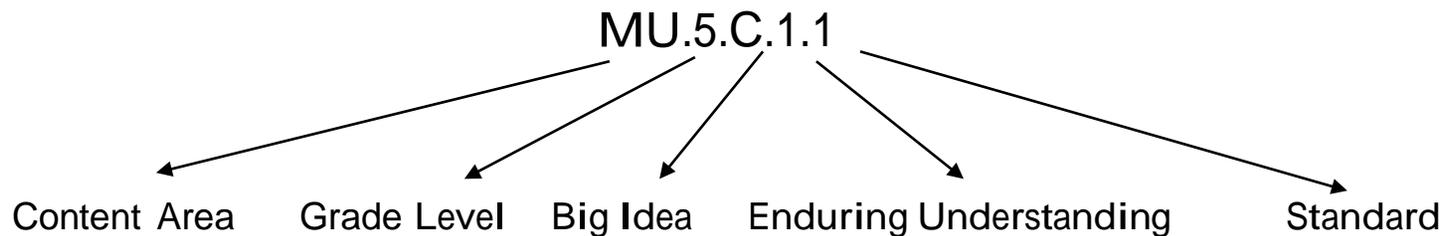
FOR ALL USERS:

A coding system is used in all curriculum guides to identify NGSSS and Course Content Statements.

Benchmark Code:

For easy reference, each strand, standard, and benchmark has been assigned a unique identification code.

For example:



## Big Ideas

C – Critical Thinking and Reflection

S – Skills, Techniques, and Processes

O – Organizational Structure

H – Historical and Global Connections

F – Innovation, Technology, and the Future

The first two letters of the code identify the content area (e.g., MU for music). The next number(s) identify the grade level. The next letter (C, S, O, H, or F) identifies the big idea. The next number identifies the enduring understanding, and the last number identifies the benchmark under the grade cluster within the standard.

# ELEMENTARY MUSIC CURRICULUM MAP

## 5<sup>th</sup> Grade

MEASUREMENT TOPIC:	Exploring Meter & Rhythm	PACING:	Nine Weeks (Map A)
LEARNING TARGETS:	<ul style="list-style-type: none"> <li>Maintain a steady beat?</li> <li>Sing and play songs with rhythmic accuracy?</li> <li>Recognize various rhythmic combinations and patterns, both aurally and visually?</li> </ul>		
Does the student...	<ul style="list-style-type: none"> <li>Read and write rhythms in various meters?</li> </ul>		
CONCEPTS /CONTENT	OBJECTIVES	STANDARDS	KEY TERMINOLOGY
<p><b>Beat</b></p> <p><b>Duration</b></p> <p><b>Meter</b></p> <p><b>Pattern</b></p>	<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>Read from notation and sing songs containing rhythms of various combinations in various meters</li> </ul> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>Read from notation and play rhythms of various combinations in various meters</li> <li>Demonstrate proper technique with instruments while playing rhythms and borduns and maintaining a steady beat</li> </ul> <p><b>Moving</b></p> <ul style="list-style-type: none"> <li>Perform movement patterns in various meters</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Listen and identify duple and triple meters</li> <li>Listen and identify syncopated rhythm patterns</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Read rhythms of various combinations in various meters</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Notate various rhythmic patterns in various meters</li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>Improvise the rhythm of a phrase of a familiar song to create a variation. (e.g. "Hot Cross Buns")</li> <li>Compose rhythmic patterns to form a short musical piece</li> <li>Arrange a familiar song by adding a B section with rhythm only</li> </ul> <p><b>Analyzing</b></p> <ul style="list-style-type: none"> <li>Compare and contrast songs in different meters</li> <li>Analyze a piece of music to find specific rhythm patterns and meters used in different styles</li> <li>Explain how to transfer critical thinking skills in music to other disciplines</li> <li>Describe a successful student musician's behavior and how it can help a student outside of music class</li> </ul>	<p>MU.5.C.1.1</p> <p>*MU.5.S.1.1</p> <p>*MU.5.S.1.2</p> <p>*MU.5.S.3.2</p> <p>*MU.5.S.3.4</p> <p>*#MU.5.S3.5</p> <p>*#MU.5.O.1.1</p> <p>MU.5.H.3.1</p> <p>*MU.5.F.3.1</p> <p> </p> <p>*assess #responding items</p>	<p>Beat / silent beat (rest)</p> <p>Upbeat / down beat</p> <p> </p> <p>Tie</p>    <p> </p> <p>2/4, 3/4, 4/4, 6/8</p> <p>Duple, triple</p> <p>Time signature</p> <p>Bar Line</p> <p>Measure</p> <p> </p> <p>Repeated patterns</p> <p>Rhythmic combinations</p> <p>Ostinato</p> <p>Syncopation</p> <p>Even / uneven patterns</p> <p>Dotted rhythm patterns</p>

# ELEMENTARY MUSIC CURRICULUM MAP

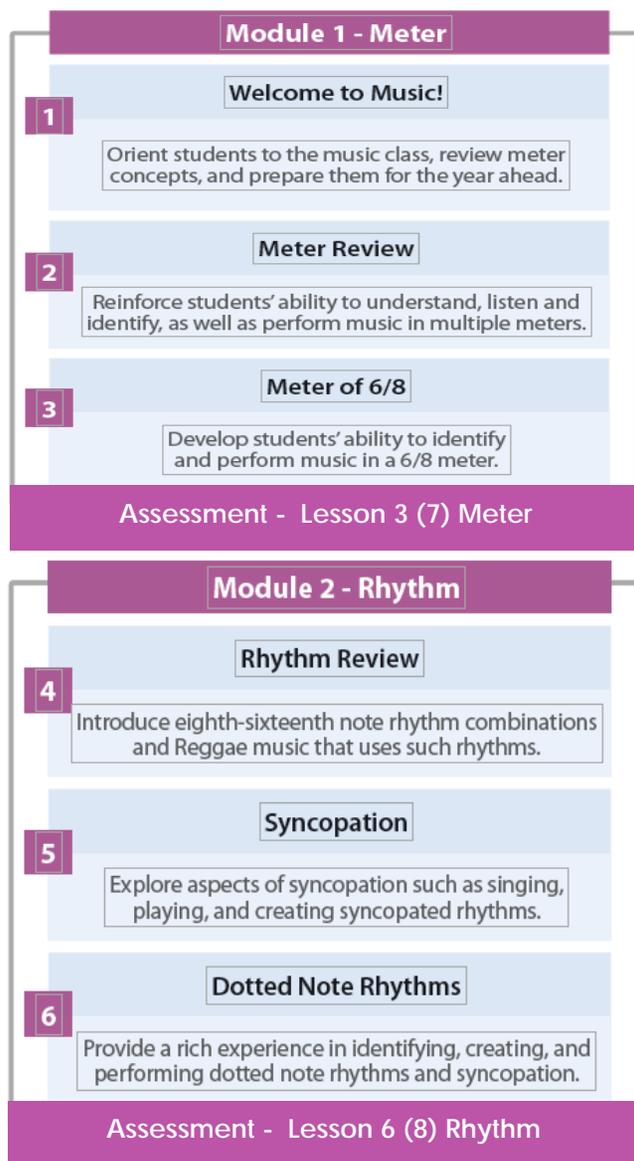
## 5<sup>th</sup> Grade

MEASUREMENT  
TOPIC:

Exploring Meter & Rhythm

Nine Weeks  
(Map A)

### Suggested Modules & Lessons:



### Benchmark Descriptions

MU.5.C.1.1 Discuss and apply listening strategies to support appreciation of musical works.  
MU.5.S.1.1 Improvise rhythmic and melodic phrases to create simple variations on familiar melodies.  
MU.5.S.1.2 Compose short vocal or instrumental pieces using a variety of sound sources.  
MU.5.S.3.2 Play melodies and accompaniments, using proper instrumental technique, on pitched and unpitched instruments.  
MU.5.S.3.4 Play melodies and accompaniments, by ear, using classroom instruments.  
#MU.5.S.3.5 Notate rhythmic phrases and simple diatonic melodies using traditional notation.  
#MU.5.O.1.1 Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.  
MU.5.H.3.1 Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.  
MU.5.F.3.1 Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.

### NOTES

# ELEMENTARY MUSIC CURRICULUM MAP

## 5<sup>th</sup> Grade

MEASUREMENT TOPIC:	Exploring Tone Color	PACING:	Nine Weeks (Map B)
LEARNING TARGETS:  Does the student...	<ul style="list-style-type: none"> <li>• Aurally recognize various vocal and instrumental sounds and families?</li> <li>• Aurally and visually recognize various musical ensembles?</li> <li>• Aurally and visually identify instruments from various cultures?</li> <li>• Demonstrate appropriate vocal/ instrumental techniques?</li> <li>• Recognize various composers /performers?</li> <li>• Recognize various musical styles?</li> <li>• Recognize various musical textures?</li> <li>• Understand basic principles of musical acoustics?</li> </ul>		
CONCEPTS /CONTENT	OBJECTIVES	STANDARDS	KEY TERMINOLOGY
Timbre Vocal  Instrumental  Environmental  Texture	Singing <ul style="list-style-type: none"> <li>• Sing songs with appropriate vocal technique and tone quality</li> <li>• Discover textures by singing songs in multiple parts</li> <li>• Sing songs from different cultures, discover the music's purpose in the culture</li> </ul> Playing <ul style="list-style-type: none"> <li>• Perform songs in various instrumental combinations</li> <li>• Play and compare the characteristic elements in music from different cultures (e.g. Ghana, China, Caribbean, or Mexico)</li> </ul> Moving Listening <ul style="list-style-type: none"> <li>• Listen and identify various instruments and describe their timbre</li> <li>• Listen and identify soprano, alto, tenor, and bass voices in mixed choir</li> <li>• Listen and compare music from two composers of the same period</li> <li>• Listen to a musical example and evaluate it based on student-generated rubric</li> </ul> Reading Writing Creating <ul style="list-style-type: none"> <li>• Improvise melodies on various pitched instruments using characteristic elements of jazz or other styles</li> <li>• Create a variation by manipulating instrumentation or bordun</li> </ul> Analyzing <ul style="list-style-type: none"> <li>• Describe and compare timbres created by various vocal and instrumental sounds</li> <li>• Hypothesize a composer's intent for composing a musical work</li> <li>• Describe jobs in concerts and the entertainment industry</li> <li>• Describe present day importance of live performances</li> </ul>	*MU.5.C.1.1 *#MU.5.C.1.2 *#MU.5.C.1.3 *#MU.5.C.1.4 MU.5.S.1.3 *#MU.5.O.1.1 *#MU.5.H.1.1 *MU.5.H.1.2 *#MU.5.H.1.3 *#MU.5.H.2.1 MU.5.H.3.1 *#MU.5.F.2.1 *#MU.5.F.2.2  *assess #responding items	Soprano, Alto, Tenor, Bass voices Vocal production Song styles: opera, musical theater, gospel, popular, jazz, world music  String, woodwind, brass, percussion, keyboard Ensembles: orchestra, Concert Band, Jazz Band  Acoustics: Quality determined by sound source, materials, shape, size Quality determined by way sound is produced  Partner Songs Echo Songs Rounds and canons Ostinato Chords

# ELEMENTARY MUSIC CURRICULUM MAP

## 5<sup>th</sup> Grade

MEASUREMENT TOPIC: Exploring Tone Color Nine Weeks (Map B)

### Suggested Modules & Lessons:

**Module 3 - Singing**

**7**

**SATB Music and Bass Clef**  
 Develop a greater awareness of SATB Choral music and explore various aspects of the ranges of the four different singing voices.

**8**

**Descants**  
 Develop a better understanding of how descants are used to add harmony and color.

**9**

**Music from Other Lands**  
 Develop a greater awareness of the music from different parts of the world.

**Assessment - Lesson 9 (9) Singing**

**Module 7 - Instruments**

**19**

**Symphony Orchestra**  
 Explore the instruments of the symphony orchestra with an emphasis on the brass section.

**20**

**String Family**  
 Review the string family with a focus on playing techniques.

**21**

**Strings and Music Styles**  
 Explore how strings are used in various music styles.

**Assessment - Lesson 21 (7) Instrument**

**Module 8 - The Impressionist Period**

**22**

**The Impressionist Period**  
 Introduce students to Impressionist art and music.

**23**

**Impressionist Period Music**  
 Familiarize students with the characteristics and techniques of Impressionist composers.

**24**

**Impressionist Period Composers**  
 Introduce students to Impressionist period composers and their music.

**Assessment - Lesson 24 (7) Impressionist Period**

### Benchmark Descriptions

- MU.5.C.1.1 Discuss and apply listening strategies to support appreciation of musical works.
- #MU.5.C.1.2 Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.
- #MU.5.C.1.3 Identify, aurally, selected instruments of the band and orchestra.
- #MU.5.C.1.4 Identify, aurally, the four primary voice parts, i.e., soprano, alto, tenor, bass, of a mixed choir.
- MU.5.S.1.3 Arrange a familiar song by manipulating specified aspects of music.
- #MU.5.O.1.1 Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.
- #MU.5.H.1.1 Identify the purposes for which music is used within various cultures.
- MU.5.H.1.2 Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.
- #MU.5.H.1.3 Compare stylistic and musical features in works originating from different cultures.
- #MU.5.H.2.1 Examine the contributions of musicians and composers for a specific historical period.
- MU.5.H.3.1 Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.
- #MU.5.F.2.1 Describe jobs associated with various types of concert venues and performing arts centers.
- #MU.5.F.2.2 Explain why live performances are important to the career of the artist and the success of performance venues.

### NOTES

# ELEMENTARY MUSIC CURRICULUM MAP

## 5<sup>th</sup> Grade

MEASUREMENT TOPIC:	Exploring Melody, Harmony, and Form	PACING:	Nine Weeks (Map C)
LEARNING TARGETS:	<ul style="list-style-type: none"> <li>• Demonstrate ability to play and sing songs using standard notation?</li> <li>• Recognize differing tonalities (major / minor)?</li> <li>• Recognize differences / similarities in musical forms aurally and/or through movement?</li> </ul>		
Does the student...	<ul style="list-style-type: none"> <li>• Demonstrate ability to sing on pitch with appropriate tone quality?</li> </ul>		
CONCEPTS /CONTENT	OBJECTIVES	STANDARDS	KEY TERMINOLOGY
Pitch and Direction	Singing	MU.5.C.1.1	Melodic Imitation
Tonality	<ul style="list-style-type: none"> <li>• Sing songs in various forms while matching pitch and tone</li> <li>• Sing songs in multiple parts that create harmony</li> <li>• Vocalize various melodic intervals</li> </ul>	*MU.5.S.1.1	Motive
	Playing	*MU.5.S.1.2	Octave
	<ul style="list-style-type: none"> <li>• Play pentatonic melodies and accompaniments by ear using correct technique</li> <li>• Prepare piece for performance with melody and accompaniment</li> <li>• Rehearse a song in “chunks” to aid in memorization by noting its form</li> </ul>	MU.5.S.2.1	Pitch letter names
Pattern	Moving	*MU.5.S.3.1	Leger lines and spaces
	<ul style="list-style-type: none"> <li>• Move to demonstrate form of musical piece</li> </ul>	*MU.5.S.3.2	The Staff
Harmony	Listening	MU.5.S.3.3	Scale
	<ul style="list-style-type: none"> <li>• Listen and identify various melodic patterns</li> <li>• Listen and identify various intervals</li> <li>• Listen identify the difference between major and minor tonalities</li> <li>• Listen and identify I and, IV and V chords</li> <li>• Listen and identify a blues song</li> </ul>	*MU.5.S.3.4	Pentatonic
	Reading	*#MU.5.S.3.5	Major / Minor
	<ul style="list-style-type: none"> <li>• Read and sing / play melodies using standard notation</li> <li>• Sight read songs using standard notation</li> </ul>	*#MU.5.O.1.1	Two- part harmony singing
Form	Writing	MU.5.O.2.1	Partner singing
	<ul style="list-style-type: none"> <li>• Notate melodies in simple diatonic scales</li> </ul>	MU.5.H.3.1	Round / Canon
	Creating		AB, ABA, Rondo
	<ul style="list-style-type: none"> <li>• Improvise a melodic phrase out its melody to create a variation</li> <li>• Create short vocal or instrumental piece using a variety of sound sources</li> <li>• Arrange a familiar song by changing the form, harmony, or melody</li> <li>• Create a new melody by combining two melodic phrases</li> </ul>		
	Analyzing		
	<ul style="list-style-type: none"> <li>• Compare and contrast songs in different tonalities and forms</li> </ul>		

# ELEMENTARY MUSIC CURRICULUM MAP

## 5<sup>th</sup> Grade

MEASUREMENT TOPIC: Exploring Melody, Harmony, and Form Nine Weeks (Map C)

Suggested Modules & Lessons:

**Module 4 - Melody**

**10** **Sharps and Flats**  
Promote students' understanding of sharps and flats in relation to half steps.

**11** **Major Scales and Key Signatures**  
Explore the relationship between half steps, whole steps, and key signatures in major scale patterns.

**12** **Improvising on Major Scales**  
Expand students' understanding of major scales through improvisation.

Assessment: Lesson 12 (7.) Melody Assessment

**Module 9 - Chords and Harmony**

**25** **Chords & Harmony Review**  
Reinforce students' aural ability to distinguish between chords and chordal progressions in country music.

**26** **Major vs. Minor Chord Review**  
Review the sound and construction of major and minor chords through singing, writing, and playing instruments.

**27** **Progressions Using I, IV, and V**  
Experience simple chord progressions using popular music.

Assessment: Lesson 27 (7.) Chords and Harmony Assessment

Benchmark Descriptions

- MU.5.C.1.1 Discuss and apply listening strategies to support appreciation of musical works.
- MU.5.S.1.1 Improvise rhythmic and melodic phrases to create simple variations on familiar melodies.
- MU.5.S.1.2 Compose short vocal or instrumental pieces using a variety of sound sources.
- MU.5.S.2.1 Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.
- MU.5.S.3.1 Sing part songs in an appropriate range, using proper vocal technique and maintaining pitch.
- MU.5.S.3.2 Play melodies and accompaniments, using proper instrumental technique, on pitched and unpitched instruments.
- MU.5.S.3.4 Play melodies and accompaniments, by ear, using classroom instruments.
- #MU.5.S.3.5 Notate rhythmic phrases and simple diatonic melodies using traditional notation.
- #MU.5.O.1.1 Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.
- MU.5.O.2.1 Create a new melody from two or more melodic motifs.
- MU.5.H.3.1 Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.

**NOTES**

# ELEMENTARY MUSIC CURRICULUM MAP

## 5<sup>th</sup> Grade

MEASUREMENT TOPIC:	Exploring Expressive Qualities	PACING:	Nine Weeks (Map D)
LEARNING TARGETS:	<ul style="list-style-type: none"> <li>• Demonstrate ability to interpret music symbols and terms (dynamics, tempos, and articulations)?</li> <li>• Demonstrate ability to respond to the cues of a conductor?</li> <li>• Recognize and demonstrate expressivity through musical performance?</li> </ul>		
Does the student...	<ul style="list-style-type: none"> <li>• Recognize and demonstrate appropriate musical behaviors (as audience and performers)?</li> <li>• Demonstrate ability to evaluate performances and compositions?</li> </ul>		
CONCEPTS /CONTENT	OBJECTIVES	STANDARDS	KEY TERMINOLOGY
Dynamics  Tempo  Articulation  Mood	Singing <ul style="list-style-type: none"> <li>• Perform songs using appropriate expressive qualities of dynamics, tempos, articulations, and moods while following conductor</li> <li>• Review order of expressive devices to aid in memorization for performance</li> </ul> Playing <ul style="list-style-type: none"> <li>• Play songs using appropriate expressive qualities of dynamics, tempos, articulations, or moods as marked on a score</li> </ul> Moving Listening <ul style="list-style-type: none"> <li>• Listen and identify various dynamics, tempos, articulations, or moods</li> </ul> Reading <ul style="list-style-type: none"> <li>• Read dynamic terms or symbols in music or listening map</li> <li>• Sight read and perform simple diatonic melodies</li> </ul> Writing <ul style="list-style-type: none"> <li>• Match terms to definitions for dynamics, tempos, articulations</li> </ul> Creating <ul style="list-style-type: none"> <li>• Create a performance and manipulate expressive elements either digitally, visually, or kinesthetically</li> </ul> Analyzing <ul style="list-style-type: none"> <li>• Explain how expressive elements affect personal reaction to the piece</li> <li>• Hypothesize composer's intent for musical piece</li> <li>• Define criteria to evaluate expression choices in specific genre or own musical pieces</li> <li>• Describe (graph, record?) changes in performances over time</li> <li>• Describe how technology has affected how we listen to music</li> <li>• Describe why it is important to practice safe, legal use of music media</li> </ul>	MU.5.C.1.1 *#MU.5.C.1.2 *#MU.5.C.2.1 *#MU.5.C.2.2 *#MU.5.C.3.1 *MU.5.S.1.3 *MU.5.S.2.1 *MU.5.S.2.2 *#MU.5.O.1.1 MU.5.O.3.1 *MU.5.O.3.2 *#MU.5.H.2.2 MU.5.H.3.1 MU.5.F.1.1 MU.5.F.3.2 *assess #responding items	p, f, mp, mf, pp, ff Crescendo, decrescendo mezzo  Allegro, Moderato, Adagio, presto Fermata Accelerando, ritardando  Legato, staccato Accents Slur Marcato  Variety of moods

# ELEMENTARY MUSIC CURRICULUM MAP

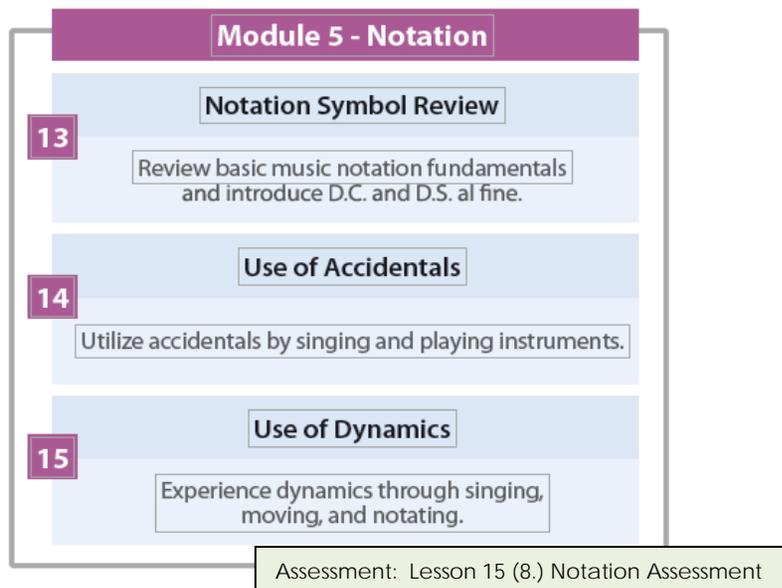
## 5<sup>th</sup> Grade

MEASUREMENT  
TOPIC:

Exploring Expressive Qualities

Nine Weeks  
(Map D)

### Suggested Modules & Lessons:



### Benchmark Descriptions

MU.5.C.1.1 Discuss and apply listening strategies to support appreciation of musical works.  
#MU.5.C.1.2 Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.  
#MU.5.C.2.1 Define criteria, using correct music vocabulary, to critique one's own and others' performance.  
#MU.5.C.2.2 Describe changes, using correct music vocabulary, in one's own and/or others' performance over time.  
#MU.5.C.3.1 Develop criteria to evaluate an exemplary musical work from a specific period or genre.  
MU.5.S.1.3 Arrange a familiar song by manipulating specified aspects of music.  
MU.5.S.2.1 Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.  
MU.5.S.2.2 Apply performance techniques to familiar music  
#MU.5.O.1.1 Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.  
MU.5.O.3.1 Examine and explain how expressive elements, when used in a selected musical work, affect personal response  
MU.5.O.3.2 Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.  
#MU.5.H.2.2 Describe how technology has changed the way audiences experience music.  
MU.5.H.3.1 Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.  
MU.5.F.1.1 Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements  
MU.5.F.3.2 Practice safe, legal, and responsible acquisition and use of music media, and describe why it is important to do so.

# ELEMENTARY MUSIC CURRICULUM MAP

## 5<sup>th</sup> Grade

### 5<sup>TH</sup> GRADE PROJECT – The Commercial Project

#### Module 10 - The Commercial Project

28

##### Creating a Commercial Project

Begin the process of creating a commercial jingle project.

29

##### Our Product

Choosing a product and writing an advertisement.

30

##### Composing Our Live Music

Create and perform live music to enhance the effectiveness of their commercial jingle.

#### Module 11 - The Commercial Project

31

##### Creating Our Jingle

Create music for a commercial jingle project.

32

##### Putting It All Together

Combine the elements from the four previous lessons into a rehearsed presentation.

33

##### The Performance

Integrate all commercial project elements from the last five lessons into a live performance.

### 5<sup>TH</sup> GRADE SUMMATIVE MODULES

#### Module 6 - Listening

16

##### Performance Evaluations

Develop music evaluation skills.

17

##### Rhythm Dictation

Develop rhythm dictation skills in meters of 3 and 4.

18

##### Identifying Music Styles

Identify various music styles through listening.

#### Module 12 - Year-End Review

34

##### Keyword and Activity Review

Review keywords and favorite songs learned during the school year through singing, playing, and moving.

35

##### Year-End Assessment and Favorite Song Review

Assess students' knowledge of keywords and concepts learned during the school year.

36

##### Family Day

Showcase students' musical progress made during the course of the school year.



# ELEMENTARY MUSIC CURRICULUM MAP

## 5<sup>th</sup> Grade



### First Nine Weeks

### Second Nine Weeks

### Third Nine Weeks

### Fourth Nine Weeks

#### Module 1 - Meter

##### Welcome to Music!

1

Orient students to the music class, review meter concepts, and prepare them for the year ahead.

##### Meter Review

2

Reinforce students' ability to understand, listen and identify, as well as perform music in multiple meters.

##### Meter of 6/8

3

Develop students' ability to identify and perform music in a 6/8 meter.

#### Module 2 - Rhythm

##### Rhythm Review

4

Introduce eighth-sixteenth note rhythm combinations and Reggae music that uses such rhythms.

##### Syncopation

5

Explore aspects of syncopation such as singing, playing, and creating syncopated rhythms.

##### Dotted Note Rhythms

6

Provide a rich experience in identifying, creating, and performing dotted note rhythms and syncopation.

#### Module 3 - Singing

##### SATB Music and Bass Clef

7

Develop a greater awareness of SATB Choral music and explore various aspects of the ranges of the four different singing voices.

##### Descants

8

Develop a better understanding of how descants are used to add harmony and color.

##### Music from Other Lands

9

Develop a greater awareness of the music from different parts of the world.

#### Module 4 - Melody

##### Sharps and Flats

10

Promote students' understanding of sharps and flats in relation to half steps.

##### Major Scales and Key Signatures

11

Explore the relationship between half steps, whole steps, and key signatures in major scale patterns.

##### Improvising on Major Scales

12

Expand students' understanding of major scales through improvisation.

#### Module 5 - Notation

##### Notation Symbol Review

13

Review basic music notation fundamentals and introduce D.C. and D.S. al fine.

##### Use of Accidentals

14

Utilize accidentals by singing and playing instruments.

##### Use of Dynamics

15

Experience dynamics through singing, moving, and notating.

#### Module 6 - Listening

##### Performance Evaluations

16

Develop music evaluation skills.

##### Rhythm Dictation

17

Develop rhythm dictation skills in meters of 3 and 4.

##### Identifying Music Styles

18

Identify various music styles through listening.

#### Module 7 - Instruments

##### Symphony Orchestra

19

Explore the instruments of the symphony orchestra with an emphasis on the brass section.

##### String Family

20

Review the string family with a focus on playing techniques.

##### Strings and Music Styles

21

Explore how strings are used in various music styles.

#### Module 8 - The Impressionist Period

##### The Impressionist Period

22

Introduce students to Impressionist art and music.

##### Impressionist Period Music

23

Familiarize students with the characteristics and techniques of Impressionist composers.

##### Impressionist Period Composers

24

Introduce students to Impressionist period composers and their music.

#### Module 9 - Chords and Harmony

##### Chords & Harmony Review

25

Reinforce students' aural ability to distinguish between chords and chordal progressions in country music.

##### Major vs. Minor Chord Review

26

Review the sound and construction of major and minor chords through singing, writing, and playing instruments.

##### Progressions Using I, IV, and V

27

Experience simple chord progressions using popular music.

#### Module 10 - The Commercial Project

##### Creating a Commercial Project

28

Begin the process of creating a commercial jingle project.

##### Our Product

29

Choosing a product and writing an advertisement.

##### Composing Our Live Music

30

Create and perform live music to enhance the effectiveness of their commercial jingle.

#### Module 11 - The Commercial Project

##### Creating Our Jingle

31

Create music for a commercial jingle project.

##### Putting It All Together

32

Combine the elements from the four previous lessons into a rehearsed presentation.

##### The Performance

33

Integrate all commercial project elements from the last five lessons into a live performance.

#### Module 12 - Year-End Review

##### Keyword and Activity Review

34

Review keywords and favorite songs learned during the school year through singing, playing, and moving.

##### Year-End Assessment and Favorite Song Review

35

Assess students' knowledge of keywords and concepts learned during the school year.

##### Family Day

36

Showcase students' musical progress made during the course of the school year.

# ELEMENTARY MUSIC CURRICULUM MAP

## 5<sup>th</sup> Grade

### **Links to Educational Websites**

American Orff-Schulwerk Association

<http://aosa.org/>

Central Florida Orff

<http://www.centralfloridaorff.org/>

Classics for Kids

<http://www.classicsforkids.com/>

Dalcroze Society of America

<http://www.dalcrozeusa.org/>

Dallas Symphony for Kids

<http://www.dsokids.com/>

Florida Elementary Music Education Association

<http://femea.flmusiced.org/>

Music is Elementary

<http://www.musiciselementary.com/store/>

Music K-8

<http://musick8.com/>

Music Theory

<http://www.musictheory.net/lessons>

National Association for Music Education

<http://www.nafme.org/>

New York Philharmonic for Kids

<http://www.nyphilkids.org/games/main.phtml?>

North Florida Orff

<http://www.northfloridaorff.org/>

Organization of American Kodaly Educators

<http://www.oake.org/>

PBS Kids Games

<http://pbskids.org/games/music/>

Teaching with Orff

<http://teachingwithorff.com/>

Watch-Know-Learn

<http://www.watchknowlearn.org/Category.aspx?CategoryID=7872>

West Music

<http://www.westmusic.com/>

### **Suggested Resources**

### **CPALMS Access Points (for students with cognitive disabilities)**

<http://www.cpalms.org/Public/search/AccessPoint#0>

Gameplan - Jeff Kriske and Randy DeLelles

Mallet Madness - Artie Almeida

Music Play – Denise Gagne

Silver Burdett - Making Music

Music for Children – Carl Orff

In the Modes – Chris Judah-Lauder

Canya Conga - Chris Judah-Lauder

Hand Drums on the Move - Chris Judah-Lauder

Hot Jams for Recorder – Jim Solomon

Monkey Business – Jim Solomon

Recorder Karate - Teresa and Paul Jennings

Music Moves Me – Wesley Ball

# ELEMENTARY MUSIC CURRICULUM MAP

## 5<sup>th</sup> Grade

### Florida Standard Benchmarks

LAFS.5.L.2	Knowledge of Language
LAFS.5.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
TH.5.H.1.2	Participate in a performance to explore and celebrate a variety of human experiences.
LAFS.5.SL.1	Comprehension and Collaboration
LAFS.5.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
LAFS.5.SL.1.2	Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.5.SL.1.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision. MAFS.K12.MP.7
	Look for and make use of structure.

# ASSESSMENT RUBRIC

<b>4 Points (ADVANCED)</b>	A score of four is a response in which the student demonstrates a thorough understanding of the music concepts and/or procedures embodied in the task. The student has responded correctly to the task, used musically sound procedures, and provided clear and complete explanations and interpretations.
<b>3 Points (PROFICIENT)</b>	A score of three is a response in which the student demonstrates a proficient understanding of the music concepts and/or procedures embodied in the task. The students' response to the task is essentially correct with the musical procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of musical procedures or indications of some misunderstanding of the underlying music concepts and/or procedures.
<b>2 Points (BASIC)</b>	A score of two indicates that the student has demonstrated only a partial understanding of the music concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the students' work lacks an essential understanding of the underlying music concepts.
<b>1 Point (EMERGING)</b>	A score of one indicates that the student has demonstrated a very limited understanding of the music concepts and/or procedures embodied in the task. The students' response is incomplete and exhibits many flaws. Although the students' response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete.

Course Number: 5013110	
Course Path: TBA	
Course Title: Intermediate Music 3	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: Intermed. Music 3	
Course Length: Year	
Course Status: DRAFT – State Board approval pending	
<p>Course Description: Fifth-grade* students in music class develop and analyze the skills necessary for the critical assessment of artistic works and creative works in other contexts. They demonstrate the proficiency of comprehensive musicianship and interpretive skills in the arts, which allows them to explore manipulation of musical structures to represent a personal and creative form of artistic communication. As students become more musically sophisticated, they establish and document reciprocal relationships among music and other disciplines of study. They learn to transfer their music knowledge and innovative skills as a means of discovering the significant contributions of music and the arts, in general, to positive social development and global economic success in the 21<sup>st</sup> Century.</p>	
<p>General Notes: All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>* Intermediate Music 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the intermediate grades. Music teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group’s prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• A 3<sup>rd</sup> grade class that may or may not have taken Music previously should be enrolled in Intermediate Music 1 and progress through the series in subsequent grades.</li> <li>• 4<sup>th</sup> graders beginning formal instruction in Music for the first time may be enrolled, as a class, in Intermediate Music 1, and must then progress to Intermediate Music 2 in the following year.</li> </ul>	
Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.	
<p><b>CRITICAL THINKING and REFLECTION:</b> Critical and creative thinking, self-expression, and communication with others are central to the arts.</p>	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.5.C.1.1	Discuss and apply listening strategies to support appreciation of musical works.
MU.5.C.1.2	Hypothesize and discuss, using correct music vocabulary, the composer’s intent for a specific musical work.
MU.5.C.1.3	Identify, aurally, selected instruments of the band and orchestra.
MU.5.C.1.4	Identify, aurally, the four primary voice parts, i.e., soprano, alto, tenor, bass, of a mixed choir.

Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.5.C.2.1	Define criteria, using correct music vocabulary, to critique one's own and others' performance.
MU.5.C.2.2	Describe changes, using correct music vocabulary, in one's own and/or others' performance over time.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.5.C.3.1	Develop criteria to evaluate an exemplary musical work from a specific period or genre.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.5.S.1.1	Improvise rhythmic and melodic phrases to create simple variations on familiar melodies.
MU.5.S.1.2	Compose short vocal or instrumental pieces using a variety of sound sources.
MU.5.S.1.3	Arrange a familiar song by manipulating specified aspects of music.
MU.5.S.1.4	Sing or play simple melodic patterns by ear with support from the teacher.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.5.S.2.1	Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.
MU.5.S.2.2	Apply performance techniques to familiar music.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.5.S.3.1	Sing part songs in an appropriate range, using proper vocal technique and maintaining pitch.
MU.5.S.3.2	Play melodies and accompaniments, using proper instrumental technique, on pitched and unpitched instruments.
MU.5.S.3.3	Perform simple diatonic melodies at sight.
MU.5.S.3.4	Play melodies and accompaniments, by ear, using classroom instruments.
MU.5.S.3.5	Notate rhythmic phrases and simple diatonic melodies using traditional notation.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.5.O.1.1	Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.5.O.2.1	Create a new melody from two or more melodic motifs.

Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.5.O.3.1	Examine and explain how expressive elements, when used in a selected musical work, affect personal response.
MU.5.O.3.2	Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.5.H.1.1	Identify the purposes for which music is used within various cultures.
MU.5.H.1.2	Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.
MU.5.H.1.3	Compare stylistic and musical features in musical works originating from different cultures.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.5.H.2.1	Examine the contributions of musicians and composers for a specific historical period.
MU.5.H.2.2	Describe how technology has changed the way audiences experience music.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.5.H.3.1	Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.5.F.1.1	Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.5.F.2.1	Describe jobs associated with various types of concert venues and performing arts centers.
MU.5.F.2.2	Explain why live performances are important to the career of the artist and the success of performance venues.
The 21 <sup>st</sup> -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.5.F.3.1	Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.
MU.5.F.3.2	Practice safe, legal, and responsible acquisition and use of music media, and describe why it is important to do so.