

Scope and Sequence

Vocal Music – Fifth Grade

Unit: Melody

- a. Students work towards singing accurately on pitch.
- b. Melodies are composed.
- c. Movement shows melodic contour.
- d. Melodic patterns of upward/downward include steps, leaps, and repeats.
- e. Melodies contain intervals.
- f. Scale construction and organization is utilized.
- g. Sharps and flats will be introduced.
- h. Scales can be Major and/or minor.
- i. Melody and harmony are used when performing.

Unit: Rhythm

- a. Rhythm of a song moves to an underlying beat.
- b. Proper note name values are introduced in reference to music duration.
- c. Compose accurate rhythm compositions.
- d. Recognize and perform within a specified meter.
- e. Conduct patterns in various meters.
- f. Identify incomplete measures and pick-up notes.
- g. Identify and perform uneven rhythms (dotted notes and syncopation).
- h. Different rhythmic styles in music are explored.

Unit: Harmony

- a. Harmonic principles are developed.
- b. Various types of harmony are explored.
- c. Various types of harmony are performed.
- d. Various instrumental accompaniments are explored.
- e. Chords are built on the first (I), fourth (IV), and fifth (V) degrees of the scale.

Unit: Form

- a. Sections are identified within music.
- b. Recognize and create form.
- c. Identify variations on a familiar tune.
- d. Illustrate the form of a song through movement.

Unit: Tone Color

- a. Demonstrate aural dissemination of classroom instruments.
- b. Vocal control and intonation impacts tone quality.
- c. Identify and classify orchestral instruments.
- d. Expressive qualities of instruments are explored.
- e. Perform music in small instrumental ensembles.
- f. Identify and classify voices.

Unit: Tempo

- a. Demonstrate an awareness of tempo.
- b. Tempo terms are developed.
- c. Familiarize students with the metronome and various tempos settings.
- d. Tempo changes within sections and between sections of compositions
- e. Conduct the same song with two or more tempo changes.
- f. Tempo is a means to control expression in musical performances.

Unit: Dynamics

- a. Dynamics are demonstrated through singing and playing.
- b. Common dynamic terms are identified and defined.

Unit: Appreciation

- a. Music of various cultures and musical eras are explored.
- b. Characteristics of opera and musical theater are discussed.
- c. Perform traditional songs, dances, and games.
- d. Music for special holidays and occasions can be performed in many ways.
- e. Music from other cultures is explored through instruments, maps, songs, etc.
- f. Discuss and analyze the music of today in terms of the basic elements of music.
- g. Become aware of careers in music.

Vocal Music Planned Course -- Fifth Grade

Unit: **Melody**

Content Standard: **Demonstrate singing and reading skills, and identify melodic characteristics and their uses.**

State Curriculum Standard: **9.1.5 C Recognize and use fundamental vocabulary within each of the art forms.**

9.1.5 D Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience.

9.3.5 A Recognize critical processes used in the examination of works in the arts and humanities: Compare and Contrast, Interpret, Analyze.

9.3.5 B Know that works in the arts can be described by using the arts elements, and principles and concepts.

9.3.5 C Know classification skills with materials and processes used to create works in the arts.

9.3.5 F Know how to recognize and identify similar and different characteristics among works in the arts.

Course Content	Student Performance	Resources	Assessments
A. Students Work Toward Singing Accurately On Pitch	<ul style="list-style-type: none"> Reinforce a sense of the “home pitch” with teacher guidance by: <ul style="list-style-type: none"> Utilizing songs Listening examples Classroom instruments 	<ul style="list-style-type: none"> Teacher-generated listening examples, songs, patterns, worksheets, and activities Available building Fifth Grade music instructional series, including: <ul style="list-style-type: none"> <u>Spotlight On Music</u> (McMillan, 2008) <u>Making Music</u> (Silver Burdett, 2002) <u>Music Connection</u> (Silver Burdett & Ginn, 1995) <u>World Of Music</u> (Silver Burdett & Ginn, 1989) 	<ul style="list-style-type: none"> Teacher observation Student performance
B. Melodies Are Composed	<ul style="list-style-type: none"> Experiment with composing by: <ul style="list-style-type: none"> Utilizing classroom discussion Teacher modeling Keyboard 	<ul style="list-style-type: none"> Available building technological resources, including: <ul style="list-style-type: none"> iPod/iTunes GarageBand/Music Ace Keyboards TV-aitor Video conferencing Virtual field trips Supplemental technology 	<ul style="list-style-type: none"> Teacher observation Student performance Classroom discussion
C. Movement Shows Melodic Contour	<ul style="list-style-type: none"> Show melodic contour of songs and listening examples: <ul style="list-style-type: none"> Utilize motions 	<ul style="list-style-type: none"> Available building technological resources, including: <ul style="list-style-type: none"> iPod/iTunes GarageBand/Music Ace Keyboards TV-aitor Video conferencing Virtual field trips Supplemental technology 	<ul style="list-style-type: none"> Teacher observation Student performance
D. Melodic Patterns Of Upward/Downward Include Steps, Leaps, and Repeats	<ul style="list-style-type: none"> Determine steps, leaps and repeated notes as well as upward/downward by: <ul style="list-style-type: none"> Utilizing songs Listening examples Visual aides 	<ul style="list-style-type: none"> Classroom instruments 	<ul style="list-style-type: none"> Teacher observation Classroom discussion

Vocal Music Planned Course -- Fifth Grade

Unit: **Melody**

Content Standard: **Demonstrate singing and reading skills, and identify melodic characteristics and their uses.**

State Curriculum Standard: **9.1.5 C Recognize and use fundamental vocabulary within each of the art forms.**

9.1.5 D Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience.

9.3.5 A Recognize critical processes used in the examination of works in the arts and humanities: Compare and Contrast, Interpret, Analyze.

9.3.5 B Know that works in the arts can be described by using the arts elements, and principles and concepts.

9.3.5 C Know classification skills with materials and processes used to create works in the arts.

9.3.5 F Know how to recognize and identify similar and different characteristics among works in the arts.

Course Content	Student Performance	Resources	Assessments
E. Melodies Contain Intervals	<ul style="list-style-type: none"> Identify various intervals <ul style="list-style-type: none"> Utilize classroom discussion of listening and visual examples 	<ul style="list-style-type: none"> Teacher-generated listening examples, songs, patterns, worksheets, and activities Available building Fifth Grade music instructional series, including: <ul style="list-style-type: none"> <u>Spotlight On Music</u> (McMillan, 2008) <u>Making Music</u> (Silver Burdett, 2002) <u>Music Connection</u> (Silver Burdett & Ginn, 1995) <u>World Of Music</u> (Silver Burdett & Ginn, 1989) Available building technological resources, including: <ul style="list-style-type: none"> iPod/iTunes GarageBand/Music Ace Keyboards TV-aitor Video conferencing Virtual field trips Supplemental technology Classroom Instruments 	<ul style="list-style-type: none"> Classroom discussion
F. Scale Construction And Organization Is Utilized	<ul style="list-style-type: none"> Identify the construction of major and minor scales <ul style="list-style-type: none"> Utilize classroom discussion of listening visual examples 		<ul style="list-style-type: none"> Classroom discussion
G. Sharps And Flats Will Be Introduced	<ul style="list-style-type: none"> Define sharps and flats <ul style="list-style-type: none"> Relationship to scales Utilize classroom discussion 		<ul style="list-style-type: none"> Classroom discussion
H. Scales Can Be Major And/Or Minor	<ul style="list-style-type: none"> Utilize classroom instruments with teacher guidance to notate and perform major and minor scales 		<ul style="list-style-type: none"> Classroom discussion Teacher observation Student performance Written assessment
I. Melody And Harmony Are Used When Performing	<ul style="list-style-type: none"> Utilize classroom discussion, listening examples, and instruments to distinguish between melody and harmony 		<ul style="list-style-type: none"> Classroom discussion Teacher observation Student performance

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Unit: **Rhythm**

Content Standard: **Read, perform and conduct specific rhythms within duple and triple meter**

State Curriculum Standard: **9.1.5A Know and use the elements and principles of each art form <Music>: Duration.**

9.1.5B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles <Music>: Play an instrument.

9.1.5E Demonstrate the ability to define objects.

9.3.5A Recognize critical processes used in the examination of works in the arts: Compare and Contrast, Interpret, and analyze.

9.3.5C Know classification skills with materials and processes used to create works in the arts.

9.3.5F Know how to recognize and identify similar and different characteristics among works in the arts.

Course Content	Student Performance	Resources	Assessments
A. Rhythm Of A Song Moves To An Underlying Beat	<ul style="list-style-type: none"> Reinforce use of proper note and rest value names <ul style="list-style-type: none"> Perform accurately using notation Use classroom discussion 	<ul style="list-style-type: none"> Teacher-generated listening examples, songs, patterns, worksheets, and activities Available building Fifth Grade music instructional series, including: <ul style="list-style-type: none"> <u>Spotlight On Music</u> (McMillan, 2008) <u>Making Music</u> (Silver Burdett, 2002) <u>Music Connection</u> (Silver Burdett & Ginn, 1995) <u>World Of Music</u> (Silver Burdett & Ginn, 1989) 	<ul style="list-style-type: none"> Classroom discussion
B. Proper Note Value Names Are Introduced In Reference To Music Duration	<ul style="list-style-type: none"> Keep the steady beat of songs and listening examples <ul style="list-style-type: none"> Use classroom discussion 	<ul style="list-style-type: none"> Available building Fifth Grade music instructional series, including: <ul style="list-style-type: none"> <u>Spotlight On Music</u> (McMillan, 2008) <u>Making Music</u> (Silver Burdett, 2002) <u>Music Connection</u> (Silver Burdett & Ginn, 1995) <u>World Of Music</u> (Silver Burdett & Ginn, 1989) 	<ul style="list-style-type: none"> Teacher observation Student performance
C. Compose Accurate Rhythm Compositions	<ul style="list-style-type: none"> Experiment with rhythm composition <ul style="list-style-type: none"> Utilize teacher guidance 	<ul style="list-style-type: none"> Available building technological resources, including: <ul style="list-style-type: none"> iPod/iTunes GarageBand/Music Ace Keyboards TV-aitor Video conferencing Virtual field trips Supplemental technology 	<ul style="list-style-type: none"> Teacher observation Student performance
D. Recognize And Perform Within A Specific Meter	<ul style="list-style-type: none"> Discuss the meter of a song <ul style="list-style-type: none"> Utilize songs and listening Utilize visual examples 	<ul style="list-style-type: none"> Available building technological resources, including: <ul style="list-style-type: none"> iPod/iTunes GarageBand/Music Ace Keyboards TV-aitor Video conferencing Virtual field trips Supplemental technology Classroom instruments 	<ul style="list-style-type: none"> Classroom discussion

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Unit: **Rhythm**

Content Standard: **Read, perform, and conduct specific rhythms within duple and triple meter**

State Curriculum Standard: **9.1.5A Know and use the elements and principles of each art form <Music>: Duration.**

9.1.5B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles <Music>: Play an instrument.

9.1.5E Demonstrate the ability to define objects.

9.3.5A Recognize critical processes used in the examination of works in the arts: Compare and Contrast, Interpret, and analyze.

9.3.5C Know classification skills with materials and processes used to create works in the arts.

9.3.5F Know how to recognize and identify similar and different characteristics among works in the arts.

Course Content	Student Performance	Resources	Assessments
E. Conduct Patterns In Various Meters	<ul style="list-style-type: none"> Experiment with conducting in various meters <ul style="list-style-type: none"> Utilize teacher modeling 	<ul style="list-style-type: none"> Teacher-generated listening examples, songs, patterns, worksheets, and activities 	<ul style="list-style-type: none"> Teacher observation Written assessment
F. Identify Incomplete Measures And Pick-Up Notes	<ul style="list-style-type: none"> Understand pick-up notes <ul style="list-style-type: none"> Utilize classroom discussion of visual and listening examples 	<ul style="list-style-type: none"> Available building Fifth Grade music instructional series, including: <ul style="list-style-type: none"> <u>Spotlight On Music</u> (McMillan, 2008) <u>Making Music</u> (Silver Burdett, 2002) <u>Music Connection</u> (Silver Burdett & Ginn, 1995) <u>World Of Music</u> (Silver Burdett & Ginn, 1989) 	<ul style="list-style-type: none"> Classroom discussion
G. Identify And Perform Uneven Rhythms (Dotted Notes And Syncopation)	<ul style="list-style-type: none"> Utilize classroom discussion of visual and listening examples <ul style="list-style-type: none"> Label uneven rhythms Play uneven rhythms 	<ul style="list-style-type: none"> Available building Fifth Grade music instructional series, including: <ul style="list-style-type: none"> <u>Spotlight On Music</u> (McMillan, 2008) <u>Making Music</u> (Silver Burdett, 2002) <u>Music Connection</u> (Silver Burdett & Ginn, 1995) <u>World Of Music</u> (Silver Burdett & Ginn, 1989) 	<ul style="list-style-type: none"> Classroom discussion Teacher observation Student performance
H. Different Rhythmic Styles In Music Are Explored	<ul style="list-style-type: none"> Compare and contrast rhythmic styles <ul style="list-style-type: none"> Utilize classroom discussion of various listening examples 	<ul style="list-style-type: none"> Available building technological resources, including: <ul style="list-style-type: none"> iPod/iTunes GarageBand/Music Ace Keyboards TV-aitor Video conferencing Virtual field trips Supplemental technology 	<ul style="list-style-type: none"> Classroom discussion

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		<ul style="list-style-type: none">• Classroom instruments	
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Vocal Music Planned Course -- Fifth Grade

Unit: **Harmony**

Content Standard: **Understand, create and perform types of harmony**

State Curriculum Standard: **9.1.5A Know and use the elements and principles of each art form to create works in the arts and humanities <Music>: Harmony.**

9.1.5C Recognize and use fundamental vocabulary within each of the art forms.

9.1.5D Use knowledge of varied styles within each art form.

9.1.5J Know and use traditional and contemporary technologies for producing and performing works in the arts.

9.3.5A Recognize critical processes used in the examination of works in the arts: Compare and contrast, Analyze.

9.3.5C Know classification skills with processes used to create works in the arts.

9.3.5F Know how to recognize and identify similar/different characteristics among works in the arts.

Course Content	Student Performance	Resources	Assessments
A. Harmony Principles Are Developed	<ul style="list-style-type: none"> Gain an understanding of harmony <ul style="list-style-type: none"> Utilize classroom discussion of listening examples 	<ul style="list-style-type: none"> Teacher-generated listening examples, songs, patterns, worksheets, and activities Available building Fifth Grade music instructional series, including: <ul style="list-style-type: none"> <u>Spotlight On Music</u> (McMillan, 2008) <u>Making Music</u> (Silver Burdett, 2002) <u>Music Connection</u> (Silver Burdett & Ginn, 1995) <u>World Of Music</u> (Silver Burdett & Ginn, 1989) Available building technological resources, including: <ul style="list-style-type: none"> iPod/iTunes GarageBand/Music Ace Keyboards TV-aitor Video conferencing Virtual field trips Supplemental technology Classroom instruments 	<ul style="list-style-type: none"> Classroom discussion
B. Various Types of Harmony are Explored	<ul style="list-style-type: none"> Perform <ul style="list-style-type: none"> Ostinato Rounds Partner songs Two-part harmonic Intervals Counter melody Descant Utilize voices and classroom instruments 		<ul style="list-style-type: none"> Teacher observation Student performance
C. Various Types Of Harmony Are Performed	<ul style="list-style-type: none"> Sing harmony <ul style="list-style-type: none"> Notes on two staves Multiple notes Utilize teacher guidance and visual aides 		<ul style="list-style-type: none"> Classroom discussion Teacher observation Student performance

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9.1.5C Recognize and use fundamental vocabulary within each of the art forms.

9.1.5D Use knowledge of varied styles within each art form.

9.1.5J Know and use traditional and contemporary technologies for producing and performing works in the arts.

9.3.5A Recognize critical processes used in the examination of works in the arts: Compare and contrast, Analyze.

9.3.5C Know classification skills with processes used to create works in the arts.

9.3.5F Know how to recognize and identify similar/different characteristics among works in the arts.

Course Content	Student Performance	Resources	Assessments
D. Various Instrumental Accompaniments Are Explored	<ul style="list-style-type: none"> Utilize classroom instruments <ul style="list-style-type: none"> Create various types of harmony 	<ul style="list-style-type: none"> Teacher-generated listening examples, songs, patterns, worksheets, and activities Available building Fifth Grade music instructional series, including: <ul style="list-style-type: none"> <u>Spotlight On Music</u> (McMillan, 2008) <u>Making Music</u> (Silver Burdett, 2002) <u>Music Connection</u> (Silver Burdett & Ginn, 1995) <u>World Of Music</u> (Silver Burdett & Ginn, 1989) Available building technological resources, including: <ul style="list-style-type: none"> iPod/iTunes GarageBand/Music Ace Keyboards TV-aitor Video conferencing Virtual field trips Supplemental technology Classroom instruments 	<ul style="list-style-type: none"> Classroom discussion Teacher observation Student performance
E. Chords Are Built On The First (I), Fourth (IV), And Fifth (V) Degrees Of The Scale	<ul style="list-style-type: none"> Utilize classroom Instruments in an accompaniment <ul style="list-style-type: none"> Create and label tonic chords Subdominant chords Dominant chords 		<ul style="list-style-type: none"> Classroom discussion Teacher observation Student performance

Vocal Music Planned Course -- Fifth Grade

Unit: **Form**

Content Standard: **Label various types of form and begin to compose simple form compositions.**

State Curriculum Standard: **9.1.5A Know and use the principles of each art form <Music>: Form.**

9.1.5C Recognize and use fundamental vocabulary within each of the art forms.

9.1.5E Demonstrate the ability to define objects in works in the arts.

9.3.5A Recognize critical processes used in the examination of works in the arts: Compare and Contrast, Interpret, and analyze

9.3.5C Know classification skills in works in the arts.

9.3.5F Know how to recognize and identify similar and different characteristics among works in the arts.

Course Content	Student Performance	Resources	Assessments
A. Sections Are Identified Within Music	<ul style="list-style-type: none"> Utilize visual and aural examples of songs <ul style="list-style-type: none"> Determine repeated and contrasting sections 	<ul style="list-style-type: none"> Teacher-generated listening examples, songs, patterns, worksheets, and activities Available building Fifth Grade music instructional series, including: <ul style="list-style-type: none"> <u>Spotlight On Music</u> (McMillan, 2008) <u>Making Music</u> (Silver Burdett, 2002) <u>Music Connection</u> (Silver Burdett & Ginn, 1995) <u>World Of Music</u> (Silver Burdett & Ginn, 1989) Available building technological resources, including: <ul style="list-style-type: none"> iPod/iTunes GarageBand/Music Ace Keyboards TV-aitor Video conferencing Virtual field trips Supplemental technology Classroom instruments 	<ul style="list-style-type: none"> Classroom discussion
B. Recognize And Create Form	<ul style="list-style-type: none"> Identify the form of music <ul style="list-style-type: none"> Utilize classroom discussion of songs and listening examples Utilize teacher guidance to create examples of various forms in music 		<ul style="list-style-type: none"> Teacher observation Student performance Classroom discussion
C. Identify Variations On A Familiar Tune	<ul style="list-style-type: none"> Utilize teacher guidance to create a variation 		<ul style="list-style-type: none"> Classroom discussion Written assessment
D. Illustrate The Form Of A Song Through Movement	<ul style="list-style-type: none"> Determine the form of songs <ul style="list-style-type: none"> Use movement with songs and listening examples 		<ul style="list-style-type: none"> Classroom discussion Teacher observation Student performance

Vocal Music Planned Course -- Fifth Grade

Unit: **Tone Color**

Content Standard: **Identify, differentiate between and demonstrate proper production of tone color with various instrument sounds and voices.**

State Curriculum Standard: **9.1.5A Know and use the elements of each art form <Music>: Timbre.**

9.1.5E Demonstrate the ability to define objects in the arts.

9.3.5C Know classification skills with materials in the arts.

9.3.5F Know how to recognize and identify similar and different characteristics among works in the arts.

Course Content	Student Performance	Resources	Assessments
A. Demonstrate Aural Dissemination Of Classroom Instruments	<ul style="list-style-type: none"> Correctly play classroom instruments <ul style="list-style-type: none"> Utilize teacher modeling Classroom discussion Teacher guidance 	<ul style="list-style-type: none"> Teacher-generated listening examples, songs, patterns, worksheets, and activities Available building Fifth Grade music instructional series, including: <ul style="list-style-type: none"> <u>Spotlight On Music</u> (McMillan, 2008) <u>Making Music</u> (Silver Burdett, 2002) <u>Music Connection</u> (Silver Burdett & Ginn, 1995) <u>World Of Music</u> (Silver Burdett & Ginn, 1989) 	<ul style="list-style-type: none"> Teacher observation Classroom discussion Student performance
B. Vocal Control And Intonation Impacts Tone Quality	<ul style="list-style-type: none"> Practice proper tone quality <ul style="list-style-type: none"> Utilize songs and singing activities 	<ul style="list-style-type: none"> Available building technological resources, including: <ul style="list-style-type: none"> iPod/iTunes GarageBand/Music Ace Keyboards TV-aitor Video conferencing Virtual field trips Supplemental technology 	<ul style="list-style-type: none"> Teacher observation Classroom discussion Student performance
C. Identify And Classify Orchestral Instruments	<ul style="list-style-type: none"> Identify orchestral instruments <ul style="list-style-type: none"> Visually Orally 		<ul style="list-style-type: none"> Classroom discussion
D. Expressive Qualities of Instruments are Explored	<ul style="list-style-type: none"> Compare and contrast how instruments are used for expression <ul style="list-style-type: none"> Utilize classroom discussion of listening examples 		<ul style="list-style-type: none"> Classroom discussion
E. Perform Music In Small Instrumental Ensembles	<ul style="list-style-type: none"> Utilize listening examples of small instrumental ensembles Utilize classroom instruments to perform in small ensembles 	<ul style="list-style-type: none"> Classroom instruments 	<ul style="list-style-type: none"> Classroom discussion Student Performance

Vocal Music Planned Course -- Fifth Grade

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Vocal Music Planned Course -- Fifth Grade

Unit: **Tone Color**

Content Standard: **Identify, differentiate between and demonstrate proper production of tone color with various instrument sounds and voices.**

State Curriculum Standard: **9.1.5A Know and use the elements of each art form <Music>: Timbre.**

9.1.5E Demonstrate the ability to define objects in the arts.

9.3.5C Know classification skills with materials in the arts.

9.3.5F Know how to recognize and identify similar and different characteristics among works in the arts.

Course Content	Student Performance	Resources	Assessments
F. Identify And Classify Voices	<ul style="list-style-type: none"> Utilize classroom discussion Compare and contrast various voices 	<ul style="list-style-type: none"> Teacher-generated listening examples, songs, patterns, worksheets, and activities Available building Fifth Grade music instructional series, including: <ul style="list-style-type: none"> <u>Spotlight On Music</u> (McMillan, 2008) <u>Making Music</u> (Silver Burdett, 2002) <u>Music Connection</u> (Silver Burdett & Ginn, 1995) <u>World Of Music</u> (Silver Burdett & Ginn, 1989) Available building technological resources, including: <ul style="list-style-type: none"> iPod/iTunes GarageBand/Music Ace Keyboards TV-aitor Video conferencing Virtual field trips Supplemental technology Classroom instruments 	<ul style="list-style-type: none"> Classroom discussion

Vocal Music Planned Course -- Fifth Grade

Unit: **Tempo**

Content Standard: **Understand the terminology and perform using various tempos.**

State Curriculum Standard: **9.1.5A Know and use the elements of each art form <Music>: Intensity.**

9.1.5C Recognize and use fundamental vocabulary within each of the art forms.

9.1.5D Use knowledge of varied styles within each art form through a performance.

9.3.5A Recognize critical processes used in the examination of works in the arts: Compare and Contrast, Interpret, and Analyze

9.3.5B Know that works in the arts can be described by using the arts elements, principles, and concepts.

9.3.5C Know classification skills with materials in the arts.

9.3.5E Recognize and identify types of critical analysis in the arts and humanities: Contextual criticism.

9.3.5F Know how to recognize and identify similar and different characteristics among works in the arts.

Course Content	Student Performance	Resources	Assessments
A. Demonstrate An Awareness Of Tempo	<ul style="list-style-type: none"> Utilize various songs and listening examples to show mastery of tempo 	<ul style="list-style-type: none"> Teacher-generated listening examples, songs, patterns, worksheets, and activities Available building Fifth Grade music instructional series, including: <ul style="list-style-type: none"> <u>Spotlight On Music</u> (McMillan, 2008) <u>Making Music</u> (Silver Burdett, 2002) <u>Music Connection</u> (Silver Burdett & Ginn, 1995) <u>World Of Music</u> (Silver Burdett & Ginn, 1989) Available building technological resources, including: <ul style="list-style-type: none"> iPod/iTunes GarageBand/Music Ace Keyboards TV-aitor Video conferencing Virtual field trips Supplemental technology Classroom instruments Metronome 	<ul style="list-style-type: none"> Teacher observation Student performance
B. Tempo Terms Are Developed	<ul style="list-style-type: none"> Utilize classroom discussion to identify and label various tempos in music <ul style="list-style-type: none"> Adagio Andante Moderato Allegro Largo Presto Accelerando Ritardando 		<ul style="list-style-type: none"> Classroom discussion
C. Familiarize Students With The Metronome And Various Tempo Settings	<ul style="list-style-type: none"> Demonstrate the use of a metronome <ul style="list-style-type: none"> Utilize classroom discussion and teacher guidance with songs and listening examples 		<ul style="list-style-type: none"> Classroom discussion Teacher observation Student performance

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Vocal Music Planned Course -- Fifth Grade

Unit: **Tempo**

Content Standard: **Understand the terminology and perform using various tempos.**

State Curriculum Standard: **9.1.5A Know and use the elements of each art form <Music>: Intensity.**

9.1.5C Recognize and use fundamental vocabulary within each of the art forms.

9.1.5D Use knowledge of varied styles within each art form through a performance.

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9.3.5B Know that works in the arts can be described by using the arts elements, principles, and concepts.

9.3.5C Know classification skills with materials in the arts.

9.3.5E Recognize and identify types of critical analysis in the arts and humanities: Contextual criticism.

9.3.5F Know how to recognize and identify similar and different characteristics among works in the arts.

Course Content	Student Performance	Resources	Assessments
D. Tempo Changes Within Sections And Between Sections Of Compositions	<ul style="list-style-type: none"> Compare and contrast various tempos changes: <ul style="list-style-type: none"> Utilize classroom discussion of listening examples and songs Utilize voices and classroom instruments 	<ul style="list-style-type: none"> Teacher-generated listening examples, songs, patterns, worksheets, and activities Available building Fifth Grade music instructional series, including: <ul style="list-style-type: none"> <u>Spotlight On Music</u> (McMillan, 2008) <u>Making Music</u> (Silver Burdett, 2002) <u>Music Connection</u> (Silver Burdett & Ginn, 1995) <u>World Of Music</u> (Silver Burdett & Ginn, 1989) 	<ul style="list-style-type: none"> Classroom discussion Teacher observation Student performance
E. Conduct The Same Song With Two Or More Tempo Changes	<ul style="list-style-type: none"> Demonstrate conducting patterns in different tempos <ul style="list-style-type: none"> Utilize songs and listening examples 	<ul style="list-style-type: none"> Available building technological resources, including: <ul style="list-style-type: none"> iPod/iTunes GarageBand/Music Ace Keyboards TV-aitor Video conferencing Virtual field trips Supplemental technology 	<ul style="list-style-type: none"> Teacher observation Student performance
F. Tempo Is A Means To Control Expression In Musical Performances	<ul style="list-style-type: none"> Compare and contrast expression with tempo in music Utilize classroom discussion of songs and listening examples 	<ul style="list-style-type: none"> Available building technological resources, including: <ul style="list-style-type: none"> iPod/iTunes GarageBand/Music Ace Keyboards TV-aitor Video conferencing Virtual field trips Supplemental technology Classroom instruments 	<ul style="list-style-type: none"> Classroom discussion

Vocal Music Planned Course -- Fifth Grade

Unit: **Dynamics**

Content Standard: **Perform with and read appropriate dynamic levels and identify dynamic changes.**

State Curriculum Standard: **9.1.5A Know and use the elements of each art form <Music>: Intensity.**

9.1.5C Recognize and use fundamental vocabulary within each of the art forms.

9.1.5D Use knowledge of varied styles within each art form through a performance.

9.3.5A Recognize critical processes used in the examination of works in the arts: Compare and Contrast, Interpret, and Analyze.

9.3.5B Know that works in the arts can be described by using the arts elements, principles, and concepts.

9.3.5C Know classification skills with materials in the arts.

9.3.5E Recognize and identify types of critical analysis in the arts and humanities: Contextual criticism.

9.3.5F Know how to recognize and identify similar and different characteristics among works in the arts.

Course Content	Student Performance	Resources	Assessments
A. Dynamics Are Demonstrated In Singing And Playing	<ul style="list-style-type: none"> Utilize classroom instruments and voices <ul style="list-style-type: none"> Show loud in music Show soft in music 	<ul style="list-style-type: none"> Teacher-generated listening examples, songs, patterns, worksheets, and activities Available building Fifth Grade music instructional series, including: <ul style="list-style-type: none"> <u>Spotlight On Music</u> (McMillan, 2008) <u>Making Music</u> (Silver Burdett, 2002) <u>Music Connection</u> (Silver Burdett & Ginn, 1995) <u>World Of Music</u> (Silver Burdett & Ginn, 1989) Available building technological resources, including: <ul style="list-style-type: none"> iPod/iTunes GarageBand/Music Ace Keyboards TV-aitor Video conferencing Virtual field trips Supplemental technology Classroom instruments 	<ul style="list-style-type: none"> Teacher observation Student performance Classroom discussion
B. Common Dynamics Terms Are Identified And Defined	<ul style="list-style-type: none"> Utilize voices and class-room instruments to demonstrate dynamic levels: <ul style="list-style-type: none"> <i>f</i> <i>p</i> <i>mf</i> <i>mp</i> <i>pp</i> <i>ff</i> 		<ul style="list-style-type: none"> Teacher observation Student performance Classroom discussion

Vocal Music Planned Course -- Fifth Grade

Unit: **Appreciation**

Content Standard: **Develop an age appropriate repertoire of songs and experience music from other cultures and historical eras.**

State Curriculum Standard: **9.1.5D Use knowledge of varied styles within each art form through performance of unique works.**

9.1.5F Identify works of others through performance.

9.2.5A Explain the historical, cultural, and social context of works in the arts.

9.2.5D Analyze a work of art from it's historical and cultural perspective.

9.2.5E Analyze how historical event and culture impact works in the arts.

9.2.5G Relate works in the arts to geographic regions.

9.2.5J Identify, explain and analyze historical and cultural differences as they relate to works in the arts.

9.3.5F Know how to recognize and identify similar and different characteristics among works in the arts.

9.4.5D Recognize that ideas can be communicated through works in the arts and humanities.

Course Content	Student Performance	Resources	Assessments
A. Music Of Various Cultures And Musical Eras Are Explored	<ul style="list-style-type: none"> Understand various cultures and musical eras <ul style="list-style-type: none"> Utilize songs 	<ul style="list-style-type: none"> Teacher-generated listening examples, songs, patterns, worksheets, and activities Available building Fifth Grade music instructional series, including: <ul style="list-style-type: none"> <u>Spotlight On Music</u> (McMillan, 2008) <u>Making Music</u> (Silver Burdett, 2002) <u>Music Connection</u> (Silver Burdett & Ginn, 1995) <u>World Of Music</u> (Silver Burdett & Ginn, 1989) Available building technological resources, including: <ul style="list-style-type: none"> iPod/iTunes GarageBand/Music Ace Keyboards TV-aitor Video conferencing Virtual field trips Supplemental technology Classroom instruments 	<ul style="list-style-type: none"> Teacher observation Student performance Classroom discussion
B. Characteristics Of Opera And Musical Theater Are Discussed	<ul style="list-style-type: none"> Utilize classroom discussion of listening and visual examples to gain knowledge <ul style="list-style-type: none"> Opera Musical theater 		<ul style="list-style-type: none"> Classroom discussion
C. Perform Traditional Songs, Dances, and Games	<ul style="list-style-type: none"> Understand traditional songs, dances and games <ul style="list-style-type: none"> Utilize classroom discussion 		<ul style="list-style-type: none"> Classroom discussion Teacher observation Student performance
D. Music For Special Holidays And Occasions Can Be Performed In Many Ways	<ul style="list-style-type: none"> Learn age appropriate holiday and seasonal songs through teacher guidance <ul style="list-style-type: none"> Songs Dramatizations Literature 		<ul style="list-style-type: none"> Teacher observation Student performance

Vocal Music Planned Course -- Fifth Grade

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Unit: **Appreciation**

Content Standard: **Develop an age appropriate repertoire of songs and experience music from other cultures and historical eras.**

State Curriculum Standard: **9.1.5D Use knowledge of varied styles within each art form through performance of unique works.**
9.1.5F Identify works of others through performance.
9.2.5A Explain the historical, cultural, and social context of works in the arts.
9.2.5D Analyze a work of art from it's historical and cultural perspective.
9.2.5E Analyze how historical event and culture impact works in the arts.
9.2.5G Relate works in the arts to geographic regions.
9.2.5J Identify, explain and analyze historical and cultural differences as they relate to works in the arts.
9.3.5F Know how to recognize and identify similar and different characteristics among works in the arts.
9.4.5D Recognize that ideas can be communicated through works in the arts and humanities.

Course Content	Student Performance	Resources	Assessments
E. Music From Other Cultures Is Explored Through Instruments, Maps, Songs, Etc.	<ul style="list-style-type: none"> Compare and contrast music of other cultures <ul style="list-style-type: none"> Utilize various informational sources 	<ul style="list-style-type: none"> Teacher-generated listening examples, songs, patterns, worksheets, and activities Available building Fifth 	<ul style="list-style-type: none"> Classroom discussion

Vocal Music Planned Course -- Fifth Grade

<p>F. Discuss And Analyze Current Music In Terms Of The Basic Elements Of Music</p> <p>G. Become Aware Of Careers In Music</p>	<ul style="list-style-type: none"> • Identify the basic elements of music <ul style="list-style-type: none"> • Utilize classroom discussion of various listening examples • Explore various musical careers • Utilize classroom discussion and literature 	<p>Grade music instructional series, including:</p> <ul style="list-style-type: none"> • <u>Spotlight On Music</u> (McMillan, 2008) • <u>Making Music</u> (Silver Burdett, 2002) • <u>Music Connection</u> (Silver Burdett & Ginn, 1995) • <u>World Of Music</u> (Silver Burdett & Ginn, 1989) • Available building technological resources, including: <ul style="list-style-type: none"> • iPod/iTunes • GarageBand/Music Ace • Keyboards • TV-aitor • Video conferencing • Virtual field trips • Supplemental technology • Classroom instruments 	<ul style="list-style-type: none"> • Classroom discussion • Classroom discussion
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