

# **Grade 5 Music Curriculum Maps**

**Unit of Study: Rhythm**

**Unit of Study: Instruments and Timbre**

**Unit of Study: Holiday and Patriotic Songs**

**Unit of Study: Harmony**

**Unit of Study: Folk Songs**

|  |   |
|--|---|
| <b>Grade: 5</b><br><b>Subject: Music</b>             | <b>Unit of Study: Rhythm</b>  |
| <b>Big Idea/Rationale</b>                            | <ul style="list-style-type: none"> <li>• Review 4<sup>th</sup> grade skills</li> <li>• Identify and create rhythms and time signatures using rhythm symbols</li> </ul>  |
| <b>Enduring Understanding (Mastery Objective)</b>    | Examining the elements of music helps one to understand the music we hear and perform   |
| <b>Essential Questions (Instructional Objective)</b> | <ul style="list-style-type: none"> <li>• Can students read, clap, or perform on instruments with sixteenth notes, eighth notes, quarter notes, half notes and other complex notations in music?</li> <li>• Do students know the names of the notes and their duration?</li> <li>• Do students know the difference between rhythm and melody?</li> <li>• Can students play a rhythmic ostinato while singing a melody?</li> <li>• Can students explain the importance of the time signature in a piece?</li> </ul>   |
| <b>Content (Subject Matter)</b>                      | <ul style="list-style-type: none"> <li>• Notes and rests have names and a different duration depending on its value.</li> <li>• Collections of these notes and rests are called rhythms.</li> <li>• A time signature tells you how many beats can be in each measure of written music.</li> <li>• Sometimes a melody has more than one time signature</li> <li>• You can match rhythms with the text of a song</li> </ul>   |
| <b>Skills/ Benchmarks (CCSS Standards)</b>           | <ul style="list-style-type: none"> <li>• 1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems</li> <li>• 1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures</li> <li>• 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.</li> <li>• 1.3.5.B.1 Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter</li> <li>• 1.3.5.B.2 Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice</li> <li>• 1.3.5.B.3 Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.</li> <li>• 1.3.5.B.4 Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.</li> </ul> |
| <b>Materials and Resources</b>                       | <ul style="list-style-type: none"> <li>• Rhythm instruments</li> <li>• Wallwisher</li> <li>• Recordings</li> <li>• Youtube</li> </ul>   |

|              |  |
|--------------|--|
| <b>Notes</b> |  |
|--------------|--|

|  |   |
|--|---|
| <b>Grade: 5</b><br><b>Subject: Music</b>             | <b>Unit of Study: Instruments and Timbre</b>  |
| <b>Big Idea/Rationale</b>                            | <ul style="list-style-type: none"> <li>• Musical instruments have unique qualities of tonality and resonance.</li> <li>• Conventional instruments are divided into musical families according to shared properties</li> </ul>   |
| <b>Enduring Understanding (Mastery Objective)</b>    | Examining the elements of music helps one to understand the music we hear and perform.  |
| <b>Essential Questions (Instructional Objective)</b> | <ul style="list-style-type: none"> <li>• Can students recognize and explain the sound of the instruments in each family?</li> <li>• Can students explain how an instrument gets into a family?</li> <li>• Can a student sort instruments into a family?</li> <li>• Can students recognize a family by sound?</li> <li>• Can students name the four families of instruments</li> <li>• Evaluate the different between an acoustic and an electronic instrument.</li> <li>• Evaluate the difference between an orchestra and a band.</li> </ul>   |
| <b>Content (Subject Matter)</b>                      | <ul style="list-style-type: none"> <li>• Instruments are placed in families (Brass, Strings, woodwinds and percussion) according to how they produce sound.</li> <li>• Sound on an instrument can be changed by using keys or valves to lengthen or shorten the column of air passing through the instrument.</li> <li>• Vocabulary or tempo, dynamic and expression terms.</li> <li>• A synthesizer is a computer that makes the sounds of instruments electronically, acoustic means a natural sound on the instrument.</li> <li>• The conductor sets the tempo, dynamics, and other expressions of a piece.</li> </ul>   |
| <b>Skills/ Benchmarks (CCSS Standards)</b>           | <ul style="list-style-type: none"> <li>• 1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures</li> <li>• 1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems</li> <li>• 1.3.5.B.4 Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.</li> <li>• 1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.</li> <li>• 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</li> </ul> |

|                                |   |
|--------------------------------|---|
| <b>Materials and Resources</b> | <ul style="list-style-type: none"><li>• Posters, DVD and CD examples of each family</li><li>• Students may demonstrate on their band instruments</li><li>• Youtube examples of performing groups</li><li>• Games like instrument Bingo and Sneaky Snake to test recognition</li></ul> |
| <b>Notes</b>                   |   |

|  |   |
|--|---|
| <b>Grade: 5</b><br><b>Subject: Music</b>             | <b>Unit of Study: Holiday and Patriotic Songs</b>   |
| <b>Big Idea/Rationale</b>                            | <ul style="list-style-type: none"> <li>• Music has an important role in holidays and cultures</li> <li>• Patriotic music is important for all citizens</li> </ul>   |
| <b>Enduring Understanding (Mastery Objective)</b>    | <p>The arts have always been a part of culture and society and can tell us a lot about a culture and society.</p>   |
| <b>Essential Questions (Instructional Objective)</b> | <ul style="list-style-type: none"> <li>• How does music add to a holiday celebration?</li> <li>• Evaluate how music adds to a cultural identity. Analyze its importance during times of conflict (i.e. war)</li> <li>• What do these songs tell us about a culture or society?</li> <li>• What connections can be made to social studies? World Languages?</li> <li>• Can students perform various songs for fall holidays (Halloween, Thanksgiving, Christmas, Chanukah)</li> <li>• Can students perform songs from various nations?</li> <li>• Can students explain with details about the song and its country of origin?</li> </ul>   |
| <b>Content (Subject Matter)</b>                      | <ul style="list-style-type: none"> <li>• Songs to recognize fall holidays</li> <li>• Songs to recognize changing seasons</li> <li>• Standard patriotic songs (America, God Bless America, National Anthem)</li> <li>• Songs from other countries (various, taken from the textbook)</li> </ul>  |
| <b>Skills/ Benchmarks (CCSS Standards)</b>           | <ul style="list-style-type: none"> <li>• 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</li> <li>• 1.2.5.A.2 Relate common artistic elements that define distinctive <a href="#">art genres</a> in dance, music, theatre, and visual art.</li> <li>• 1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.</li> <li>• 1.4.5.A.1 Employ basic, <a href="#">discipline-specific arts terminology</a> to categorize works of dance, music, theatre, and visual art according to established classifications.</li> <li>• 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</li> <li>• 1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual’s imagination and frame of reference (e.g., personal, social, political, historical context).</li> </ul> |
| <b>Materials and</b>                                 | <ul style="list-style-type: none"> <li>• Piano</li> </ul>   |

**Resources**

- Recordings
- Texts
- Rhythm instruments

**Notes**

|  |   |
|--|---|
| <b>Grade: 5</b><br><b>Subject: Music</b>             | <b>Unit of Study: Harmony</b>   |
| <b>Big Idea/Rationale</b>                            | Winter  |
| <b>Enduring Understanding (Mastery Objective)</b>    | <ul style="list-style-type: none"> <li>• Identify and perform harmony using songs from Music Connection books</li> <li>• Sing from simple notation</li> <li>• Identify and sing intervals of the third to create a major or minor chord.</li> </ul>   |
| <b>Essential Questions (Instructional Objective)</b> | Examining the elements of music helps one to understand the music we hear and perform   |
| <b>Content (Subject Matter)</b>                      | <ul style="list-style-type: none"> <li>• Listening</li> <li>• Performing as a class</li> <li>• Performing in small groups</li> <li>• Various examples of singing in harmony –choirs, duets, recording artists, acappella groups</li> <li>• Songs from the Grade 5 musical book</li> <li>• Instrumental examples</li> </ul>  |
| <b>Skills/ Benchmarks (CCSS Standards)</b>           | <ul style="list-style-type: none"> <li>• 1.1.5.B.1 Identify the <a href="#">elements of music</a> in response to aural prompts and printed music notational systems</li> <li>• 1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures</li> <li>• 1.3.5.B.1 Sing or play music from complex notation, using notation systems in treble and bass clef, <a href="#">mixed meter</a>, and <a href="#">compound meter</a></li> <li>• 1.3.5.B.2 Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre</li> <li>• 1.3.5.B.3 Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.</li> <li>• 1.3.5.B.4 Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.</li> </ul> |
| <b>Materials and Resources</b>                       | <ul style="list-style-type: none"> <li>• CD's</li> <li>• Books</li> <li>• Youtube</li> </ul>  |
| <b>Notes</b>   |   |

|  |   |
|--|---|
| <b>Grade: 5</b><br><b>Subject: Music</b>             | <b>Unit of Study: Folk Songs</b>  |
| <b>Big Idea/Rationale</b>                            | Explain and evaluate the American experience in story and song.   |
| <b>Enduring Understanding (Mastery Objective)</b>    | A nation or people’s culture can be understood through its folk songs   |
| <b>Essential Questions (Instructional Objective)</b> | <ul style="list-style-type: none"> <li>• What experiences can be put into music?</li> <li>• Who wrote American folk songs? Why/how?</li> <li>• What influences can we find in folk songs?</li> <li>• Are there different songs for each region of the country? How are they different?</li> <li>• How did immigrants affect American folk songs?</li> </ul>   |
| <b>Content (Subject Matter)</b>                      | Folk songs and American History   |
| <b>Skills/ Benchmarks (CCSS Standards)</b>           | <ul style="list-style-type: none"> <li>• 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</li> <li>• 1.2.5.A.2 Relate common artistic elements that define distinctive <a href="#">art genres</a> in dance, music, theatre, and visual art.</li> <li>• 1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.</li> <li>• 1.4.5.A.1 Employ basic, <a href="#">discipline-specific arts terminology</a> to categorize works of dance, music, theatre, and visual art according to established classifications.</li> <li>• 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</li> <li>• 1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual’s imagination and frame of reference (e.g., personal, social, political, historical context).</li> </ul> |
| <b>Materials and Resources</b>                       | <ul style="list-style-type: none"> <li>• CD’s</li> <li>• Various American folk song books.</li> </ul>   |
| <b>Notes</b>   |   |