

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

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

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

Materials and Resources	<ul style="list-style-type: none">• Posters, DVD and CD examples of each family• Students may demonstrate on their band instruments• Youtube examples of performing groups• Games like instrument Bingo and Sneaky Snake to test recognition
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Grade: 5 Subject: Music	Unit of Study: Holiday and Patriotic Songs
Big Idea/Rationale	<ul style="list-style-type: none"> • Music has an important role in holidays and cultures • Patriotic music is important for all citizens
Enduring Understanding (Mastery Objective)	<p>The arts have always been a part of culture and society and can tell us a lot about a culture and society.</p>
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • How does music add to a holiday celebration? • Evaluate how music adds to a cultural identity. Analyze its importance during times of conflict (i.e. war) • What do these songs tell us about a culture or society? • What connections can be made to social studies? World Languages? • Can students perform various songs for fall holidays (Halloween, Thanksgiving, Christmas, Chanukah) • Can students perform songs from various nations? • Can students explain with details about the song and its country of origin?
Content (Subject Matter)	<ul style="list-style-type: none"> • Songs to recognize fall holidays • Songs to recognize changing seasons • Standard patriotic songs (America, God Bless America, National Anthem) • Songs from other countries (various, taken from the textbook)
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. • 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art. • 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. • 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. • 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view. • 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).
Materials and	<ul style="list-style-type: none"> • Piano

Resources	<ul style="list-style-type: none">• Recordings• Texts• Rhythm instruments
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Grade: 5 Subject: Music	Unit of Study: Harmony
Big Idea/Rationale	Winter
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Identify and perform harmony using songs from Music Connection books • Sing from simple notation • Identify and sing intervals of the third to create a major or minor chord.
Essential Questions (Instructional Objective)	Examining the elements of music helps one to understand the music we hear and perform
Content (Subject Matter)	<ul style="list-style-type: none"> • Listening • Performing as a class • Performing in small groups • Various examples of singing in harmony –choirs, duets, recording artists, acappella groups • Songs from the Grade 5 musical book • Instrumental examples
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems • 1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures • 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 • 1.3.5.B.2 Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre • 1.3.5.B.3 Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs. • 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.
Materials and Resources	<ul style="list-style-type: none"> • CD's • Books • Youtube
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Grade: 5 Subject: Music	Unit of Study: Folk Songs
Big Idea/Rationale	Explain and evaluate the American experience in story and song.
Enduring Understanding (Mastery Objective)	A nation or people’s culture can be understood through its folk songs
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What experiences can be put into music? • Who wrote American folk songs? Why/how? • What influences can we find in folk songs? • Are there different songs for each region of the country? How are they different? • How did immigrants affect American folk songs?
Content (Subject Matter)	Folk songs and American History
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. • 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art. • 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. • 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. • 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view. • 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).
Materials and Resources	<ul style="list-style-type: none"> • CD’s • Various American folk song books.
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