



Dover Area School District Curriculum Cover Sheet

Grade: Fifth Grade

Subject/Course Title: Elementary Library

Elementary Library Goals:

1. To ensure all our students acquire information literacy skills.
2. To develop and maintain a balanced collection of print and non-print materials for our students, staff and administrators.
3. To use relevant materials to support and enrich the curriculum.
4. To prompt curiosity to lead out students to individual learning, creativity and research.
5. To provide literacy and an overall enjoyment of reading.

Course Description:

Students will be introduced to materials suitable for their reading level, review proper library behavior, library procedures, and book care. They will continue to learn about various genres and the famous authors in various genres. They will review the location of various call numbers in the library. They will be introduced to the reference section and the use of various types of reference materials both online and physical. They will continue learning digital citizenship.

Course Content:

- Library orientation
- Seasonal themes
- Social studies themes
- Parts of a book
- Appropriate use of library materials
- Book care
- Digital citizenship
- Fiction/nonfiction
- Magazines
- Research for projects
- Research strategies—search engines, note-taking
- Writing, typing
- Use of computerized card catalog
- Promotion of materials appropriate for their level, authors and location
- Promotion of award-winning books

Instructional Resources:

- Computerized card catalog
- Various fiction/non-fiction books
- iPad, Chromebook or computer



**DASD Curriculum KUD
Music: Grade 5**

National Core Arts Standards	Know	Understand	Do
CREATING			
MU:Cr1.1 : Imagine-Generate musical ideas for various purposes and contexts.	Beat, melodic contour, musical questions, improvisation, rhythmic, melodic, & two-chord harmonic musical ideas, purpose & context (social, cultural, & historical). Musical ideas, movement, multiple tonalities (major and minor), and meters (duple & triple), rhythms & melodies, simple accompaniment patterns, & chord changes.	Creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	Improvise, create and play rhythm patterns, melodies, new verses, sound effects and accompaniments for songs.
MU:Cr2.1 : Plan and Make-Select and develop musical ideas for defined purposes and contexts.	Musical ideas, expressive intent, improvisation, arrangement, composition, connection to purpose, and context. Iconic or standard notation, recording technology.	Musicians' creative choices are influenced by their expertise, context, and expressive intent.	Read and perform iconic or standard notation. Explore various music technology applications and/or websites when appropriate.
MU:Cr3.1 : Evaluate and Refine-Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.	Feedback, interpret & refine musical ideas applying teacher-provided and collaboratively-developed criteria.	Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	Critique their own performances as well as other works using teacher provided criteria.
MU:Cr3.2 : Present- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.	Performance of musical ideas (expressive intent, purpose).	Musicians' presentation of creative work is the culmination of a process of creation and communication.	Perform a varied repertoire of music utilizing the fundamental music concepts of the fifth grade year.
PERFORMING			
MU:Pr4.1 : Select-Select varied musical works based on interest, knowledge, technical skill, and context.	Music selections to perform are influenced by personal interest, knowledge, purpose, context, and technical skill.	Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	Sing, move, and play instruments.
MU:Pr4.2 : Analyze-Analyze the structure and context of varied musical works and their implications for performance.	Music concepts (such as high/low, loud/soft, same/different, beat, melodic contour, tonality, meter, rhythm, pitch, form, harmony), cultures, structure. Rhythmic patterns & melodic phrases using iconic or standard notation. Context, personal, social, cultural, & historical informs a performance.	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	Analyze performances using music contrast terminology
MU:Pr4.3 : Interpret-Develop personal interpretations that consider creators' intent.	Expressive qualities (such as voice quality, dynamics, tempo, timbre, & articulation/style), expressive intent.	Performers make interpretive decisions based on their understanding of context and expressive intent.	Demonstrate all 4 voices (sing, shout, whisper, speak).

MU:Pr.5.1 : Rehearse, Evaluate and Refine- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.	Feedback, teacher-provided & collaboratively-developed criteria to evaluate ensemble & personal performances. Refine technical accuracy, expressive qualities and address performance challenges.	To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	Evaluate lessons and performances based on teacher feedback.
MU:Pr6.1: Present-Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.	Expression, performance, purpose, technical accuracy, interpretation. Audience etiquette for the context, venue, genre, & style.	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Perform music from a variety of cultures and languages. As an audience, describe and demonstrate good performance and concert etiquette.
RESPONDING			
MU:Re7.1 : Select-Choose music appropriate for specific purpose or context.	Personal interests and experiences, finding musical purpose or context.	Individuals' selection of musical work is influenced by their interests, experiences, understandings, and purposes.	Write about or show with movement how music makes me feel.
MU:Re7.2.: Analyze-Analyze how the structure and context of various musical works inform the response.	Music concepts (such as beat, melodic direction, pitch), purpose, structure, context (personal, social, cultural, & historical use).	Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	List personal interests and demonstrate why they prefer some music selections over others. Discuss personal, social, cultural, and historical elements of their music.
MU:Re8.1 : Interpret-Support interpretation of musical works that reflects creators'/performers' expressive intent.	Expressive qualities (such as dynamics, tempo, timbre, & articulation), Musical Concepts, interpretations to reflect expressive intent.	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	Describe music using opposites: Fast/Slow, High/Low, Loud/Soft, Same/Different etc.
MU:Re9.1 : Evaluate-Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.	Evidence of expressive preferences, evaluation of music, purpose, musical works/performances, established criteria and appropriateness to the context.	The personal evaluation of musical work and performance is informed by analysis, interpretation, and established criteria.	Evaluate music using terms like Fast/Slow, High/Low, Loud/Soft, Same/Different etc.
CONNECTING			
MU:Cn10.0 : Synthesize and relate knowledge and personal experiences to make music	Creating, performing, and responding to music.	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	Connect personal interests to performance. Listen to music or sing songs and tell about the places they're from.
MU:Cn11.0 : Relate musical ideas and works to varied context and daily life to deepen understanding.	Relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	Make connections between music and other arts

5th Grade Music
Unit 1



Subject: General Music

Grade Level: 5

Duration: 2 classes

Key Learning

Rhythm: Note and rest values

Unit Essential Question:

What is rhythm?

Identified Standards Addressed in the Unit:

MU:Cr1.1.5b, MU:Cr2.1.5b, MU:Pr4.2.5b

[2014 Music Standards \(PK-8 General Music\)](#) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:

N/A

Know (Concepts):

- Note/rest values

Do (Competencies):

- Read/play simple rhythms

Unit Key vocabulary

beat	half
rhythm	whole
steady	sixteenth
ta	time signature
ti ti	measure
tika tika	bar line
notes	double bar line
rest	repeat sign
pulse	triplets
quarter	dotted notes
eighth	

Sample Unit
Activating Strategy

Videos, preview vocabulary, Google slides

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 class (ongoing)	1 class (ongoing)	
Lesson Essential Question	What are quarter notes, quarter rests, eighth notes, half notes, half rests, whole notes, whole rests, sixteenth notes, triplets and dotted notes?	What do we need to know in order to read/play simple rhythms?	
Key Lesson Vocabulary	beat rhythm ta ti ti tika tika notes rest quarter eighth half whole sixteenth time signature measure bar line double bar line repeat sign triplets dotted notes	beat rhythm ta ti ti tika tika notes rest quarter eighth half whole sixteenth time signature measure bar line double bar line repeat sign triplets dotted notes	
Assessment	Through various activities in class, students will identify quarter notes, quarter rests, eighth notes, half notes, half rests, whole notes, whole rests, sixteenth notes, triplets, and dotted notes.	Through various activities in class, students will be able to read/play simple rhythms using notes and rests we have learned.	

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Are students able to clap and read simple rhythms?

Common Summative Assessment:

Assess the students' ability to define rhythm.

Assess the students' ability to identify quarter notes, quarter rests, eighth notes, half notes, half rests, whole notes, whole rests, sixteenth notes, triplets and dotted notes.

Assess the students' ability to read/play simple rhythms using the notes and rests we have learned.

Unit Success Criteria:

Students will be able to define rhythm.

Students will be able to identify quarter notes, quarter rests, eighth notes, half notes, half rests, whole notes, whole rests, sixteenth notes, triplets and dotted notes.

Students will be able to read/play simple rhythms using the notes and rests we have learned.

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Schoology, Silver Burdett Making Music, Google slides*

Scaffolds and Enrichment

Struggling Learners	Multi-Lingual Learners	Advanced Learners
<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance</i>	<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher</i>	<i>Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher</i>

5th Grade Music Unit 2: Meter



Subject: General Music	Grade Level: 5	Duration: 2 classes
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Key Learning	Meter (Time Signature)
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Unit Essential Question:	How do composers organize rhythms in their compositions?
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Identified Standards Addressed in the Unit:
MU:Cr1.1.5b, MU:Cr2.1.5b, MU:Pr4.2.5b 2014 Music Standards (PK-8 General Music) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:
N/A

Know (Concepts):	Do (Competencies):
<ul style="list-style-type: none"> Time Signature 	<ul style="list-style-type: none"> Conduct in 2/4, 3/4, 4/4, 6/8 and 2/2

Unit Key vocabulary	beat rhythm ta ti ti tika tika notes rest quarter eighth half whole sixteenth	time signature measure bar line double bar line repeat sign triplets dotted notes 2/4, 3/4, 4/4, 6/8, 2/2 common time cut time conduct
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**Sample Unit
Activating Strategy**

Songs/videos in 2/4, 3/4, and 4/4 times signatures as well as 6/8 and 2/2 time signatures, preview vocabulary, Google slides

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 class (ongoing)	1 class (ongoing)	
Lesson Essential Question	What is a time signature?	What are 6/8 and 2/2 time signatures?	
Key Lesson Vocabulary	beat rhythm ta ti ti tika tika notes rest quarter eighth half whole sixteenth time signature measure bar line double bar line repeat sign triplets dotted notes 2/4, 3/4, 4/4 conduct	beat rhythm ta ti ti tika tika notes rest quarter eighth half whole sixteenth time signature measure bar line double bar line repeat sign triplets dotted notes 2/4, 3/4, 4/4, 6/8, 2/2 common time cut time conduct	
Assessment	Students will be able to identify, define, compose and conduct in 2/4, 3/4, and 4/4 time signatures.	Students will be able to identify, define, compose and conduct in 6/8 and 2/2 time signatures.	

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Are students able to count (add up) the beats in a measure of a song?

Common Summative Assessment:

Assess the students' ability to identify, define, compose and conduct in 2/4, 3/4, and 4/4 time signatures.

Assess the students' ability to identify, define, compose and conduct in 6/8 and 2/2 time signatures.

Unit Success Criteria:

Students will be able to identify, define, compose and conduct in 2/4, 3/4, and 4/4 time signatures.

Students will be able to identify, define, compose and conduct in 6/8 and 2/2 time signatures.

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Schoology, Silver Burdett Making Music, Google slides*

Scaffolds and Enrichment

Struggling Learners	Multi-Lingual Learners	Advanced Learners
<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance</i>	<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher</i>	<i>Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher</i>

5th Grade Music
Unit 3: Notation/Staff



Subject: General Music

Grade Level: 5

Duration: 3 classes

Key Learning

Music is a string of pitches placed on the staff to tell us which notes to sing or play.

Unit Essential Question:

How can I read and write the pitch of music?

Identified Standards Addressed in the Unit:

MU:Cr1.1.5b, MU:Cr2.1.5b, MU:Pr4.2.5a, MU:Pr4.2.5b, MU:Re7.2.5a
[2014 Music Standards \(PK-8 General Music\)](#) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:

N/A

Know (Concepts):

- Treble clef music staff
- Ledger lines

Do (Competencies):

- Use mnemonic devices to identify the lines and spaces
- Identify and define in a piece of music

Unit Key vocabulary

Treble Clef Music Staff
Lines
Spaces
Ledger
Notes

Sample Unit Activating Strategy

Review lines and spaces on the treble clef music staff.

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 class (ongoing)	1 class (ongoing)	1 class (ongoing)
Lesson Essential Question	How are pitches written on the treble clef music staff?	Do notes use more than the 5 lines and 4 spaces?	What are accidentals?
Key Lesson Vocabulary	treble clef music staff lines spaces	treble clef music staff ledger lines spaces	treble clef music staff lines spaces accidental sharp flat natural
Assessment	Through classroom activities and discussions students will demonstrate their understanding of identifying the lines and spaces on the treble clef music staff.	Through classroom activities and discussions students will demonstrate their understanding of ledger lines notes.	Through classroom activities and discussions students will demonstrate their understanding of identifying accidentals: sharp, flat, natural.

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Use activating strategy to determine if students have an understanding of the lines and spaces of the treble clef music staff.

Common Summative Assessment:

Assess students' ability to identify the lines and spaces on the treble clef music staff.

Assess students' ability to define ledger lines.

Assess students' ability to identify accidentals: sharp, flat, natural.

Unit Success Criteria:

Students will be able to identify the lines and spaces on the treble clef music staff.

Students will be able to define ledger lines and identify d, c, and high a on the treble clef music staff.

Students will be able to identify accidentals: sharp, flat, natural.

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Schoology, Silver Burdett Making Music, Google slides*

Scaffolds and Enrichment

Struggling Learners	Multi-Lingual Learners	Advanced Learners
<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance</i>	<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher</i>	<i>Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher</i>

5th Grade Music
Unit 4: Melody



Subject: General Music **Grade Level:** 5 **Duration:** 4 classes

Key Learning Music is a string of pitches placed on the staff to tell us which notes to sing or play.

Unit Essential Question: What is melody?

Identified Standards Addressed in the Unit:

MU:Cr2.1.5b, MU:Cr3.1.5a, MU:Pr4.2.5b, MU:Pr4.3.5a, MU:Pr5.1.5a, MU:Pr6.1.5a, MU:Re7.2.5a, MU:Cn10.0.5a, MU:Cn11.0.5a
[2014 Music Standards \(PK-8 General Music\)](#) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:

N/A

Know (Concepts): **Do (Competencies):**

- | | |
|--|---|
| <ul style="list-style-type: none"> ● Treble clef music staff ● Basic rhythms (whole note, half note, quarter notes, eighth notes, dotted half note, whole rest, half rest, quarter rest) ● Proper rhythm, articulation, and hand position ● Basic musical terms and symbols (treble clef, measure, bar line, legato/staccato, fermata) | <ul style="list-style-type: none"> ● Read music on the treble clef staff ● Perform music containing these rhythms ● Use proper rhythm, articulation, hand position ● Listen to songs and recordings |
|--|---|

Unit Key vocabulary	<table border="0"> <tr> <td>Treble clef staff/pitches</td> <td>half rest</td> </tr> <tr> <td>whole note</td> <td>quarter rest</td> </tr> <tr> <td>half note</td> <td>measure</td> </tr> <tr> <td>quarter notes</td> <td>bar line</td> </tr> <tr> <td>eighth notes</td> <td>legato/staccato</td> </tr> <tr> <td>dotted half note</td> <td>breath marks</td> </tr> <tr> <td>whole rest</td> <td>fermata</td> </tr> </table>	Treble clef staff/pitches	half rest	whole note	quarter rest	half note	measure	quarter notes	bar line	eighth notes	legato/staccato	dotted half note	breath marks	whole rest	fermata
Treble clef staff/pitches	half rest														
whole note	quarter rest														
half note	measure														
quarter notes	bar line														
eighth notes	legato/staccato														
dotted half note	breath marks														
whole rest	fermata														

**Sample Unit
Activating Strategy**

Watch a video of a boomwhacker performance. Discuss teamwork and the importance of listening to one another as they play together.

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 class (ongoing)	1 class (ongoing)	1 class (ongoing)
Lesson Essential Question	What is a scale?	What is a solo, duet, trio, quartet, and ensemble?	Are conductors necessary for music ensembles?
Key Lesson Vocabulary	Treble Clef Music Staff Lines Spaces Beat Rhythm: ta ti ti tika tika notes rest quarter eighth half whole sixteenth scale	Treble Clef Music Staff Lines Spaces Beat Rhythm: ta ti ti tika tika notes rest quarter eighth half whole sixteenth scale	Treble Clef Music Staff Lines Spaces Beat Rhythm: ta ti ti tika tika notes rest quarter eighth half whole sixteenth scale
Assessment	Students define and demonstrate a scale (do, to do') on the boomwhackers.	Define solo, duet, trio, quartet, and ensemble.	Watch the conductor for music cues as they perform in an ensemble.

	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
Duration	1 class (ongoing)		
Essential Question	What makes a good performance?		
Key Lesson Vocabulary	Treble Clef Music Staff Lines Spaces Beat Rhythm: ta ti ti tika tika notes rest quarter eighth half whole sixteenth scale		
Assessment	Apply their music knowledge to determine what makes a good performance.		

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Playing tests.

Common Summative Assessment:

Assess students' ability to define and demonstrate a scale (do, to do') on the boomwhackers.

Assess students' ability to define solo, duet, trio, quartet, and ensemble.

Assess students' ability to watch the conductor for music cues as they perform in an ensemble.

Assess students' ability to apply their music knowledge to determine what makes a good performance.

Unit Success Criteria:

Students will be able to play simple songs on the boomwhackers following a conductor's music cues.

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Schoology, Silver Burdett Making Music, Google slides*

Scaffolds and Enrichment

Struggling Learners	Multi-Lingual Learners	Advanced Learners
<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance</i>	<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher</i>	<i>Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher</i>

5th Grade Music
Unit 5: Singing Voice / National Anthem



Subject: General Music

Grade Level: 5

Duration: 3 classes

Key Learning Singing Voice

Unit Essential Question: What singing parts make up a standard choir?

Identified Standards Addressed in the Unit:

MU:Cr1.1.5b, MU: Pr4.1.5a, MU:Pr4.2.5a, MU:Pr4.2.5b, MU:Re7.1.5a, MU:Cn10.0.5a, MU:Cn11.0.5a
[2014 Music Standards \(PK-8 General Music\)](#) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:

N/A

Know (Concepts):

- Soprano, Alto, Tenor, & Bass
- National Anthem Lyrics
- Interpretation of the National Anthem

Do (Competencies):

- Correctly classify vocal excerpts into the appropriate voice type
- Learn why, when, and where Francis Scott Key wrote the lyrics
- Listen to various performances

Unit Key vocabulary

soprano
alto
tenor
bass
choir/chorus
melody
harmony
National Anthem
patriotic

Sample Unit
Activating Strategy

Listen to a SATB choir. Ask students to describe the voices they hear.

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 class (ongoing)	1 class (ongoing)	1 class (ongoing)
Lesson Essential Question	How do the different voice types (soprano, alto, tenor, and bass) contribute to the richness and harmony of choral singing?	How do the lyrics and melody of the national anthem contribute to its significance and emotional impact?	How can individuals express their interpretation of the National Anthem through different forms of artistic expression?
Key Lesson Vocabulary	soprano alto tenor bass choir/chorus melody harmony	soprano alto tenor bass solo choir/chorus melody harmony National Anthem patriotic	soprano alto tenor bass solo choir/chorus melody harmony National Anthem patriotic
Assessment	Students are able to define and discuss how composers write music for choir.	Students are able to understand how the lyrics and melody of the National Anthem contributes to its significance and emotional impact.	Students are able to understand how individuals can express their interpretation of the National Anthem through different forms of artistic expression (band, choir, a cappella, etc.).

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Use activating strategy to determine if students have an understanding of different vocal parts within a song.

Common Summative Assessment:

Assess students' ability to define and discuss how composers write music for choir.

Assess students' ability to understand how the lyrics and melody of the National Anthem contributes to its significance and emotional impact.

Assess students' ability to understand how individuals can express their interpretation of the National Anthem through different forms of artistic expression (band, choir, a cappella, etc.).

Unit Success Criteria:

Students will be able to define and discuss how composers write music for choir.

Students are able to understand how the lyrics and melody of the National Anthem contributes to its significance and emotional impact.

Students are able to understand how individuals can express their interpretation of the National Anthem through different forms of artistic expression (band, choir, a cappella, etc.).

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Schoology, Silver Burdett Making Music, Google slides*

Scaffolds and Enrichment

Struggling Learners	Multi-Lingual Learners	Advanced Learners
<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance</i>	<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher</i>	<i>Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher</i>

5th Grade Music
Unit 6: Timbre / Bucket Drumming



Subject: General Music	Grade Level: 5	Duration: 5 classes
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Key Learning	Timbre is the unique quality of the sound that a musical instrument makes. The timbre of the bucket drum can change depending on where you hit it (top, side, rim).
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Unit Essential Question:	What is timbre?
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Identified Standards Addressed in the Unit:

MU:Cr1.1.5a, MU:Pr4.2.5a, MU:Pr4.2.5c, MU:Re7.1.5a, MU:Re7.2.5a, MU:Re8.1.5a, MU:Re9.1.5a, MU:Cn10.0.5a, MU:Cn11.0.5a
[2014 Music Standards \(PK-8 General Music\)](#) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:

N/A

Know (Concepts):	Do (Competencies):
<ul style="list-style-type: none"> ● Basic technique ● Basic coordination ● Bucket drumming rhythm notation ● One bucket groove 	<ul style="list-style-type: none"> ● Hold the drumsticks correctly ● Alternate left and right stick movement ● Read and play bucket drumming notation on staff ● Create and play a rhythm pattern using top, side, and rim of the bucket

Unit Key vocabulary	timbre bucket drumming rim side top grip left right	beat rhythm echo pattern
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**Sample Unit
Activating Strategy**

Hook the student's interest by either performing for them on a bucket or by showing them a video of bucket drumming.

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 class (ongoing)	1 class (ongoing)	1 class (ongoing)
Lesson Essential Question	How do we properly hold drumsticks?	What are the main parts of the bucket we'll be using?	How do we read basic drumming rhythms?
Key Lesson Vocabulary	timbre bucket drumming rim side top grip left right beat rhythm echo pattern	timbre bucket drumming rim side top grip, left right beat rhythm echo pattern	timbre bucket drumming rim side top grip left right beat rhythm echo pattern
Assessment	Students can demonstrate proper drumming stance and stick holding during practice.	Students can identify and play the different parts of the bucket: top, rim, and sides.	Students can demonstrate the basic rhythms learned.

	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
Duration	1 class (ongoing)	1 class (ongoing)	
Essential Question	How can we combine different drumming patterns to create a unique sequence?	Why is practice important before a performance?	

Key Lesson Vocabulary	timbre bucket drumming rim side top grip left right beat rhythm echo pattern	timbre bucket drumming rim side top grip left right beat rhythm echo pattern	
Assessment	Students can create and perform their own drumming sequences in small groups.	Students can demonstrate coordination, rhythm, and teamwork in their final performance.	

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Use an activating strategy to determine if students have an understanding of bucket drumming.

Common Summative Assessment:

Assess students' ability to demonstrate proper drumming stance and stick holding during practice.

Assess students' ability to identify and play the different parts of the bucket: top, rim, and sides.

Assess group performance where students demonstrate the basic rhythms learned.

Assess students' ability to create and perform their own drumming sequence in small groups.

Assess students' final performance based on coordination, rhythm, and teamwork.

Unit Success Criteria:

Students will be able to show an understanding of timbre by recognizing the various ways they can make a sound on the bucket.

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Schoology, Silver Burdett Making Music, Google slides*

Scaffolds and Enrichment

Struggling Learners

Multi-Lingual Learners

Advanced Learners

Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance

Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher

Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher

5th Grade Music
Unit 7: Musical Styles & Eras / Jazz



Subject: General Music

Grade Level: 5

Duration: 5 classes

Key Learning

Jazz is a music genre which was originated in the African-American communities of New Orleans, Louisiana, in the late 1800s. Jazz has many subgenres including but not limited to Ragtime, New Orleans Jazz, Big Band, Swing, Bebop, and the Blues.

Unit Essential Question:

What is Jazz?

Identified Standards Addressed in the Unit:

MU:Re7.2.5a, MU:Re8.1.5a, MU:Cn11.0.5a
[2014 Music Standards \(PK-8 General Music\)](#) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:

N/A

Know (Concepts):

- Jazz instrumentation
- Jazz basic elements
- Ragtime
- New Orleans Jazz
- Big Band
- Swing
- Scat Singing (vocal improvisation with nonsense syllables)
- Bebop
- Blues
- Dance crazes

Do (Competencies):

- Identify instruments used in jazz music
- Identify rhythm, improvisation, and conversation in a song
- Identify Scott Joplin as the King of Ragtime
- Identify New Orleans Jazz groups with frontliners and a rhythm section
- Identify Big Band with ten or more members (arrangements & solos)
- Identify Benny Goodman as the King of Swing
- Identify Ella Fitzgerald as the Queen of Jazz and scat singer
- Identify Charlie Parker and Dizzy Gillespie as leading figure of Bebop
- Identify call-and-response and the twelve-bar blues pattern
- Identify the Lindy Hop and the Charleston as Swing dances

Unit Key vocabulary	Jazz rhythm improvisation conversation Ragtime syncopation New Orleans Jazz frontliners rhythm section Big Band	arrangement solo Swing scat singing Bebop Blues call and response twelve bar blues ABA form
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Sample Unit Activating Strategy Teacher plays an example of jazz music. Ask the students if they have heard this style of music and to name it. Share what they know about jazz music.

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 class (ongoing)	1 class (ongoing)	1 class (ongoing)
Lesson Essential Question	What is Ragtime?	What is New Orleans Jazz?	What is Big Band, Swing, and Bebop?
Key Lesson Vocabulary	Jazz rhythm improvisation conversation Ragtime syncopation Scott Joplin piano	New Orleans Jazz frontliners rhythm section Louis Armstrong trumpet	Big Band arrangement solo Swing Bebop Duke Ellington Benny Goodman Ella Fitzgerald Charlie Parker Dizzy Gillespie piano clarinet scat singing saxophone trumpet

Assessment	Students are able to define and discuss the characteristics of Ragtime and the musician Scott Joplin.	Students are able to define and discuss the characteristics of New Orleans Jazz and the musician Louis Armstrong.	Students are able to define and discuss the characteristics of Big Band, Swing, Bebop and the musicians Duke Ellington, Benny Goodman, Ella Fitzgerald, Charlie Parker, and Dizzy Gillespie.
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	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
Duration	1 class (ongoing)	1 class (ongoing)	
Essential Question	What is the Blues?	What is the twelve bar blues?	
Key Lesson Vocabulary	Blue BB King guitar call and response twelve bar blues	ABA form twelve bar blues	
Assessment	Students are able to define and discuss the characteristics of the Blues and the musician BB King.	Students are able to compose lyrics for an ABA blues song and accompany it with the twelve bar blues using GarageBand.	

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Use an activating strategy to determine if students have an understanding of jazz music.

Common Summative Assessment:

Assess students' ability to define and discuss the characteristics of Ragtime and the musician Scott Joplin.

Assess students' ability to define and discuss the characteristics of New Orleans Jazz and the musician Louis Armstrong.

Assess students' ability to define and discuss the characteristics of Big Band, Swing, Bebop and the musicians Duke Ellington, Benny Goodman, Ella Fitzgerald, Charlie Parker, and Dizzy Gillespie.

Assess students' ability to define and discuss the characteristics of the Blues and the musician BB King.

Assess students' ability to compose lyrics for an ABA blues song and accompany it with the twelve bar blues using GarageBand.

Unit Success Criteria:

Students will be able to show an understanding of jazz music by identifying defining characteristics such as improvisation and instrumentation as well as various subgenres including Ragtime, New Orleans Jazz, Big Band, Swing, Bebop, and the Blues.

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Schoology, Silver Burdett Making Music, Google slides*

Scaffolds and Enrichment

Struggling Learners	Multi-Lingual Learners	Advanced Learners
<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance</i>	<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher</i>	<i>Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher</i>

5th Grade Music
Unit 8: Elements of Music - Composing



Subject: General Music

Grade Level: 5

Duration: 5 classes

Key Learning Elements of Music in Composing a Theme and Variations Composition

Unit Essential Question: How do we incorporate the elements of music into songwriting?

Identified Standards Addressed in the Unit:

MU:Cr1.1.5b, MU:Cr2.1.5a, MU:Cr2.1.5b, MU:Cr3.2.5a, MU:Pr4.1.5a, MU:Pr4.2.5a, MU:Pr4.3.5a, MU:Pr6.1.5a, MU:Re7.2.5a, MU:Re8.1.5a, MU:Re9.1.5a, MU:Cn10.0.5a, MU:Cn11.0.5a

[2014 Music Standards \(PK-8 General Music\)](#) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:

N/A

Know (Concepts):

- Elements of Music
- Theme and Variations

Do (Competencies):

- Identify duration (rhythm), dynamics, texture/harmony, form, pitch (melody), and timbre in the repertoire they perform, listen to, and create, and describe how they are used
- Identify theme as the main melody
- Identify variations as sounding similar to the theme but different because the composer has changed one or more elements of music

Unit Key vocabulary

theme
 elements
 duration (rhythm)
 dynamics
 texture/harmony
 form
 pitch (melody)
 timbre
 variation

**Sample Unit
Activating Strategy**

Read “Not a Box” by Antoinette Portis

- Ask, “What were some of the things the rabbit imagined the box to be?”
- Give each student a box and have them change the box in some way.
- Take a blank box and put it in the middle of a piece of chart paper. Label this box THEME.
- Have students add their boxes around the THEME. Explain that their boxes are variations on the original box (the theme).
- Go over the definitions of theme and variations.

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 class (ongoing)	1 class (ongoing)	1 class (ongoing)
Lesson Essential Question	What is a musical theme?	What are the basic elements in a musical theme?	How can variations change the way a theme sounds?
Key Lesson Vocabulary	theme melody	elements duration (rhythm) dynamics texture/harmony form pitch (melody) timbre	elements duration (rhythm) dynamics texture/harmony form pitch (melody) timbre variation
Assessment	Students are able to define the theme as the main melody of a piece of music.	Students are able to list the basic elements in a musical theme including duration (rhythm), dynamics,	Students are able to describe how variations can change the way a theme sounds.

		texture/harmony, form, pitch (melody), and timbre.	
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	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
Duration	1 class (ongoing)	1 class (ongoing)	
Essential Question	How can we change the melody of a theme?	What other elements can we use to change the theme to create a variation?	
Key Lesson Vocabulary	elements duration (rhythm) dynamics texture/harmony form pitch (melody) timbre variation	elements duration (rhythm) dynamics texture/harmony form pitch (melody) timbre variation	
Assessment	Students are able to experiment with changing the melody of “Twinkle, Twinkle Little Star”.	Students are able to refine and complete their variation of “Twinkle, Twinkle Little Star” using various elements of music.	

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Use an activating strategy to determine if students have an understanding of theme and variation.

Common Summative Assessment:

Assess students’ ability to define the theme as the main melody of a piece of music.

Assess students’ ability to list the basic elements in a musical theme including duration (rhythm), dynamics, texture/harmony, form, pitch (melody), and timbre.

Assess students’ ability to describe how variations can change the way a theme sounds.

Assess students’ ability to experiment with changing the melody of “Twinkle, Twinkle Little Star”.

Assess students’ ability to refine and complete their variation of “Twinkle, Twinkle Little Star” using various elements of music.

Unit Success Criteria:

Students will be able to identify the elements of music in the repertoire they perform, listen to, and create, and describe how they are used.

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Schoology, Silver Burdett Making Music, Google slides*

<i>Scaffolds and Enrichment</i>		
<i>Struggling Learners</i>	<i>Multi-Lingual Learners</i>	<i>Advanced Learners</i>
<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance</i>	<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher</i>	<i>Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher</i>