

	<u>CURRICULUM</u> <i>End Product of Learning, “What” You Teach</i>			<u>INSTRUCTION</u> <i>Means to the End Product, “How” You Teach</i>	<u>ASSESSMENT</u> <i>Validation to Revise Curriculum & Instruction</i>
TIME FRAME [By Date/Week/Month]	STANDARD OR BENCHMARK	CONTENT: What we want students to “KNOW”.	SKILL: What we want students to “DO”.	Varied Teaching/Learning Strategies Resources/Comments	Varied Classroom Assessment Strategies
Q1-4	25.A.1c Music: Identify differences in elements and expressive qualities (e.g., between fast and slow tempo; loud and soft dynamics; high and low pitch/direction; long and short duration; same and different form, tone color or timbre, and beat).	Basic components of music: melody, tempo, tone, rhythm... Melody -melodic contour -same/different phrases Tempo – common Italian markings Tone color	Follow a musical score (vocal and instrumental) Discriminate among steps, leaps and repeated notes Describe the tempo(s) and dynamic level(s) in musical examples (Moderato, Presto, piano, forte...) Translate common Italian markings into English Conduct in varied tempi Identify timbers of a variety of musical	Choral music, Instrumental pieces SmartMusic Music Makes the Scene DVD Music Baseball (Instrument Sounds)	Students point with finger while following a musical score; Participation in performing both vocal and instrumental scores Written work/handouts Student participation in game setting

Course/Subject: General Music		CURRICULUM MAP			Grade: 5
		Harmony	instruments Identify major and minor tonalities Distinguish between music with and without harmony	“Best Friend” “Circle of Friends” 2 part harmony pieces	Performance Teacher observation Peer constructive assessment
Q2	25.B.1 Identify similarities in and among the arts (e.g., pattern, sequence and mood).	Musical Form	Using music vocabulary to describe musical form: AB, Binary, Ternary, Suite, Through-Composed, Rondo	YouTube (Listening) Performing CDs Music Textbooks Form Worksheet	Active Participation Performance test Written: Creating visual representations of form
Q3	26.A.1c Music: Identify a variety of sounds and sound sources (e.g., instruments, voices and environmental sounds).	Understanding that voices are classified according to range Basic vocal and/or instrumental production techniques	Associating voice classifications with high, medium and low male and female vocal ranges (Alto, Soprano, Mezzo-Soprano, Bass, Baritone, Tenor) Naming/ describing/ demonstrating proper vocal and instrumental techniques (breath support, tonguing, posture...)	Defining ranges, grouping by gender Super Singers Recorder Express Orff Ensemble (Eerie Canal, Train Medley...)	Participation; note taking Hands on Active participation Critiquing

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Q1	26.A.1d Music: Relate symbol systems (e.g., icons, syllables, numbers and letters) to musical sounds.	Rhythm Pyramid of Notes and Rests	Understand relationship between note values relative to time signature	Tower of Notes/Rests Manipulatives Rhythmatics Game Music Math	Observation
Q3		Treble clef notes and line and space above and below	Identify notes on, above and below the treble clef	Floor staff	Participation
		Formula for dotted notes	Simple dotted note Rhythms, simple syncopated rhythms and the triplet	Flashcards	Note taking Teacher questioning
Q3	26.B.1c Music: Sing or play on classroom instruments a variety of music representing diverse cultures and styles.	Experience and learn about various musical styles: Jazz, Opera	Listen to musical examples Define style	Lecture Worksheets/Article YouTube videos Mozart Interview Puzzle Reading summary Research Partner Work/Collaborative Groups	Participation Discussion

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Q 2-4	27.A.1a Identify the distinctive roles of artists and audiences.	<p>Music History</p> <p>Composers Haydn Tchaikovsky, Brahms, Beethoven, Handel, Mozart, J.S. Bach, Schubert</p>	<p>Ancient, Middle Ages, Renaissance</p> <p>Identify and name musical selections of composers studied in class</p> <p>Baroque, Classical, Romantic</p>	<p>Lecture Worksheets</p> <p>Mini musical</p> <p>The Amazing Melody-Making Musical Time Travelers</p>	<p>Listening Discussion</p> <p>Performance of musical</p>
Q1-4	27.A.1b Identify how the arts contribute to communication, celebrations, occupations and recreation.	<p>Audience behavior (self and others)</p> <p>Arts in commercial applications</p>	<p>Exhibit and critique concert etiquette</p> <p>Recognize and analyze commercial applications such as Posters, TV commercials, package design, internet related</p>	<p>Assemblies, classroom performances, cultural arts events</p> <p>Create advertising jingle</p>	<p>Discussion</p> <p>Discussion</p>

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Q1-4	<p>27.B.1 Know how images, sounds and movement convey stories about people, places and times.</p>	<p>Understand how the arts shape and reflect history, society and everyday life</p>	<p>Describe jobs related to music</p> <p>List present day artists with significant contributions</p>	<p>Current events</p> <p>Musicians in the news</p> <p>TV programs</p> <p>YouTube</p>	<p>Sharing</p> <p>Brainstorming</p>