HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT AUTEN ROAD INTERMEDIATE SCHOOL MUSIC CURRICULUM GRADE 5 GENERAL MUSIC AUGUST 2019

Grade 5 General Music Course Overview

General Music is a part of the related arts curriculum for all of 6^{th} grade. The class meets for 40 minutes on alternating days for the duration of approximately 45 class periods.

The course is an extension of the skills learned throughout the K-4 General Music Curricula and includes a strong focus in the areas of rhythmic and melodic notation, African music, jazz music from the swing era, and sight singing in vocal performance. Instructional materials and literature are selected to specifically develop skills and solidify understandings. Students will be expected to meet or exceed proficiency levels in semester performance and written assessments.

National Standards

Creating

MU:Cr1.1.5a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).

MU:Cr1.1.5b Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.

MU:Cr2.1.5a Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.

MU:Cr2.1.5b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.

MU:Cr3.1.5a Evaluate, refine, and document revisions to personal music, applying teacher provided and collaboratively developed criteria and feedback, and explain the rationale for changes.

MU:Cr3.2.5a Present the final version of personal created music to others that demonstrates craftsmanship and explain connection to expressive intent.

Performing

MU:Pr4.1.5a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skills.

MU:Pr4.2.5a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

MU:Pr4.2.5b When analyzing selected music, read and perform using standard notation.

MU:Pr4.2.5c Explain how context (such as social, cultural, and historical) informs performances.

MU:Pr4.3.5a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).

MU:Pr5.1.5a Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.

MU:Pr5.1.5b Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.

MU:Pr6.1.5a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

MU:Pr6.1.5b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

Responding

MU:Re7.1.5a Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

MU:Re7.2.5a Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).

MU:Re8.1.5a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.

MU:Re9.1.5a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

Connecting

MU:Cn10.0.5a Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.

MU:Cr2.1.5a Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.

MU:Cr3.2.5a Present the final version of created music for others that demonstrates craftsmanship, and explain connection to expressive intent.

MU:Pr4.1.5a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, as well as their personal and others' technical skills.

MU:Pr4.3.5a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).

MU:Re7.1.5a Demonstrate and explain, citing evidence, how selected music connects to, and is influenced by specific interests, experiences, purposes, or contexts.

MU:Cn11.0.5a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MU:Cr1.1.5a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).

MU:Pr4.2.5c Explain how context (such as social, cultural, and historical) informs performances.

MU:Pr6.1.5b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. MU:Re7.2.5a Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).

MU:Re9.1.5a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

New Jersey

- 1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- 1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures.
- 1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
- 1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

2019 HTPS Performing Arts Curriculum Map – Grade 5 General Music

Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Rhythmic	45 days	MU:Cr1.1.5a	What is the beat in	Music is	Develop mnemonic	Participation in	Literacy - Engage	9.1.8.C.1 -
and		MU:Cr2.1.5b	music?	embedded in the	devices for	class	effectively in a	Determine an
Melodic		MU:Cr3.1.5a		celebrations and	remembering treble	discussions and	range of	individual's
Notation		MU:Cr3.2.5a	How do different	storytelling of all	clef staff lines and	meter	collaborative	responsibility for
		MU:Pr4.2.5a	meters and time	cultures.	spaces.	identification	discussions (one-	personal actions
		MU:Pr4.2.5b	signatures change			exercises.	on-one, in groups,	and contributions
		MU:Pr5.1.5a	the sound and	Historical periods	Identify and label	_	and teacher-led)	to group activities.
		MU:Pr5.1.5b	performance of	can be defined by	the notes on the	Accuracy of	with diverse	
		MU:Pr6.1.5a	music?	musical style and	treble clef staff.	note and	partners on grade	9.1.8.C.2 -
		MU:Re8.1.5a	****	genre.		rhythm	5 topics, texts, and	Demonstrate the
		MU:Re9.1.5a	Why is it important	3.6	Draw and label the	identification	issues, building on	use of compromise,
			to understand the	Music has	staff, treble clef,	on written	others' ideas and	consensus, and
			elements of music?	structure.	bar lines and ledger	examples.	expressing their	community
			Why is it important	Music con be	lines.	A	own clearly.	building strategies
			Why is it important to understand the	Music can be performed at any	Analyze and define	Accuracy of written	<i>Math -</i> Write	for carrying out different tasks,
			elements of music?	time using various	what a time	rhythmic	simple expressions	assignments, and
			elements of music?	methods to create	signature is and its	dictation	that record	projects.
			Why is it important	sound.	purpose.	exercises.	calculations with	projects.
			to have a system for	sound.	purpose.	CACICISCS.	numbers and	9.1.8.C.3 - Model
			recording music?	The elements of	Define the	Teacher	interpret	leadership skills
			recording masie.	music are	mathematical	evaluation of	numerical	during classroom
			How are musical	combined in	components of	in-class	expressions	and extra-curricular
			symbols derived and	unlimited and	Whole, Half,	performances.	without evaluating	activities.
			what are their	various ways to	Quarter, Eighth,	F	them.	
			functions?	create meaning	Sixteenth, Dotted	Self-evaluation		9.1.8.D.3 - Use
				and emotion.	Quarter, Dotted	of in-class	Science -	effective
			How does		Half, Triplet notes	performances.	Demonstrate and	communication
			technology assist in	Effective writers,	and Corresponding		explain the	skills in face-to-
			the writing and	listeners and	Rests.		frictional force	face and online
			recording of music?	performers of			acting on an object	interactions with
				music use	Define, label and		with the use of a	peers and adults
				knowledge of	perform patterns		physical model.	from home and
				musical language	including Whole,			from diverse
				to develop	Half, Quarter,		World Language -	cultures.
				informed	Eighth, and		Recognize some	

		judgments	Sixteenth Notes	common gestures	9.1.8.F.1 -
		(aesthetics).	and Rests.	and cultural	Demonstrate how
		(practices	productivity and
		Technology	Accurately perform	associated with the	accountability
		impacts the	rhythmic patterns	target culture(s).	contribute to
		creation and	on percussion	target curtare(s).	realizing individual
		performance of	instruments.		or group work
		music.	moti differents.		goals within or
		masic.	Accurately read		outside the
			and perform		classroom.
			melodic patterns on		Classicolii.
			pitched percussion		9.1.8.F.2 - Explain
			instruments.		how rules, laws,
			Thisti dillolles.		and safety practices
			Demonstrate the		protect individual
			2/4, 3/4, 4/4, and		rights in the global
			6/8 meters through		workplace.
			the use of strong		workprace.
			beat by performing		CRP1. Act as a
			body percussion or		responsible and
			playing percussion		contributing citizen
			instruments.		and employee.
			111341 6111011031		und emprojee.
			Notate simple		CRP4.
			rhythms from		Communicate
			dictated examples.		clearly and
			•		effectively and
			Properly perform		with reason.
			dynamic and tempo		
			changes within		CRP6.
					Demonstrate
			•		creativity and
			Pronounce, label		innovation.
			and define		
			Dynamic and		CRP8. Utilize
			Tempo markings.		critical thinking to
					make sense of
					problems and
					persevere in
			musical examples Pronounce, label and define Dynamic and		Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and

Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
African	45 days	MU:Cr1.1.5a	How can the	Music is	Use mallet	Proper	Literacy -	9.1.8.A.1 Develop
Music		MU:Cr1.1.5b	elements of music	embedded in the	instruments to	identification of	Demonstrate an	strategies to reinforce
		MU:Cr2.1.5a	create different	celebrations and	create harmonies.	musical forms in	understanding of	positive attitudes and
		MU:Pr4.1.5a	visual imagery?	storytelling of all		written and aural	figurative	productive behaviors
		MU:Pr4.2.5c		cultures.	Perform songs in	examples.	language, word	that impact critical
		MU:Re7.1.5a	What elements of		call and response		relationships, and	thinking and
		MU:Re7.2.5a	music elicit an	Historical periods	form.	Proper	nuances in word	problem-solving
		MU:Cn10.0.5a	aesthetic	can be defined by		identification of	meanings.	skills.
		MU:Cn11.0.5a	response?	musical style and	Identify and	major and minor		
				genre.	perform AB and	modes in aural	Science -	9.1.8.C.2
			Are there musical		ABA form.	examples.	Demonstrate and	Demonstrate the use
			structures that are	Music has			explain the	of compromise,
			more enjoyable to	structure.	Perform songs in a	Composition	frictional force	consensus, and
			listen to?		non-native	assignments.	acting on an object	community building
			****	Music can be	language.		with the use of a	strategies for carrying
			What impact has	performed at any		Teacher	physical model.	out different tasks,
			technology had on	time using various	Analyze simple	evaluation of in-	36 4 337	assignments, and
			the development	methods to create	harmonies within	class	<i>Math</i> - Write	projects.
			of music?	sound.	a given scale	performances.	simple expressions	01001
			II 1	T1 1	pattern.		that record	9.1.8.F.1
			How do we enjoy	The elements of	XX71 -		calculations with	Demonstrate how
			African music?	music are combined in	Work		numbers and	productivity and
					cooperatively to		interpret numerical	accountability contribute to
				unlimited and	perform harmonic ostinatos.			
				various ways to create meaning	Ostiliatos.		expressions without evaluating	realizing individual or group work goals
				and emotion.	Describe the		them.	within or outside the
					timbre of different		them.	classroom.
				Effective writers,	instruments and		World Language -	
				listeners and	different human		Imitate, recite,	CRP1. Act as a
				performers of	voices.		and/or dramatize	responsible and
				music use			simple poetry,	contributing citizen
				knowledge of	Identify Theme		rhymes, songs,	and employee.
				musical language	and Variations		and skits.	
				to develop	using familiar			CRP4. Communicate
				informed	melodies.			clearly and

	judgments			effectively and with
	(aesthetics)	Compose simple		reason.
		rhythmic 4		
	Technology	measure phrases.		CRP6. Demonstrate
	impacts the			creativity and
	creation and			innovation.
	performance of			
	music.			CRP8. Utilize critical
				thinking to make
				sense of problems
				and persevere in
				solving them.

2019 HTPS Performing Arts Curriculum Map – Grade 5 General Music

Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Jazz	45 days	MU:Cr1.1.5b	Can music define a	Music is embedded	Sing songs from	Participation in	Literacy -	9.1.8.C.3 Model
(Swing		MU:Cr2.1.5b	culture?	in the celebrations	varying cultures and	class	Demonstrate an	leadership skills
Era)		MU:Pr4.1.5a		and storytelling of	time periods.	discussions.	understanding of	during classroom
Music		MU:Pr4.3.5a	How is music used	all cultures.		Teacher	figurative	and extra-curricular
		MU:Pr6.1.5b	as a form of		Discuss the meaning	observation of	language, word	activities.
		MU:Re7.1.5a	communication?	Historical periods	of song lyrics in the	movement and	relationships, and	
		MU:Re7.2.5a		can be defined by	context of the time	singing	nuances in word	9.1.8.D.2
		MU:Re8.1.5a	Can music bring	musical style and	period it was	performances.	meanings.	Demonstrate the
		MU:Re9.1.5a	about societal	genre.	written.	Proper		ability to understand
		MU:Cn10.0.5a	change?			identification of	Health & Phys	inferences.
		MU:Cn11.0.5a		Music has structure.	Analyze music in	musical forms in	Ed - Create and	
			How does society's		major and minor	written and aural	demonstrate	9.1.8.D.3 Use
			view of a composer	Music can be	modes.	examples.	planned	effective
			change the way	performed at any		Teacher	movement	communication
			they write their	time using various	Participate in class	evaluation of in-	sequences,	skills in face-to-face
			music?	methods to create	discussions about	class	individually and	and online
				sound.	cultural elements	performances.	with others,	interactions with
			What does it mean		present in musical	Self-evaluation	based on tempo,	peers and adults
			to 'swing' in	The elements of	examples.	of in-class	beat, rhythm, and	from home and from
			music?	music are combined		performances.	music (creative,	diverse cultures.
				in unlimited and	Determine the time		cultural, social,	
				various ways to	signature in popular		and fitness	9.1.8.F.1
				create meaning and	music examples.		dance).	Demonstrate how
				emotion.				productivity and
					Analyze how lyrics		Social Studies -	accountability
				Effective writers,	have changed		All students will	contribute to
				listeners and	throughout time.		acquire the	realizing individual
				performers of music			knowledge and	or group work goals
				use knowledge of	Discuss and perform		skills to think	within or outside the
				musical language to	American folk		analytically about	classroom.
				develop informed	music and dances.		how past and	CDD1
				judgments			present	CRP1. Act as a
				(aesthetics).	Compare and		interactions of	responsible and
					contrast musical		people, cultures,	contributing citizen
				Technology impacts	examples from		and the	and employee.
				the creation and			environment	

		performance of	different time	shape the	CRP4.
		music.	periods.	American	Communicate
				heritage. Such	clearly and
			Identify how	knowledge and	effectively and with
			technology has	skills enable	reason.
			impacted the	students to make	
			creation and	informed	CRP6. Demonstrate
			performance of	decisions that	creativity and
			music.	reflect	innovation.
				fundamental	
				rights and core	CRP8. Utilize
				democratic	critical thinking to
				values as	make sense of
				productive	problems and
				citizens in local,	persevere in solving
				national, and	them.
				global	
				communities.	

Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Sight-	45 days	MU:Cr1.1.5a	Why is proper	Music is embedded	Understand the	Teacher	Literacy -	9.1.8.A.1
Singing and		MU:Cr2.1.5b	vocal technique	in the celebrations	parts of the body	observation of	Determine or	Develop
Vocal		MU:Cr3.2.5a	important?	and storytelling of all	responsible for	proper breath	clarify the meaning	strategies to
Performance		MU:Pr4.3.5a		cultures.	producing vocal	and posture	of unknown and	reinforce
		MU:Pr6.1.5b	How does		sounds.	during vocal	multiple-meaning	positive
		MU:Re8.1.5a	posture affect	Historical periods		exercises.	words and phrases	attitudes and
		MU:Re9.1.5a	vocal tone?	can be defined by	Demonstrate		based on grade 5	productive
		MU:Cn10.0.5a		musical style and	proper posture	Participation	reading and	behaviors that
		MU:Cn11.0.5a	What are the	genre.	necessary for	in class	content, choosing	impact critical
			differences		good vocal tone.	discussion and	flexibly from a	thinking and
			between talking	Music has structure.		analysis of the	range of strategies.	problem-
			and singing?		Perform vocal	creation of the		solving skills.
				Music can be	warm up	solfege	Science - Develop	
			What is the	performed at any	exercises.	system.	ways to proactively	9.1.8.C.1
			anatomy of the	time using various		****	include peers with	Determine an
			voice?	methods to create	Demonstrate	Written and	disabilities at	individual's
			XX 71	sound.	diaphragmatic	aural solfege	home, at school,	responsibility
			What is solfege	TCI 1	breathing through	identification	and in community	for personal
			and how is it	The elements of	breathing	exercises.	activities.	actions and
			used in singing?	music are combined in unlimited and	exercises.	Teacher		contributions to
			What is the		Identify the	evaluation of		group activities.
			proper behavior	various ways to create meaning and	techniques used	in-class		9.1.8.C.2
			for performers	emotion.	for increasing	performances.		Demonstrate
			and audiences?	ciliotion.	volume and	performances.		the use of
			and addictices:	Effective writers,	resonance when	Self-evaluation		compromise,
				listeners and	singing.	of in-class		consensus, and
				performers of music	Singing.	performances.		community
				use knowledge of	Sing songs from	Politorinanous		building
				musical language to	varying cultures			strategies for
				develop informed	and time periods			carrying out
				judgments	using proper			different tasks,
				(aesthetics)	linguistics and			assignments,
				,	pronunciations.			and projects.
				Technology impacts				
				the creation and				

performance of	Perform songs in	9.3.8.B.6
music.	call and response	Evaluate
music.		communication,
	manner using	
	proper vocal	collaboration,
	technique.	and leadership
	X1 .:C 1	skills and how
	Identify and	they might be
	perform basic	further
	intervallic	developed in
	patterns using	preparation for
	solfege.	a future career
		through
	Understand and	involvement in
	demonstrate the	school, home,
	proper usage of	work, and
	the head and chest	extracurricular
	voice.	activities.
	Become	CRP1. Act as a
	comfortable	responsible and
	participating in	contributing
	singing activities	citizen and
	in class.	employee.
	Be respectful and	CRP4.
	cooperative in	Communicate
	group	clearly and
	performances.	effectively and
	F	with reason.
		,, tur rouson.
		CRP6.
		Demonstrate
		creativity and
		innovation.
		iiiiovatioii.
		CRP8. Utilize
		critical thinking
		to make sense
		of problems
		and persevere
		in solving them.

BIBILIOGRAPHY

Pearson, Bruce, Standards of Excellence, Book 1: San Diego, Ca., Neal A. Kjos Publishing Co., Inc., 2008

Pearson, Bruce, Standards of Excellence, Book 2: San Diego, Ca., Neal A. Kjos Publishing Co., Inc., 2008

Andrew Surmani, Essentials of Music Theory Book 1, Alfred Music Publishing 2008

Andrew Surmani, Essentials of Music Theory Book 2, Alfred Music Publishing 2008

Andrew Surmani, Essentials of Music Theory Book Complete, Alfred Music Publishing 2008

WEBLIOGRAPHY

Opus Music Worksheets - http://www.opusmusicworksheets.com/

Musictheory.net - https://www.musictheory.net/exercises/note

Compose Create - https://composecreate.com/students/wendys-piano-studio/teaching-resources/rhythm-worksheets/

Vic Firth - Percussion 101 http://vicfirth.com/percussion-101/

Musictechteacher - https://www.musictechteacher.com/

ASSOCIATED JOBS LIST BY UNIT

Unit 1: Rhythm & Melodic Notation	Composer Songwriter Lyricist Producer Arranger Teacher Instrumentalist Vocalist
Unit 2: African Music	Instrumentalist Historian Lecturer Teacher Instrumentalist Vocalist
Unit 3: Jazz (Swing Era) Music	Composer Songwriter Lyricist Producer Arranger Teacher Instrumentalist Vocalist Festival Promoter Radio Promoter Booking Agent
Unit 4: Sight Singing & Vocal Performance	Composer Songwriter Lyricist Producer Arranger Teacher Instrumentalist Vocalist Piano Tuner