

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 6th 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 and Melodic Notation	45 days	MU:Cr1.1.5a MU:Cr2.1.5b MU:Cr3.1.5a MU:Cr3.2.5a MU:Pr4.2.5a MU:Pr4.2.5b MU:Pr5.1.5a MU:Pr5.1.5b MU:Pr6.1.5a MU:Re8.1.5a MU:Re9.1.5a	What is the beat in music? How do different meters and time signatures change the sound and performance of music? Why is it important to understand the elements of music? Why is it important to understand the elements of music? Why is it important to have a system for recording music? How are musical symbols derived and what are their functions? How does technology assist in the writing and recording of music?	Music is embedded in the celebrations and storytelling of all cultures. Historical periods can be defined by musical style and genre. Music has structure. Music can be performed at any time using various methods to create sound. The elements of music are combined in unlimited and various ways to create meaning and emotion. Effective writers, listeners and performers of music use knowledge of musical language to develop informed	Develop mnemonic devices for remembering treble clef staff lines and spaces. Identify and label the notes on the treble clef staff. Draw and label the staff, treble clef, bar lines and ledger lines. Analyze and define what a time signature is and its purpose. Define the mathematical components of Whole, Half, Quarter, Eighth, Sixteenth, Dotted Quarter, Dotted Half, Triplet notes and Corresponding Rests. Define, label and perform patterns including Whole, Half, Quarter, Eighth, and	Participation in class discussions and meter identification exercises. Accuracy of note and rhythm identification on written examples. Accuracy of written rhythmic dictation exercises. Teacher evaluation of in-class performances. Self-evaluation of in-class performances.	Literacy - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics, texts, and issues, building on others' ideas and expressing their own clearly. Math - Write simple expressions that record calculations with numbers and interpret numerical expressions without evaluating them. Science - Demonstrate and explain the frictional force acting on an object with the use of a physical model. World Language - Recognize some	9.1.8.C.1 - Determine an individual's responsibility for personal actions and contributions to group activities. 9.1.8.C.2 - Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. 9.1.8.C.3 - Model leadership skills during classroom and extra-curricular activities. 9.1.8.D.3 - Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

				<p>judgments (aesthetics).</p> <p>Technology impacts the creation and performance of music.</p>	<p>Sixteenth Notes and Rests.</p> <p>Accurately perform rhythmic patterns on percussion instruments.</p> <p>Accurately read and perform melodic patterns on pitched percussion instruments.</p> <p>Demonstrate the 2/4, 3/4, 4/4, and 6/8 meters through the use of strong beat by performing body percussion or playing percussion instruments.</p> <p>Notate simple rhythms from dictated examples.</p> <p>Properly perform dynamic and tempo changes within musical examples</p> <p>Pronounce, label and define Dynamic and Tempo markings.</p>		<p>common gestures and cultural practices associated with the target culture(s).</p>	<p>9.1.8.F.1 - Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.</p> <p>9.1.8.F.2 - Explain how rules, laws, and safety practices protect individual rights in the global workplace.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>
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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
African Music	45 days	MU:Cr1.1.5a MU:Cr1.1.5b MU:Cr2.1.5a MU:Pr4.1.5a MU:Pr4.2.5c MU:Re7.1.5a MU:Re7.2.5a MU:Cn10.0.5a MU:Cn11.0.5a	How can the elements of music create different visual imagery? What elements of music elicit an aesthetic response? Are there musical structures that are more enjoyable to listen to? What impact has technology had on the development of music? How do we enjoy African music?	Music is embedded in the celebrations and storytelling of all cultures. Historical periods can be defined by musical style and genre. Music has structure. Music can be performed at any time using various methods to create sound. The elements of music are combined in unlimited and various ways to create meaning and emotion. Effective writers, listeners and performers of music use knowledge of musical language to develop informed	Use mallet instruments to create harmonies. Perform songs in call and response form. Identify and perform AB and ABA form. Perform songs in a non-native language. Analyze simple harmonies within a given scale pattern. Work cooperatively to perform harmonic ostinatos. Describe the timbre of different instruments and different human voices. Identify Theme and Variations using familiar melodies.	Proper identification of musical forms in written and aural examples. Proper identification of major and minor modes in aural examples. Composition assignments. Teacher evaluation of in-class performances.	Literacy - Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings. Science - Demonstrate and explain the frictional force acting on an object with the use of a physical model. Math - Write simple expressions that record calculations with numbers and interpret numerical expressions without evaluating them. World Language - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 9.1.8.C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. 9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. CRP1. Act as a responsible and contributing citizen and employee. CRP4. Communicate clearly and

				judgments (aesthetics) Technology impacts the creation and performance of music.	Compose simple rhythmic 4 measure phrases.			effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
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Jazz (Swing Era) Music	45 days	MU:Cr1.1.5b MU:Cr2.1.5b MU:Pr4.1.5a MU:Pr4.3.5a MU:Pr6.1.5b MU:Re7.1.5a MU:Re7.2.5a MU:Re8.1.5a MU:Re9.1.5a MU:Cn10.0.5a MU:Cn11.0.5a	Can music define a culture? How is music used as a form of communication? Can music bring about societal change? How does society's view of a composer change the way they write their music? What does it mean to 'swing' in music?	Music is embedded in the celebrations and storytelling of all cultures. Historical periods can be defined by musical style and genre. Music has structure. Music can be performed at any time using various methods to create sound. The elements of music are combined in unlimited and various ways to create meaning and emotion. Effective writers, listeners and performers of music use knowledge of musical language to develop informed judgments (aesthetics). Technology impacts the creation and	Sing songs from varying cultures and time periods. Discuss the meaning of song lyrics in the context of the time period it was written. Analyze music in major and minor modes. Participate in class discussions about cultural elements present in musical examples. Determine the time signature in popular music examples. Analyze how lyrics have changed throughout time. Discuss and perform American folk music and dances. Compare and contrast musical examples from	Participation in class discussions. Teacher observation of movement and singing performances. Proper identification of musical forms in written and aural examples. Teacher evaluation of in-class performances. Self-evaluation of in-class performances.	Literacy - Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings. Health & Phys Ed - Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance). Social Studies - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment	9.1.8.C.3 Model leadership skills during classroom and extra-curricular activities. 9.1.8.D.2 Demonstrate the ability to understand inferences. 9.1.8.D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. 9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. CRP1. Act as a responsible and contributing citizen and employee.

				<p>performance of music.</p>	<p>different time periods.</p> <p>Identify how technology has impacted the creation and performance of music.</p>		<p>shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	<p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>
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Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Sight-Singing and Vocal Performance	45 days	MU:Cr1.1.5a MU:Cr2.1.5b MU:Cr3.2.5a MU:Pr4.3.5a MU:Pr6.1.5b MU:Re8.1.5a MU:Re9.1.5a MU:Cn10.0.5a MU:Cn11.0.5a	<p>Why is proper vocal technique important?</p> <p>How does posture affect vocal tone?</p> <p>What are the differences between talking and singing?</p> <p>What is the anatomy of the voice?</p> <p>What is solfege and how is it used in singing?</p> <p>What is the proper behavior for performers and audiences?</p>	<p>Music is embedded in the celebrations and storytelling of all cultures.</p> <p>Historical periods can be defined by musical style and genre.</p> <p>Music has structure.</p> <p>Music can be performed at any time using various methods to create sound.</p> <p>The elements of music are combined in unlimited and various ways to create meaning and emotion.</p> <p>Effective writers, listeners and performers of music use knowledge of musical language to develop informed judgments (aesthetics)</p> <p>Technology impacts the creation and</p>	<p>Understand the parts of the body responsible for producing vocal sounds.</p> <p>Demonstrate proper posture necessary for good vocal tone.</p> <p>Perform vocal warm up exercises.</p> <p>Demonstrate diaphragmatic breathing through breathing exercises.</p> <p>Identify the techniques used for increasing volume and resonance when singing.</p> <p>Sing songs from varying cultures and time periods using proper linguistics and pronunciations.</p>	<p>Teacher observation of proper breath and posture during vocal exercises.</p> <p>Participation in class discussion and analysis of the creation of the solfege system.</p> <p>Written and aural solfege identification exercises.</p> <p>Teacher evaluation of in-class performances.</p> <p>Self-evaluation of in-class performances.</p>	<p>Literacy - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>Science - Develop ways to proactively include peers with disabilities at home, at school, and in community activities.</p>	<p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</p> <p>9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities.</p> <p>9.1.8.C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.</p>

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

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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