

West Deptford Middle School Curriculum Map
Music - Grade 5

Unit/ Duration	Essential Questions	Content	Skills	Assessment	Standards
Music Literacy	<ul style="list-style-type: none"> • How does a composer convey the meaning of a piece of music? • How does someone perform music from a score? • How is music written down? • What symbols help you to understand the components of music? 	<ul style="list-style-type: none"> • Kodally rhythms (Ta, Ti, Tk(KI)) • Major and minor tonalities • Meter: 4/4, 3/4 • Music notation vocabulary terms • Musical elements such as melody, harmony, rhythm, pitch, dynamics • Rhythms: Whole, half, dotted half, quarter, dotted quarter, eighth, sixteenth • Solfege using Curwen hand signs • Symbols for musical form and expression, such as repeat signs, 	<ul style="list-style-type: none"> • Actively participate in discussion of music related topics • Create and compose using traditional and non-traditional notation • Recognize, define and use music symbols and vocabulary in context. • Sing and play music with a variety of symbols 	<ul style="list-style-type: none"> • Create and compose music using a variety of techniques • Perform simple rhythmic and harmonic accompaniments on classroom instruments • Sing unison and two-part songs with accuracy • Classwork designed to reinforce concepts • Creative extensions of the lesson, i.e. additional lyrics, accompaniments • Indicators of active participation and 	<ul style="list-style-type: none"> • CRP.K-12.CRP2.1 • TECH.8.1.8.C.CS4 • TECH.8.1.8.C.CS1 • TECH.8.1.8.A.CS2 • VPA.1.1.8.B.CS1 • VPA.1.1.8.B.1 • VPA.1.3.8.B.CS1 • VPA.1.3.8.B.1 • VPA.1.3.8.B.2 • VPA.1.3.8.B.CS3 • TECH.8.1.8.C.CS2 • TECH.8.1.8.A.CS1

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		crescendo		<p>skill level</p> <ul style="list-style-type: none"> Rubrics to evaluate musical accuracy Self critique and assessment 	
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Unit/ Duration	Essential Questions	Content	Skills	Assessment	Standards
Songs Of Our Nation	<ul style="list-style-type: none"> How did American composers create a distinctly American sound? How did music help contribute to the civil rights movement? How does music teach us our history? 	<ul style="list-style-type: none"> General geography associated with the songs we study The music notation required to read and perform the songs The significance of the songs within our 	<ul style="list-style-type: none"> Apply physical movement in the character of the rhythmic and cultural elements of the song Compose and perform harmonic accompaniments on classroom instruments Listen with understanding to 	<ul style="list-style-type: none"> Compose and perform harmonic accompaniments on classroom instruments Detect folk sources and traditions in American music Interpret songs with an understanding of historical and 	<ul style="list-style-type: none"> VPA.1.2.8.A.3 VPA.1.3.8.B.1 VPA.1.3.8.B.2 VPA.1.3.8.B.3

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	<ul style="list-style-type: none"> • What are the stories behind our American songs? 	<p style="text-align: center;">national history</p> <ul style="list-style-type: none"> • Vocabulary tied to songs of our nation, such as patriotism 	<p style="text-align: center;">the music of American composers</p> <ul style="list-style-type: none"> • Recognize form and structure • Sing music from American sources with pitch and rhythmic accuracy • Use appropriate music vocabulary 	<p style="text-align: center;">cultural significance</p> <ul style="list-style-type: none"> • Recognize form and structure • Sing music from American sources with pitch and rhythmic accuracy • Classwork designed to reinforce concepts • Creative extensions of the lessons, i.e. additional lyrics, accompaniments. • Indicators of active participation and skill level • Rubrics to evaluate musical accuracy • Self critique and 	
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West Deptford Middle School Curriculum Map
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				assessment	
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Unit/ Duration	Essential Questions	Content	Skills	Assessment	Standards
Composers	<ul style="list-style-type: none"> • How does music teach us about other cultures and areas of the world? • How does music teach us history? • Why do people create music? 	<ul style="list-style-type: none"> • Basic geography associated with the composers studied (Countries, and the related sounds of those countries) • Key facts about the composers studied • Vocabulary associated with the composers studied • Composers studied: <ul style="list-style-type: none"> ○ Bizet - Carmen ○ Copland - 	<ul style="list-style-type: none"> • Appraise listening selections and compile their own listening repertoire. • Compare and contrast the composers that are studied. • Express their findings orally and in writing • Recognize elements of form and structure used by these composers • Recognize songs associated with 	<ul style="list-style-type: none"> • Sing music with pitch and rhythmic accuracy • Compose and perform harmonic accompaniments on classroom instruments • Interpret songs with an understanding of historical and cultural significance • Perform music on instruments with pitch and rhythmic accuracy 	<ul style="list-style-type: none"> • VPA.1.1.8.B.CS1 • VPA.1.1.8.B.CS2 • VPA.1.3.8.A.CS2 • VPA.1.3.8.B.CS2 • VPA.1.3.8.B.2 • VPA.1.4.8.A.1

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		<p>Lincoln Portrait, Outdoor Overture</p> <ul style="list-style-type: none"> ○ Leroy Anderson - Sleigh Ride, Typewriter, Syncopated Clock ○ Saint-Saens- Danse Macabre, Carnival ○ Strauss, Jr. - Blue Danube ○ Tchaikovsky - Nutcracker ○ Vivaldi - Spring/Four Seasons ○ William Billings' Chester, William Schuman's 20th Century Version of Chester 	<p>each composer</p> <ul style="list-style-type: none"> • Recognize, define, and use associated music vocabulary in context • Use research skills (with guidance) to find out about composers • Use research skills to find what elements in a composer's life influenced their style 	<ul style="list-style-type: none"> • Recognize form and structure • Associated worksheet for each composer • Classwork designed to reinforce concepts • Indicators of active participation and skill level • Listening maps • Rubrics to evaluate group work projects 	
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Unit/ Duration	Essential Questions	Content	Skills	Assessment	Standards
Folklore and Cultural Songs	<ul style="list-style-type: none"> • How does music teach us about other cultures and areas of the world? • How does music teach us history? • What are ways that music connects us to one another? 	<ul style="list-style-type: none"> • Camp Mason songs: Devil From Leeds, Weird Jerry, Pirates of the Pines • Folk songs: Oh, Susanna, Wrangle Taggle Gypsies, Hey Ho Nobody Home, Grandfather Clock, Time Goes By, Freedom • Seasonal songs: Time Goes By, Going Camping, Skeleton Gelatin, When Witches were Waltzing, Skin and Bones, Light the Candles 	<ul style="list-style-type: none"> • Apply physical movement in the character of the rhythmic and cultural elements of the song • Compose and perform harmonic accompaniments on classroom instruments • Improvise on classroom instruments rhythmic and melodic patterns • Recognize form and structure • Sing music from folk and cultural heritage sources with pitch and rhythmic accuracy 	<ul style="list-style-type: none"> • Detect cultural sources in folk and popular songs • Interpret songs with understanding of historical and cultural significance • Write a journal entry expressing feelings about the music studied • Detect cultural sources in folk and popular songs • Interpret songs with understanding of historical and cultural significance • Write a journal entry expressing 	<ul style="list-style-type: none"> • VPA.1.1.8.B.CS1 • VPA.1.1.8.B.1 • VPA.1.2.8.A.1 • VPA.1.2.8.A.3 • VPA.1.3.8.B.1 • VPA.1.3.8.B.2

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				feelings about the music studied	
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