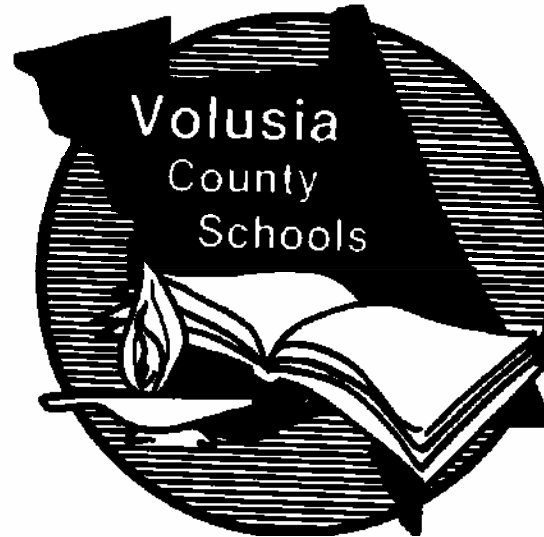


Elementary Music

CURRICULUM MAPS



5th Grade

Vision Statement of Volusia County Schools

Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.

The School District of Volusia County

The School Board of Volusia County

Ms. Candace Lankford, Chairman

Ms. Diane Smith, Vice Chairman

Mr. Stan Schmidt

Dr. Al Williams

Ms. Judy Conte

Superintendent of Schools

Dr. Margaret Smith

Deputy Superintendent for Curriculum and School Improvement Services

Dr. Chris Colwell

Director of Program Accountability and Student Achievement

Ms. Allene Dupont

Coordinator of Elementary Services

Ms. Leticia Roman

Performing Arts Specialist

Dr. Monty R. Musgrave

Interpreting the Curriculum Maps

Unit/Organizing Principle: The overarching organizational structure used to group content/concepts within the curriculum map

Pacing: The recommended time period within the year for instruction related to the essential questions to occur

Essential Questions: The overarching question(s) that will serve to guide instruction and to push students to higher levels of thinking. Essential questions should guide students to the heart of the big idea or content and should meet the following characteristics:

- A. Endurance: important for the long term
- B. Leverage: applicable to or connected with many academic disciplines or concepts
- C. Readiness for the next level of learning: prepares students for success in the next grade/course
- D. Clarity: provides clear and common understanding
- E. Measurable: able to be assessed

Concepts/Content: A list of the big ideas, broad topics, or major underlying concepts covered in the development of the essential questions

Learning Targets/Skills: The content knowledge, processes, and enabling skills that will ensure successful mastery of the essential questions

Benchmarks: The Sunshine State Standards aligned with the learning targets and skills (see next page)

Key Terminology: The content vocabulary and other key terms and phrases with which students should be familiar and that support mastery of the learning targets, skills and essential questions

Activities and Resources: A suggested listing of high quality, appropriate materials, strategies, lessons, textbooks, videos and other media sources that are aligned with the learning targets, skills and essential questions

Assessment: A list of district-required and optional classroom assessments that are aligned with the learning targets, skills and essential questions. Assessments should include formative assessments to monitor progress and inform instruction as well as summative assessments for grading and reporting purposes.

The curriculum maps for elementary music are divided into four sections: A) Rhythm, B) Melody, Harmony, and Form, C) Tone Color, D) Expressive Qualities. It is common practice that **many or most** of the sections, and the concepts associated with them, are taught simultaneously in every lesson. The purpose of delineation into separate sections is for assessment purposes. Teachers are free to use the maps in any order they wish. Further, the lessons provided in each map (which align with the Organizing Principles) are suggestions; teachers may use additional or substitute lessons/materials as long as the learning targets, vocabulary, standards, and essential questions are addressed. It is hoped that by using this format, teachers will focus assessments guided by the learning targets of the maps while continuing to provide a comprehensive course of music study.

SUNSHINE STATE STANDARDS USERS' GUIDE

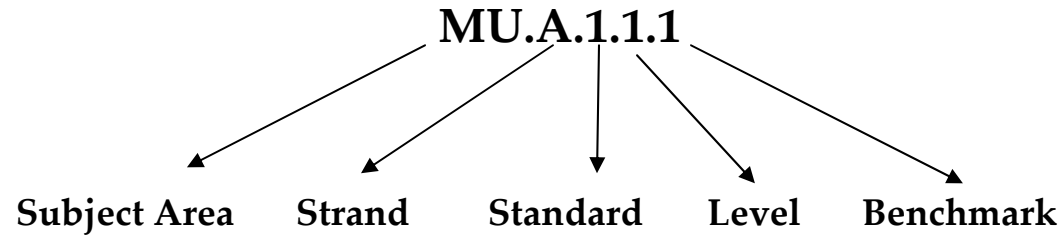
FOR ALL USERS:

A coding system is used in all curriculum guides to identify Sunshine State Standard Benchmarks and course Content Statements.

Benchmarks:

For easy reference, each strand, standard, and benchmark has been assigned a unique identification code.

For example:



The first two letters of the code identify the subject area (e.g., MU for music). The third letter identifies the strand. The number in the fourth position identifies the general standard under the strand. The number in the fifth position identifies the developmental level (1=PreK-2, 2=grades 3-5, 3=grades 6-8, 4=grades 9-12). The last number identifies the benchmark under the grade cluster within the standard.

ELEMENTARY MUSIC CURRICULUM MAP

5th Grade

UNIT/ORGANIZING PRINCIPLE:	Exploring Rhythm	Nine Weeks (Map A)
Activities and Resources	Assessments	
<p><u>Suggested Lessons</u></p> <p>Silver Burdett “Making Music”</p> <p><u>Unit 1</u> Page 14-15 – <i>Syncopation Secrets</i></p> <p><u>Unit 2</u> Page 54-55 - <i>Work to the Rhythm</i></p> <p><u>Unit 3</u> Page 94-95 – <i>Do You Feel the Rhythm?</i></p> <p><u>Unit 4</u> Page 134-135 – <i>Sounds of Scotland</i></p> <p><u>Unit 5</u> Page 176-177 – <i>Name a New Meter</i></p> <p><u>Unit 6</u> Page 212-215 – <i>A Different Meter</i></p> <p><u>Unit 7</u> Page 248-249 – <i>Spiritual, Gospel Style</i></p> <p><u>Unit 8</u> Page 284-285 – <i>Move to the Music</i> Page 292-293 – <i>Singing Stories</i></p> <p><u>Unit 9</u> Page 324-325 – <i>Swing With the Big Bands</i> Page 342-343 – <i>Upbeat Blues</i></p> <p><u>Unit 10</u> Page 360-361 – <i>Undersea Worlds</i> Page 378-379 – <i>A Song of Hope</i></p> <p><u>Unit 11</u> Page 418-419 – <i>A Carol from Spain</i> Page 428-429 – <i>Scat Cat</i></p>	<p><u>Links to Educational websites</u></p> <p>www.flmusiced.org www.musick8.com www.kid-sounds.com www.childrensmusic.org/ http://artsedge.kennedy-center.org/teach/standards.cfm http://centralfloridaorff.org/ http://www.northfloridaorff.org/</p> <p><u>Suggested Resources</u></p> <p>Silver Burdett “Florida Target Lessons for Grade Level Expectations with FCAT Support” Silver Burdett “Master Index and Correlations” <u>Hand Drums on the Move</u> by Chris Judah Lauder <u>D.R.U.M.</u> by Jim Solomon <u>GamePlan</u> by DeLelles/Kriske <u>Hands On, A Rockin’ Rhythmic Romp</u> by Jim Solomon <u>CongaTown</u> by Jim Solomon.</p> <p><u>Suggested Assessments</u></p> <p>Performance / Peer Critique Observation 5th Grade Music Exam</p>	

ELEMENTARY MUSIC CURRICULUM MAP
5th Grade

UNIT/ORGANIZING PRINCIPLE:	Exploring Melody, Harmony, and Form		PACING:	Nine Weeks (Map B)
ESSENTIAL QUESTIONS: Does the student...	<ul style="list-style-type: none"> • Demonstrate ability to play and sing songs using standard notation? • Recognize differing tonalities (major / minor)? • Recognize differences / similarities in musical forms aurally and/or through movement? • Demonstrate ability to sing on pitch with appropriate tone quality? 			
CONCEPTS /CONTENT	LEARNING TARGETS/SKILLS	BENCHMARKS	KEY TERMINOLOGY	
Pitch and Direction Tonality Pattern Harmony Form	Singing <ul style="list-style-type: none"> • Sing songs in various forms while matching pitch, tone • Sing songs in multiple parts that create harmony • Vocalize various melodic intervals Playing <ul style="list-style-type: none"> • Accompany various song forms using pitched instruments Moving <ul style="list-style-type: none"> • Create ostinato movement patterns Listening <ul style="list-style-type: none"> • Identify various song forms through directed listening • Listen identify the difference between major and minor tonalities • Listen and identify a blues song Reading <ul style="list-style-type: none"> • Read and sing / play melodies using standard notation Writing <ul style="list-style-type: none"> • Compose melodies in do pentatonic • Compose variations of an existing melody Creating <ul style="list-style-type: none"> • Improvise on melodic instruments in pentatonic scales • Improvise vocally – scat singing or vocalizations – within given guidelines (meter, harmony). Analyzing <ul style="list-style-type: none"> • Compare and contrast songs in different tonalities and forms 	MU.A.1.2.1 MU.A.1.2.2 MU.A.2.2.1 MU.A.2.2.4 MU.A.3.2.1 MU.A.3.2.3 MU.B.1.2.1 MU.B.1.2.2 MU.D.1.2.1	Melodic Imitation Motive Octave Pitch letter names Leger lines and spaces The Staff Scale Pentatonic Major / Minor Two- part harmony singing Partner singing Round / Canon AB, ABA, Rondo	

ELEMENTARY MUSIC CURRICULUM MAP

5th Grade

UNIT/ORGANIZING PRINCIPLE: Exploring Melody, Harmony, and Form	Nine Weeks (Map B)
Activities and Resources	
<p><u>Suggested Lessons</u></p> <p>Silver Burdett “Making Music”</p> <p><u>Unit 1</u> Page 18-19 – <i>Bananas Form Bunches</i> (<u>Form</u>: Call and response) Page 22-23 – <i>Over the Ocean</i> (<u>Melody</u>: Note names) Page 32-33 – <i>Play an Ostinato</i> (<u>Harmony</u>: Ostinato)</p> <p><u>Unit 2</u> Page 56-57 - <i>New Land, New Verse</i> (<u>Form</u>: Verse and refrain) Page 62-63 – <i>A Pitch for Peace</i> (<u>Melody</u>: Do, Re, Mi, Fa, So, La) Page 76-77 – <i>Harmony and Beauty in Song</i> (<u>Harmony</u>: Partner songs)</p> <p><u>Unit 3</u> Page 98-99 – <i>Form in Music</i> (<u>Form</u>: ABA form) Page 104-105 – <i>Same Note, Different Place</i> (<u>Melody</u>: Melodic patterns using low Ti) Page 116-117 – <i>Sing of America’s Beauty</i> (<u>Harmony</u>: Counter melody)</p> <p><u>Unit 4</u> Page 138-139 – <i>Rondo Rap</i> (<u>Form</u>: Rondo) Page 146-147 – <i>Listen to the Patterns</i> (<u>Melody</u>: Rondo) Page 156-157 – <i>Round and Round</i> (<u>Harmony</u>: Three-part rounds)</p> <p><u>Unit 5</u> Page 178-179 – <i>A Musical Idea</i> (<u>Form</u>: Theme and variation form) Page 184-185 – <i>Melody in Minor</i> (<u>Melody</u>: Harmonic minor scale) Page 196-197 – <i>Harmony for All</i> (<u>Harmony</u>: I and IV Chords)</p> <p><u>Unit 6</u> Page 218-219 – <i>A Form of Blues</i> (<u>Form</u>: 12-bar blues form) Page 224-225 – <i>A Song of the Sea</i> (<u>Melody</u>: scales) Page 234-235 – <i>Two-Part Singing</i> (<u>Harmony</u>: Two-part harmony)</p> <p><u>Unit 7</u> Page 256-257 – <i>Songs of the Sea</i> (<u>Form</u>: Call and response form) Page 268-269 – <i>Singing on the Trail</i> (<u>Form</u>: abac form) Page 270-271 – <i>Send the Word</i> (<u>Melody</u>: Motive)</p> <p><u>Unit 8</u> Page 304-305 – <i>Celebrate Nature</i> (<u>Melody</u>: Pentatonic melody)</p> <p><u>Unit 9</u> Page 328-329 – <i>Scat Singing</i> (<u>Melody</u>: Melodic ornamentation) Page 340-341 – <i>Singing the Blues</i> (<u>Form</u>: 12-bar blues)</p>	<p><u>Unit 10</u> Page 366-367 – <i>Seasons of Life</i> (<u>Form</u>: Verse / refrain) Page 384-385 – <i>A Song of Nature</i> (<u>Melody</u>: Melodic contour)</p> <p><u>Unit 11</u> Page 402-403 – <i>A Song of Freedom</i> (<u>Form</u>: Phrase and section repetition) Page 424-425 – <i>A Wading Bird Form</i>: (<u>Melody</u>: Do-Re-Mi and Do-Mi-So Patterns)</p> <p><u>Unit 12</u> Page 454-455 – <i>A Christmas Spiritual</i> (<u>Form</u>: Call and response) Page 460-461 – <i>A Joyful Sound</i></p> <p><u>Links to Educational websites</u> www.flmusiced.org www.music8.com www.kid-sounds.com www.childrensmusic.org/ http://artsedge.kennedy-center.org/teach/standards.cfm http://centralfloridaorff.org/ http://www.northfloridaorff.org/</p> <p><u>Suggested Resources</u> Silver Burdett “Florida Target Lessons for Grade Level Expectations with FCAT Support” Silver Burdett “Master Index and Correlations” <u>Gameplan</u> by Kriske/DeLelles, <u>As American as Apple Pie</u> by Kriske/DeLelles DuPont and Hiller books <u>It’s Elemental</u> and <u>It’s Elemental 2 More Lessons that Engage</u> by DuPont and Hiller. <u>Mallet Madness</u>, Artie Almeida, <u>Mallet Madness Strikes Again</u>, Artie Almeida <u>Listen to the Mockingbird</u>, Down in the Valley, <u>Sachet the Doughnut</u> Peter and Mary Amidons (movement, dance)</p> <p><u>Suggested Assessments</u> Performance / Peer Critique Observation</p>

ELEMENTARY MUSIC CURRICULUM MAP

5th Grade

UNIT/ORGANIZING PRINCIPLE:	Exploring Tone Color	PACING:	Nine Weeks (Map C)
ESSENTIAL QUESTIONS: Does the student...	<ul style="list-style-type: none"> • Aurally recognize various vocal and instrumental sounds and families? • Aurally and visually recognize various musical ensembles? • Aurally and visually identify instruments from various cultures? • Demonstrate appropriate vocal/ instrumental techniques? • Recognize various composers /performers? • Recognize various musical styles? • Recognize various musical textures? • Understand basic principles of musical acoustics? 		
CONCEPTS /CONTENT	LEARNING TARGETS/SKILLS	BENCHMARKS	KEY TERMINOLOGY
Timbre Vocal Instrumental Environmental Texture	Singing <ul style="list-style-type: none"> • Sing songs with appropriate vocal technique and tone quality • Discover textures by singing songs in multiple parts Playing <ul style="list-style-type: none"> • Perform songs in various instrumental combinations Moving <ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> • Listen and identify various instrumental and vocal timbres • Listen and identify how instruments can imitate environmental sounds • Listen and identify various styles/genres of music (e.g. gospel, popular, jazz, world music) Reading <ul style="list-style-type: none"> • Writing <ul style="list-style-type: none"> • Creating <ul style="list-style-type: none"> • Create improvised melodies on various pitched instruments Analyzing <ul style="list-style-type: none"> • Describe and compare timbres created by various vocal and instrumental sounds 	MU.A.1.2.2 MU.A.1.2.4 MU.B.2.2.1 MU.C.1.2.1 MU.C.1.2.4 MU.D.1.2.2 MU.E.2.2.4	Soprano, Alto, Tenor, Bass voices Vocal production Song styles: opera, musical theater, gospel, popular, jazz, world music String, woodwind, brass, percussion, keyboard Ensembles: orchestra, Concert Band, Jazz Band Acoustics: Quality determined by sound source, materials, shape, size Quality determined by way sound is produced Partner Songs Echo Songs Rounds and canons Ostinato Chords

ELEMENTARY MUSIC CURRICULUM MAP

5th Grade

UNIT/ORGANIZING PRINCIPLE:	Exploring Tone Color	Nine Weeks (Map C)
Activities and Resources		
<p><u>Suggested Lessons</u></p> <p>Silver Burdett “Making Music”</p> <p><u>Unit 1</u> Page 28-31 – <i>You Make the Timbre</i> (Vocal timbre) Page 36-39 – <i>Broadway Harmony</i> (texture)</p> <p><u>Unit 2</u> Page 64-65 – <i>Percussion Near and Far</i> (Percussion Instruments) Page 72-73 – <i>Partner Songs</i> (texture)</p> <p><u>Unit 3</u> Page 108-109 – <i>Winds of the World</i> (Flute and recorder timbres) Page 116-117 – <i>Sing of America’s Beauty</i> (texture)</p> <p><u>Unit 4</u> Page 150-153 – <i>A Drum Roll, Please</i> (Percussion) Page 156- 157 – <i>Round and Round</i> (texture)</p> <p><u>Unit 5</u> Page 190-193 – <i>A String of Strings</i> (String Instruments) Page 194-195 – <i>Calypso Walk</i> (I and V7 chords)</p> <p><u>Unit 6</u> Page 228-229 – <i>Keyboard Technology</i> (Keyboard timbre) Page 234-235 – <i>Two-Part Singing</i> (texture)</p> <p><u>Unit 7</u> Page 258-261 – <i>A Special Ride</i> (Instruments imitating train sounds) Page 272-273 – <i>Better Times Ahead</i> (Chords)</p> <p><u>Unit 8</u> Page 300-303 – <i>Fiddle Relatives</i> (String Instruments) Page 312-313 – <i>Dance of Joy</i> (I and V7 chords)</p> <p><u>Unit 9</u> Page 344-345 – <i>Rock ‘n’ Roll ‘n’ Sing</i> (Blues chord progression)</p> <p><u>Unit 10</u> Page 380-383 – <i>Sing of Freedom</i> (Vocal timbre)</p> <p><u>Unit 12</u> Page 452-453 – <i>A Musical Lullaby</i> (Two-chord harmony)</p>	<p><u>Links to Educational websites</u> www.flmusiced.org www.musick8.com www.kid-sounds.com www.childrensmusic.org/ http://artsedge.kennedy-center.org/teach/standards.cfm http://centralfloridaorff.org/ http://www.northfloridaorff.org/</p> <p><u>Suggested Resources</u> Silver Burdett “Florida Target Lessons for Grade Level Expectations with FCAT Support” Silver Burdett “Master Index and Correlations” <u>Listening Resource</u> by Denise Gagne, <u>The Ultimate Game and Activity Pack for Orchestra</u> by Artie Almeida, <u>Style Dials</u> by Artie Almeida,</p> <p><u>Suggested Assessments</u> Performance / Peer Critique Observation</p>	

ELEMENTARY MUSIC CURRICULUM MAP

5th Grade

UNIT/ORGANIZING PRINCIPLE: Exploring Expressive Qualities	Nine Weeks (Map D)
Activities and Resources	Assessments
<p><u>Suggested Lessons</u></p> <p>Silver Burdett “Making Music”</p> <p><u>Unit 1</u> Page 6-9 – <i>Get Ready to Move</i> (dynamics)</p> <p><u>Unit 2</u> Page 46-49 - <i>Expressing Friendship</i> (dynamics-crescendo, decrescendo)</p> <p><u>Unit 3</u> Page 86-87 – <i>Express Your Pride</i> (dynamics and articulation)</p> <p><u>Unit 4</u> (Page 126-127 – <i>Expressive Sound s</i> (expressive use of rhythm and timber)</p> <p><u>Unit 5</u> Page 166-167 – <i>Express Your Dream</i> (accent and slur)</p> <p><u>Unit 6</u> Page 206-207 – <i>Let’s Rock!</i> (tempo)</p> <p><u>Unit 8</u> Page 310-311 – <i>Musical Feelings</i> (tempo)</p> <p><u>Unit 10</u> Page 356-357 – <i>Watch the Stars</i> (musical expression)</p> <p><u>Unit 12</u> Page 466-467 – <i>A Song for Freedom</i> (decide expression for song)</p>	<p><u>Links to Educational websites</u></p> <p>www.flmusiced.org www.musick8.com www.kid-sounds.com www.childrensmusic.org/ http://artsedge.kennedy-center.org/teach/standards.cfm http://centralfloridaorff.org/ http://www.northfloridaorff.org/</p> <p><u>Suggested Resources</u></p> <p><u>Style Dials</u> by Artie Almeida (game to identify styles of listening samples) <u>Mood Meter Game</u> for students to identify mood of music <u>GamePlan</u> Grade 5 by Jeff Kriske and Randy DeLelles <u>It’s Elemental</u> by DuPont and Hiller <u>It’s Elemental 2</u> Engage by DuPont and Hiller Silver Burdett “Florida Target Lessons for Grade Level Expectations with FCAT Support” Silver Burdett “Master Index and Correlations”</p> <p>Silver Burdett “Making Music”</p> <p>p. 9 “<i>Dance at the Gym</i>” Compare dynamics p. 65 “<i>Theme and Variations for Percussion</i>” (dynamics) p. 69 “<i>Home on the Range</i>” (slow vs. fast ¾ meter) p. 87 “<i>Different Strokes</i>” (legato, staccato, marcato) p. 89 “<i>When Johnny Comes Marching Home</i>” (dynamics written on listening map) p. 311 “<i>Ragupati Ragava Raja Ram</i>” (accelerando) p. 357 “<i>Somewhere Out There</i>” Music Journal writing: (Compare expressive techniques by Galway vs. vocalists.) p. 364 TE “<i>Aquarium</i>” Describe mood p. 457 TE “<i>Music Journal Writing</i>” (List how elements change in Daquin’s variations.)</p> <p><u>Suggested Assessments</u></p> <p>Performance / Peer Critique Observation</p>

ASSESSMENT RUBRIC

4 Points	A score of four is a response in which the student demonstrates a thorough understanding of the music concepts and/or procedures embodied in the task. The student has responded correctly to the task, used musically sound procedures, and provided clear and complete explanations and interpretations.
3 Points	<p>A score of three is a response in which the student demonstrates an understanding of the music concepts and/or procedures embodied in the task. The students' response to the task is essentially correct with the musical procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding.</p> <p>The response may contain minor flaws that reflect inattentive execution of musical procedures or indications of some misunderstanding of the underlying music concepts and/or procedures.</p>
2 Points	A score of two indicates that the student has demonstrated only a partial understanding of the music concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the students' work lacks an essential understanding of the underlying music concepts.
1 Point	A score of one indicates that the student has demonstrated a very limited understanding of the music concepts and/or procedures embodied in the task. The students' response is incomplete and exhibits many flaws. Although the students' response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete.
0 Points	A score of zero indicates that the student has provided a completely incorrect or non-interpretable response or no response at all.