

General Music / Grade 5

Listening Logs

Subject: General Music	Grade: 5	Unit: 1-Listening Logs	Suggested Timeline: Year Long Concept
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Grade Level Summary	Students in fifth grade sing alone and with others, perform on classroom instruments, explore music from multiple genres, and recognize standard musical notation.
Grade Level Units	1-Listening Logs 2-Rhythm/Steady Beat 3-Performance Skills 4-Performance Types 5-Composers & Composition 6-Melody 7-Tone Color

Unit Title	Listening Logs
Unit Summary	Fifth graders are expected to write across the curriculum. In music class, students respond (in writing) to a musical selection at the beginning of each class. Most of the responses are personal opinions about the composer/genre/characteristics about the piece. Students are also asked to write (in sentence form) fact statements demonstrating their ability to analyze deeper than “what do you think about this song?”.

Unit Essential Questions

1. How are we expected to write in music class?
2. What is an example of a fact sentence? An opinion sentence?
3. What are appropriate musical terms to demonstrate knowledge of the elements of music?

Key Understandings.

1. The expectations for writing are the same in homeroom, reading class, and in music class.
2. Facts are true and can be proven. Opinions change depending on the writer.
3. The elements of music are Melody, Harmony, Rhythm, Tone, Form, Tempo, and Dynamics.

Focus Standards Addressed in the Unit	
9.1.5.K	Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.
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).

Important Standards Addressed in the Unit	
9.2.5.K	Identify, explain and analyze traditions as they relate to works in the arts.

MU:Re:9.1.5a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.		
Misconceptions	<ol style="list-style-type: none"> 1. Rules for writing only apply to writing class. 2. Facts can begin with the phrase, "I know". 3. There are not special words to describe music. 	Proper Conceptions	<ol style="list-style-type: none"> 1. Good writing skills should be used every time you pick up a pencil. The rules do not change when you enter the music room. 2. "I know" makes a sentence into an opinion. There can't be any personal inflection in a statement of fact. 3. Using specific musical terms (elements of music) demonstrate that the "reviewer" is very knowledgeable in music (outstanding musician).

Concepts: <ol style="list-style-type: none"> 1. Writing across the curriculum is very important. 2. Musical critiques are natural ways for students to write informed responses to listening selections. 	Competencies: The students will... <ol style="list-style-type: none"> 1. listen to a varied list of musical selections (1 per class meeting). 2. discuss what they like/ dislike about a composition. 3. discuss the characteristics of the composition using musical terminology. 4. put their responses in writing using good writing skills. 	Vocabulary: <ol style="list-style-type: none"> 1. Melody 2. Harmony 3. Rhythm 4. Tone 5. Form 6. Tempo 7. Dynamics 8. (Many other terms listed in a response guide that the students keep in their log folder)
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Assessments:

1. Teacher visual assessment - discussion of listening selections
2. Written assessment- listening log journal entry

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Domain 3D - Using Assessment in Instruction

*Assessment Criteria

*Student self-assessment and monitoring

*Feedback to students

Differentiation:

1. Modified Listening Log
2. Teacher one on one support
3. Modified Listening Helper (fewer choices, more explanation)

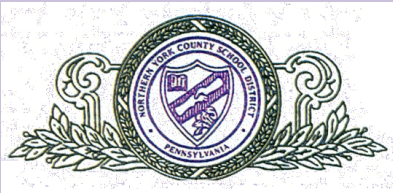
Interdisciplinary Connections:

1. Reading/Writing (writing across the curriculum)

Additional Resources:

1. Computer
2. Smartboard
3. Audio examples

Created By:
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General Music / Grade 5

Rhythm-Steady Beat-Note Values

Subject: General Music	Grade: 5	Unit: 2-Rhythm-Steady Beat-Note Values	Suggested Timeline: 12 Focused Cycles and Year Long Concept
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Grade Level Summary	Students in fifth grade sing alone and with others, perform on classroom instruments, explore music from multiple genres, and recognize standard musical notation.
Grade Level Units	1-Listening Logs 2-Rhythm-Steady Beat-Note Values 3-Performance Skills 4-Performance Types 5-Composers & Composition 6-Melody 7-Tone Color

Unit Title	Rhythm and Steady Beat, extension Note Values
Unit Summary	Steady beat and rhythm are the cornerstones of elementary musical performance and instruction. This unit reviews rhythmic reading and prepares students for year long dictation, practice, and performance. More advanced note and rest values are added to the primary music vocabulary already in use.

Unit Essential Questions

1. Why is a steady beat important?
2. What is the difference between beat and rhythm?
3. What is a meter signature and why is it important?
4. How is music notated in fifth grade?
5. What are rehearsal techniques to perfect rhythm patterns?
6. How can a group play multiple patterns at the same time?

Key Understandings

1. Steady beat is important for any group to stay together while performing.
2. The beat stays the same the rhythm changes
3. Meter signatures indicate how many beats are needed in each measure, and how those beats are being counted.
4.

(half note & rest),

(whole note & rest),

(tah/quarter note & rest),

(ti-ti/eighth note & rest),
5. Break into smaller chunks, practice with counting out loud, practice with counting silently, conductor counts and ensemble watches and follows conducting gestures.
6. By dividing the group into smaller sections, each can be given a different rhythm pattern to make the music more exciting.

Focus Standards Addressed in the Unit	
9.1.5.A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.5.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.5.C	Recognize and use fundamental vocabulary within each of the arts forms.
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:Pr4.2.5b	When analyzing selected music, read and perform using standard notation

Important Standards Addressed in the Unit	
9.1.5.G	Identify the function and benefits of rehearsal and practice sessions
9.1.5.H	Use and maintain materials, equipment and tools safely
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.

Misconceptions		Proper Conceptions	
	<ol style="list-style-type: none"> 1. The terms beat and rhythm are interchangeable. 2. Keeping a steady beat is easy for an ensemble 3. All rhythmic notation looks the same. 4. Fast rhythms are difficult to play. 5. Every section works alone they do not need to work together. 6. Classroom instruments can not play sustained notes. 7. If a mistake is made during a performance, it is okay go back and fix it. 8. Rests are not as important as notes. 		<ol style="list-style-type: none"> 1. The beat is constant and the rhythm changes. 2. Often ensembles change speed, even if they are doing it together. A steady beat requires hard work. 3. Rhythmic notation varies based on the performer and instrument. 4. With practice, fast rhythms can be as easy as slow rhythms. 5. Ensembles need to listen to each other to achieve a good performance. 6. Almost any instrument can play sustained notes, it just takes a different technique. 7. In a performance, musicians need to continue on after a mistake. Going back will cause the ensemble to fall apart. 8. Rests are just as important. The silence in a piece of music is as important as the sound.

Concepts: <ol style="list-style-type: none"> 1. Music is comprised of sounds and silences arranged in rhythms. 2. Instruments and bodies can be used to perform those rhythms. 3. Notes are visual representations of sounds. 4. Rests are visual representations of silences. 5. It is important for a performer to know the values of the notes & rests in order to perform music accurately. 6. Confidence is needed for an ensemble to perform multiple rhythms at the same time. 	Competencies: The students will... <ol style="list-style-type: none"> 1. identify if music has a steady beat and find that beat on their body/instrument 2. notate music using rhythmic symbols/ notation. 3. read rhythmic notation and perform those patterns alone and by echoing others 4. sing a song and play a rhythm pattern to accompany themselves. 5. share the performance of a rhythm pattern with a partner and perform the whole rhythm pattern alone (different skill set, relying on others or yourself) 6. create their own rhythm patterns, teach patterns to others and perform as a group 	Vocabulary: <ol style="list-style-type: none"> 1. Beat 2. Rhythm 3. Steady 4. Tah 5. Ti-Ti 6. Notes 7. Rest 8. Whole 9. Half 10. Quarter 11. Eighth 12. Meter Signature 13. Measure 14. Conductor 15. Roll
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Assessments:

1. Teacher visual assessment - observation of rhythm performance
 2. Written assessments - group dictation activities
 3. Class member visual assessment - observation of rhythm performance corrected by peers
 4. Performance assessment - teacher observes rhythm card performances
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Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Domain 3A-Communication With Students

*Explanations of content

*Directions and Procedures

Differentiation:

1. Alternative movement for rests
 2. Memory tricks (mnemonics) for note value memorization
 3. Study guide for note and rest values
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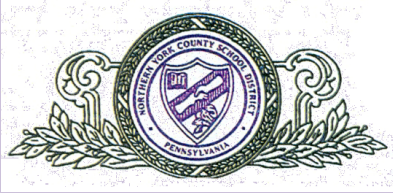
Interdisciplinary Connections:

1. Math (beat and meter division)
 2. Physical Education (beats and pulse as it relates to movement)
 3. Literature (readers theatre, reading with a steady cadence)
 4. Language Arts (read and spelling)
 5. History/Social Studies (war of 1812, Star Spangled Banner, Francis Scott Key)
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Additional Resources:

1. K8 Magazine
 2. Balls for Steady Beat Activity
 3. Smartboard & Computer
 4. Classroom Instruments
 5. CDs
 6. Library Books
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Created By:
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General Music / Grade 5

Performance Skills

Subject: General Music	Grade:5	Unit: 3-Performance Skills	Suggested Timeline: 3 Semi-Focused Cycles and Year Long Concept
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Grade Level Summary	Students in fifth grade sing alone and with others, perform on classroom instruments, explore music from multiple genres, and recognize standard musical notation.
Grade Level Units	1-Listening Logs 2-Rhythm/Steady Beat 3-Performance Skills 4-Performance Types 5-Composers & Composition 6-Melody 7-Tone Color

Unit Title	Performance Skills
Unit Summary	All performers need different skill sets for practice vs. performance. Good performance skills make a song look and sound like a polished performance.

Unit Essential Questions <ol style="list-style-type: none"> 1. What does a good performance <u>look</u> like? 2. What does a good performance <u>sound</u> like? 3. How can I show respect for musicians and dancers at a performance? 4. How does a conductor help the ensemble? 	Key Understandings. <ol style="list-style-type: none"> 1. Performers should: be focused on the conductor, have calm, respectful bodies, smile show the audience that they are happy to be there. 2. Performers should: use their best singing voice or best playing technique, blend their voice/instrument with the rest of the ensemble and not “stick out”, and know their music well. 3. Audience members are part of the show, too. Their job is to be quiet and focused on the performance and show their respect and gratitude through applause. 4. Conductors hold the ensemble together, remind performers of what music is ahead, and send visual reminders during a performance.
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Focus Standards Addressed in the Unit	
9.1.5.G	Recognize the function of rehearsals and practice sessions.
9.1.5.I	Identify arts events that take place in schools and in communities.
9.2.5.E	Analyze how historical events and culture impact forms, techniques, and purposes of works in the arts.
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 skill.

Important Standards Addressed in the Unit	
9.2.5.I	Identify, Explain and analyze philosophical beliefs are they relate to works in the arts (Patriotic music and Christmas selections).
9.4.5.C	Identify the attributes of various audiences' environments as they influence individual aesthetic response(listening to live music vs. music that is on a recording).
MU:Pr.4.2.5a	Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.
MU:Pr4.2.5c	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: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.

Misconceptions		Proper Conceptions	
	<ol style="list-style-type: none"> 1. Body position and technique do not affect sound production. 2. Only adults can be conductors. 3. My part is the most important, so it should stick out. 4. My voice is changing so I can't sing anymore. 5. The behavior of the audience does not affect a performance. 6. If I sing the right words, the audience will understand. 		<ol style="list-style-type: none"> 1. Posture and playing technique are very important for singers and instrumentalists to look and sound their best. 2. Students can conduct an ensemble, too. 3. Musicians need to blend their parts with others for a balanced performance. 4. If you can talk, you can sing. Sometimes performers have to adjust for changes and learn a new way to sing. 5. An audience can entirely change the end result of a musical performance and the musicians confidence and ability to perform. 6. Enunciation is very important in a vocal performance (clear lyrics, from the stage to the back of an auditorium).

Concepts: <ol style="list-style-type: none"> 1. Posture is very important to a good performance. 2. Singers use their voices differently based on the type of music they are performing. 3. Listening skills are just as important as singing and playing skills when it comes to performance time. 	Competencies: The students will... <ol style="list-style-type: none"> 1. sing using a good singing voice. 2. demonstrate the proper body position for a performance. 3. compare the role of performer, accompanist, and conductor and know what is expected of each. 4. perform (sing) in a group for an audience. 	Vocabulary: <ol style="list-style-type: none"> 1. Conductor 2. Performer 3. Deep Breath 4. Hold (fermata) 5. Accompaniment 6. Audience 7. Live Performance 8. Preview (gestures, conducting) 9. Partner Song 10. Enunciation
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4. Audience members have high standards just as performers do.	5. sing music in 2 parts, with each group maintaining their own section. 6. demonstrate proper audience behavior at a live and recorded musical performance	
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Assessments:

1. Teacher visual assessment - observation of group singing performance, and behavior as audience members
 2. Class member visual assessment - observation of singing performances corrected by peers
 3. Performance assessment - teacher observes individual singing skills from within a group in unison and in harmony
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Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Domain 3A-Communicating With Students

*Expectations of learning

*Directions and procedures

Differentiation:

1. Lyrics taught by rote & allowing the performer to read lyrics from a sheet
 2. Visual cues to remind singers of the lyrics
 3. Notation modification
 4. Preferential Seating (weak singer near a strong one)
 5. Limiting distractions during a musical performance (when acting as an audience member)
 6. Placing students with a weak ear on an easier part when harmony is active
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Interdisciplinary Connections:

1. Physical Education (breathing and breath support)
 2. History/Social Studies/Culture (topic of the song, SSB, Veterans Day, Christmas)
 3. Language Arts (reading and spelling, fluency)
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Additional Resources:

1. K8 Magazine
 2. Smartboard
 3. Computer
 4. Classroom Instruments
 5. CDs
 6. Video device to record performances for playback and critique
 7. Audience
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General Music / Grade 5

Types of Musical Performances

Subject: General Music	Grade: 5	Unit: 4-Types of Musical Performances	Suggested Timeline: 7 Focused Cycles at 2 times during the year.
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Grade Level Summary	Students in fifth grade sing alone and with others, perform on classroom instruments, explore music from multiple genres, and recognize standard musical notation.
Grade Level Units	1-Listening Logs 2-Rhythm/Steady Beat 3-Performance Skills 4-Types of Musical Performances 5-Composers & Composition 6-Melody 7-Tone Color

Unit Title	Types of Musical Performances
Unit Summary	There are many types of musical performances that students should know about. In fifth grade we focus on Opera, Ballet, Musicals and Concerts (vocal and instrumental). This unit fits together nicely with Performance Skills and Tone Color. We compare Ballets, Musicals and Operas and discuss the role of the performers in each performance. Students compose and prepare a mini-opera for performance at the end of the unit.

Unit Essential Questions <ol style="list-style-type: none"> What is an opera? How is an opera different from a musical or ballet? What are the parts of an opera? How is an opera composed? 	Key Understandings. <ol style="list-style-type: none"> And opera is a dramatic work in one or more acts, set to music for singers and instrumentalists. How is the story told? Musical=(singing and acting) Ballet=(dancing and instrumental music), Opera=(singing and instrumental music) An opera has 2 main parts, recitative=sung dialogue and aria=accompanied song for voice (the “tune” is easier to remember than that of a recitative).
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Focus Standards Addressed in the Unit	
9.1.5.B	Recognize, know, use and demonstrate a variety of appropriate arts elementary and principled to produce, review and review original works in the arts.
9.1.5.G	Recognize the function of rehearsals and practice sessions
9.3.5.A	Identify critical processes in the examination of works in the arts and humanities
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

Important Standards Addressed in the Unit	
9.1.5.D	Describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work.
9.1.5.E	Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.
9.2.5.D	Analyze a work from its historical and cultural perspective
9.4.5.D	Explain choices made regarding media, technique, form, subject matter and themes that communicate the artist's philosophy within a work in the arts and humanities
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:Pr5.1.5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.

Misconceptions	<ol style="list-style-type: none"> 1. Gender Roles, the gender of the actor needs to be the same as that of the character the actor portrays. 2. Operas are all sung in a high register by women. 3. No operas are sung in English. 4. Opera is awful. Who would want to write it, or watch it? 	Proper Conceptions	<ol style="list-style-type: none"> 1. It is common to find performers in the role of the opposite gender.(Hansel as a girl) 2. There are many cast members singing in many registers in an opera. 3. There are operas that have been written in English, and many that have been translated and reworked to be performed in English. 4. Opera is a misunderstood art form. Students can compose a mini-opera that is very enjoyable.
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Concepts: <ol style="list-style-type: none"> 1. Ballet is a musical art form that tells a story through dance. 2. A musical is an art form that tells a story using dialogue and singing. 3. An opera is a musical art form that tells a story through singing and without spoken dialogue. 4. A play is not a musical performance. Music is not needed to tell the story. 	Competencies: The students will... <ol style="list-style-type: none"> 1. study the story of <u>Amahl and the Night Visitors</u> 2. listen to music from the opera <u>Amahl</u> and respond through listening journal entry 3. watch a performance of <u>Amahl</u> the opera in class 4. compose/ arrange a mini-opera based on the story <u>Hansel and Gretel</u> and present it to the class. 5. compare play, musical, opera, and ballet, how do the performers tell the story in each style of performance? 	Vocabulary: <ol style="list-style-type: none"> 1. Dancer 2. Ballet 3. Orchestra 4. Play 5. Actor 6. Opera 7. Musical 8. Props 9. Costumes 10. Acts 11. Stage 12. Concert 13. Aria 14. Recitative 15. Scenery
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Assessments:

1. Teacher visual assessment - observation of group watching performance and group discussion.
2. Listening Log written assessment

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3. Composition of a “mini-opera” based on the story of Hansel & Gretel
 4. Peer assessment- “critic reviews” after the performance
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Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Domain 3C Engaging Students in Learning

*Activities and assessments

*Students Groups

*Structure and Pacing

Differentiation:

1. Previewing the story so that students know the what to expect before watching the video.
 2. Preferential Seating (to keep focus on the performance video)
 3. Teacher verbal guidance (following libretto) to help students follow the story.
 4. Teacher chosen groups (to ensure equal ability groups for performance)
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Interdisciplinary Connections:

1. History/Social Studies/Culture (Time Period & Setting of the story)
 2. Language Arts (reading, writing and spelling)
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Additional Resources:

1. [Amahl](#) video
 2. Smartboard
 3. Computer
 4. CDs
 5. Listening Log Folders
 6. Classroom Instruments
 7. Costumes
 8. Scenery
 9. Props
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General Music / Grade 5

Composers & Composition

Subject: General Music	Grade: 5	Unit: 5-Composers & Composition	Suggested Timeline: 2 Semi-Focused Cycles and Year Long Concept
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Grade Level Summary	Students in fifth grade sing alone and with others, perform on classroom instruments, explore music from multiple genres, and recognize standard musical notation.
Grade Level Units	1-Listening Logs 2-Rhythm/Steady Beat 3-Performance Skills 4-Performance Types 5-Composers & Composition 6-Melody 7-Tone Color

Unit Title	Composers & Composition
Unit Summary	Fifth graders are familiar with composing rhythms and melodies using a strict framework. In this unit and in future projects, they are given the opportunity to compose freely. Their compositions are then performed for the class.

Unit Essential Questions <ol style="list-style-type: none"> 1. What does a Composer do? 2. What is the difference between a Composer and a Conductor? 3. What are the rules for composition in fifth grade? 	Key Understandings. <ol style="list-style-type: none"> 1. A composer is someone who writes music. 2. A conductor leads a group of musicians. Sometimes a composer is also a conductor, but the two job titles have different meanings. 3. Fifth graders compose in 4/4 time. They use whole, half, quarter and eighth notes to notate their compositions (standard notation).
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Focus Standards Addressed in the Unit	
9.3.5.D	Compare similar and contrasting important aspects of works in the arts and humanities based on a set of guidelines using a comprehensive vocabulary of critical response.
9.3.5.F	Know how to recognize the process of criticism in identifying and analyzing characteristics among works in the arts.
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).

Important Standards Addressed in the Unit	
9.4.5.B	Investigate and communicate multiple philosophical views about works in the arts.
MU:Cn10.0.5a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Misconceptions	<ol style="list-style-type: none"> 1. Writing music comes easy for composers. 2. We all know how it goes. Why should we write it down? 3. Composers always compose music based on their style and what they like. 4. There are no rules in composition. 	Proper Conceptions	<ol style="list-style-type: none"> 1. Composing is a JOB. Composers get writer's block, as do authors. 2. If a composer takes the time to create a piece of music, it only takes a little bit longer to share it with others in written notation. 3. Composer is a paid position. While all composers want to spend their time making their own dreams come to life through music, many still take composition jobs to pay the bills. ex: writing music for movies or commercials. 4. Professional composers can make their own rules. Fifth grade composers need to have rules to streamline the project.
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Concepts: <ol style="list-style-type: none"> 1. Composition is the act of writing music for performance. 2. Composers write music. They write music for many different reasons. 3. A well thought out composition is easier to perform than a disorganized composition. 	Competencies: The students will... <ol style="list-style-type: none"> 1. watch a composer to video to gain a better understanding into a composer's life. 2. discuss what they like in a composition (genre, instrumentation, subject). 3. discuss why composers compose (who commissioned, for what purpose, what influenced?). 	Vocabulary: <ol style="list-style-type: none"> 1. Conductor 2. Composer 3. Composition 4. Orchestra 5. Opera 6. Rhythm 7. Concert 8. Note Values (Whole, Half, Quarter, Eighth)
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Assessments:

1. Teacher visual assessment - discussion of personal preferences in compositions
2. Teacher visual assessment- participation in discussion following composer video

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Domain 3A - Communicating With Students, Directions and Procedures

*Composition has rules and guidelines that students need to know and follow.

Domain 3B- Using Questioning and Discussion Techniques, Quality of Questions

*What types of questions do composers ask before beginning a composition?

Differentiation:

1. Framework for composition
-

Interdisciplinary Connections:

1. History (events surrounding composer's life & works)
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Additional Resources:

1. Computer
 2. Smartboard
 3. Composer Video
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General Music / Grade 5

Melody (Pitch Reading)

Subject: General Music	Grade: 5	Unit: 6-Melody (Pitch Reading)	Suggested Timeline: 5 Focused Cycles and Year Long Concept
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Grade Level Summary	Students in fifth grade sing alone and with others, perform on classroom instruments, explore music from multiple genres, and recognize standard musical notation.
Grade Level Units	1-Listening Logs 2-Rhythm/Steady Beat 3-Performance Skills 4-Performance Types 5-Composers & Composition 6-Melody (Pitch Reading) 7-Tone Color

Unit Title	Melody and Pitch Reading
Unit Summary	There are many ways to name the notes on the music staff (intervals, solfege, position or fingering). Fifth graders will review the letter names, then put that knowledge to use in composing a piece utilizing the pentatonic scale.

Unit Essential Questions <ol style="list-style-type: none"> 1. What are the parts of a music staff? 2. What are the names of the notes on the music staff? 3. What is a scale? Pentatonic scale? 4. How are the rules for assigning lyrics to a composition? 	Key Understandings. <ol style="list-style-type: none"> 1. The lines, spaces, clef, and ledger lines make up the music staff. 2. Many musician use the letters A through G to names the notes on the staff. There are many mnemonic devices to help students remember the note names. 3. A scale is a set of musical notes in an order. The pentatonic scale is a set of 5 notes. 4. When writing lyrics, it is easiest to match the notes to the syllables to make performance easier.
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Focus Standards Addressed in the Unit	
9.1.5.A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.5.B	Recognize, know, use and demonstrate a variety or appropriate arts elements and principles to produce, review and review original works in the arts.
9.2.5.J	Identify, explain, and analyze historical and cultural differences as they relate to works in the arts.
MU:Cr1.1.5b	Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.
MU:Cr3.1.5a	Evaluate, refine, and document revisions to personal music applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.

Important Standards Addressed in the Unit	
9.1.5.C	Know and use fundamental vocabulary within each of the arts forms.
9.1.5.G	Identify the function and benefits of rehearsal and practice sessions.
MU:Cr.3.5a	Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.

Misconceptions		Proper Conceptions	
	<ol style="list-style-type: none"> 1. As long as you use the correct note, it doesn't matter where it is written or how neat it is. 2. Playing an instrument is more exciting than singing. 3. I want to play an instrument! Everyone should always get to play an instrument for a performance. 		<ol style="list-style-type: none"> 1. Being able to read a composition is the first step to being able to perform it. Neatly arranged compositions are easier for others to perform. 2. Playing an instrument is different than singing. Both jobs can be exciting and are important 3. Balance is very important. Singers should not have to raise their voices to be heard over the sound of the instruments. Everyone will get to try the instruments in practice, but in performance students will need to reach a comfortable balance.

Concepts: <ol style="list-style-type: none"> 1. Pitch reading is a vital part of a musician's performance vocabulary. It makes it easier for musicians to play together. 2. Composition is the act of writing music for performance. 3. A well thought out composition is easier to perform than a disorganized composition. 4. The pentatonic scale is a group of 5 notes (compare to the western scale using 7 notes). 	Competencies: The students will... <ol style="list-style-type: none"> 1. compose 8 measures using the pentatonic scale, in 4/4 time, using quarter, and eighth notes in a group setting. 2. add lyrics to their composition that fit the written melody. 3. perform their compositions with the same group for the class. 4. discuss why music written using the pentatonic scale sounds different from music using a 7-note scale. 	Vocabulary: <ol style="list-style-type: none"> 1. Conductor 2. Composer 3. Pitch (letter name ex: A-G) 4. Note (value ex: Whole, Half, Quarter, Eighth) 5. Treble Clef 6. Line 7. Space 8. Ledger line 9. Barline 10. Pentatonic Scale (5 notes) 11. Western Scale (7 notes)
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Assessments:

1. Teacher visual assessment - observation of composition process
2. Peer assessment - discussion of composition performances (peer review)
3. Written assessment- submission of written composition (did it follow composition guidelines?)

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Domain 3C - Engaging Students in Learning

* Activities and Assignments

Domain 3E - Demonstrating Flexibility and Responsiveness

*Lesson Adjustment

*Persistence

Differentiation:

1. Modified Composition Outline (less freedom, more structure)
 2. Group performance (for those who are shy about performing in front of the class)
 3. Instrument Choice (to fit performance ability)
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Interdisciplinary Connections:

1. Math (counting number of beats & abiding by the meter signature)
 2. Math (ordering, letters in a sequence)
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Additional Resources:

1. Materials for composition notation
 2. Classroom percussion instruments (pitched)
 3. Computer
 4. Smartboard
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Created By:

Rachel Sherman and Karla Silbaugh



General Music / Grade 5

Tone Color

Subject: General Music	Grade: 5	Unit: 7-Tone Color	Suggested Timeline: 4 Focused Cycles and year-long concept
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Grade Level Summary	Students in fifth grade sing alone and with others, perform on classroom instruments, explore music from multiple genres, and recognize standard musical notation.
Grade Level Units	1-Rhythm/Steady Beat 2-Performance Skills 3-Performance Types 4-Melody 5-Dynamics 6-Harmony 7-Tone Color

Unit Title	Tone Color
Unit Summary	Tone Color is the how musicians describe the instruments used to perform a selection (instruments, voices, non-traditional “instruments”). Fifth graders do review of each instrument family. Then they create their own musical instrument from everyday materials and present it to the class, detailing how it fits into an orchestral instrument family.

Unit Essential Questions <ol style="list-style-type: none"> What is a vibration? What is an instrument family? How do instruments in the brass family produce a sound? String Family? Woodwind Family? Percussion Family? 	Key Understandings. <ol style="list-style-type: none"> Vibration is the motion of an object that is still when at rest. A family is how instruments are grouped. Brass=lips vibrate (buzz) String=strings vibrate (pluck, strum, hit, bow) Woodwind=air vibrates (with or without a reed) Percussion=instrument vibrates (strike, shake, scrape)
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Focus Standards Addressed in the Unit	
9.1.5.A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.5.C	Know and use fundamental vocabulary within each of the arts forms.
MU:Pr6.1.5b	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

Important Standards Addressed in the Unit	
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9.2.5.K	Identify, explain, and analyze traditions as they relate to works in the arts (ethnic instruments).
MU:Cn11.0.5a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Misconceptions	<ol style="list-style-type: none"> 1. Instruments can be classified based on visual characteristics. 2. Musical instruments need to be professionally made. 	Proper Conceptions	<ol style="list-style-type: none"> 1. Instruments are classified based on how their sound is produced. 2. There are many musicians who create their own instruments. While the sound may not be as pleasant as that coming from a craftsman, the joy is in the creation of something from nothing.
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Concepts: <ol style="list-style-type: none"> 1. Instruments can be divided into families (woodwind, brass, string, percussion). 2. There are subdivisions within some families (woodwind=reeds and flutes). 	Competencies: The students will... <ol style="list-style-type: none"> 1. classify instruments based on how the sound is produced (what vibrates). 2. create non-traditional instruments and determine how they fit into a family. 3. present findings to the class and demonstrate how a sound is produced on the created instrument. 	Vocabulary: <ol style="list-style-type: none"> 1. Vibration 2. Instrument Family 3. String 4. Percussion 5. Brass 6. Woodwind 7. Lips Buzzing 8. Shake 9. Scrape 10. Strike
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Assessments:

1. Teacher visual assessment - observation of instrument creation
2. Performance assessment- new instrument presentation to the class (answer all outlined questions)

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Domain 3B-Using Questioning and Discussion Techniques

*Student participation, Quality of Questions

Differentiation:

1. Paring weak readers with strong readers (simplify instrument directions)

Interdisciplinary Connections:

1. Social Studies (regions and cultural instruments)
2. Math and Science (sorting and classifying)

Additional Resources:

1. Cultural/ Ethnic Instruments
2. iPad (demonstration of "virtual instruments")
3. Computer

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4. Smartboard
 5. Materials for instrument construction (garden hose, water bottles, cardboard tubes, construction paper, tongue depressors, rubber bands, various string, ribbons, yarn, balloons, beans, shells, noodles, containers in various sizes)
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