

Effective Date: 2011-2012

Hamburg Area School District

Name of Course: 5th Grade

Department: General Music

Grade Level: 5

Instructional Time:

Length of Course: All Year

Period Per Cycle: 1

Length of Period: 45 minutes

Texts and Resources:

Spotlight on Music: Macmillan/McGraw-Hill

Teacher-generated materials

CDs

DVDs

Assessments:

Observation

Group singing

Individual singing

Group instrument playing

Individual instrument playing

Question and Answer

Individual Whiteboards

Listening Assessments

Computer-based assessments

**Hamburg Area School District
Course Plan
Music**

**Course Name: Grade 5
Unit: Steady Beat/Meter**

Time Line: Ongoing

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Meter Movement Instrument Playing	Recognize patterns of strong and weak beats in 2/4, 3/4, 4/4 and 6/8 meters Locate, identify and explain the top and bottom numbers of the meter signature Demonstrate movements in 2/4, 3/4, 4/4, 6/8 meters Play instruments in 2/4, 3/4, and 4/4 meters Evaluate personal and class performances in 2/4, 3/4, and 4/4 meters	5.2.A, 5.2.B, 5.2.D 5.5.C 5.6.A, 5.6.B, 5.6.C 5.7.B

Hamburg Area School District
Course Plan
Music

Course Name: Grade 5
Unit: Rhythm

Time Line: Ongoing

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Instrument Playing Notation	Identify, decode and play quarter notes, eighth notes, half notes, dotted half notes, whole notes, dotted quarter notes, and sixteenth notes to demonstrate the correct durations Identify, decode and play quarter rests, half rests, whole rests, and multi-measure rests Read notation by orally counting rhythms in 2/4, 3/4, and 4/4 meters Play multiple rhythms simultaneously, as a class, using instruments	5.2.A, 5.2.B, 5.2.D 5.5.A, 5.5.C, 5.5.D 5.6.C 5.7.B

**Hamburg Area School District
Course Plan
Music**

**Course Name: Grade 5
Unit: Pitch**

Time Line: Ongoing

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Pitch Syllables Melody Instrument Playing Notation Harmony Tonality	Sing melodic lines using pitch syllables do, re, mi, fa, sol, la Play short melodies on pitched percussion instruments Sing rounds, canons and partner songs Play melody and harmony lines simultaneously as a class, using pitched percussion instruments Create written melodies within specified guidelines Recognize and create ostinato accompaniments using I, IV, V chords, and their roots: do, fa and sol Aurally distinguish between major and minor tonalities Recognize and explain that major scales use a pattern of whole steps and half steps Recognize and explain that a flat or sharp need to be added to the key signature in the keys of F and G	5.1.A, 5.1.B, 5.1.C, 5.1.D, 5.1.E 5.2.A, 5.2.B, 5.2.D 5.3.A, 5.3.B, 5.3.C 5.4.A, 5.4.C 5.5.A, 5.5.B, 5.5.C, 5.5.D 5.6.C

**Hamburg Area School District
Course Plan
Music**

Course Name: Grade 5

Unit: Tone Color

Time Line: Ongoing

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Instrument Families Vocal tone color Instrument Playing	Demonstrate proper use of vocal registers Define tone color as the sound that is special to each instrument and voice Visually and aurally identify instruments from the brass, woodwinds, percussion, and strings families Describe how each instrument family produces its sounds Experiment making sounds on instruments from brass, woodwinds, percussion, and strings families Aurally identify child, adult female, and adult male voices Classify adult voices as: Soprano, Alto, Tenor, or Bass	5.1.A 5.2.A 5.6.A 5.9.A, 5.9.B

**Hamburg Area School District
Course Plan
Music**

Course Name: Grade 5
Unit: Expressive Qualities

Time Line: Ongoing

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Dynamics Tempo Instrument Playing	Aurally and visually identify pp, p, mp, mf, f, and ff dynamic levels and crescendo and decrescendo Perform different dynamic levels vocally and on instruments Aurally identify changes in tempo Sing songs in different tempos Visually and aurally identify Andante, and Allegro tempos and Accelerando and Ritardando	5.1.A, 5.1.B, 5.1.C 5.2.A, 5.2.B, 5.2.C 5.5.C, 5.5.D 5.6.A, 5.6.B 5.7.A, 5.7.B

**Hamburg Area School District
Course Plan
Music**

**Course Name: Grade 5
Unit: Form**

Time Line: Ongoing

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Phrases Sections Movement	Define a phrase as a musical sentence Aurally and visually identify: phrases, same/different phrases, sections Label phrases using lower case letters and label sections using capital letters Aurally and visually identify and sing in forms that use A, B, and C sections in various orders Demonstrate movements that correspond to phrases: Folk Dancing, student-created movement	5.1.A, 5.1.B 5.5.C, 5.5.D 5.6.A, 5.6.B 5.8.B 5.9.A, 5.9.C

**Hamburg Area School District
Course Plan
Music**

Course Name: Grade 5
Unit: Texture

Time Line: Ongoing

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Texture Melody/Accompaniment Instrument Playing	Recognize and explain the differences between melody and accompaniment Sing rounds, canons, and partner songs Aurally and visually differentiate between thin and thick textures Aurally identify music with and without accompaniments Create rhythmic accompaniments using percussion instruments Create and play ostinato accompaniments using I, IV, V chords and roots: do, fa, and sol	5.1.A, 5.1.D 5.2.A, 5.2.D 5.4.A 5.6.A, 5.6.B 5.7.A

**Hamburg Area School District
Course Plan
Music**

Course Name: Grade 5

Unit: Notation

Time Line: Ongoing

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Music Staff Notes/Rests Meter Signatures Key Signature Instrument Playing	Recognize the structure of the music staff Recognize flats and sharps in the key signature Label letters of lines and spaces for treble clef Identify and label pitches that use ledger lines Identify visual representations of: quarter notes, half notes, eighth notes, dotted half notes, dotted quarter notes, sixteenth notes, quarter rests, half rests, whole rests, multi-measure rests Identify visual representations of: meter signatures, measures, bar lines, double bar lines, repeat signs, 1 st and 2 nd endings Play instruments by reading melodic and rhythmic notation Create written rhythmic ostinato accompaniments within specified guidelines	5.2.A, 5.2.B 5.5.A, 5.5.B, 5.5.C, 5.5.D

**Hamburg Area School District
Course Plan
Music**

**Course Name: Grade 5
Unit: Cultural Context**

Time Line: Ongoing

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Music from diverse cultures History	Sing in different languages Listen to and describe different languages in selections Aurally recognize different uses of voices in selections Recognize which occasions the selections are used for Classify instruments from other cultures into the four instrument families Understand historical impact on selections	5.1.A, 5.1.B, 5.1.C 5.6.B 5.7.A, 5.7.B 5.8.B 5.9.A, 5.9.B, 5.9.C