

5th Grade General Music Pacing Guide

This guide was created with the understanding that musical skills and concepts are to be addressed throughout the nine-week period. The specific proficiencies introduced each week are cumulative and should continue to be addressed in subsequent weeks.

Standards	1.0 Singing	2.0 Playing	3.0 Improvising	4.0 Composing	5.0 Reading and Notating	6.0 Listening and Analyzing	7.0 Evaluating	8.0 Interdisciplinary Connections	9.0 Historical and Cultural Relationships
Week One	Exhibit good posture, grade-appropriate diction, breath control, and tone in both head and chest voice SPI 1.2.1				Compare and contrast meters, and identify note/rest values SPI 5.1.1			Investigate the relationship of music to language arts, mathematics, science, and/or social studies in teacher-given classroom activities SPI 8.2.2	
Week Two		Perform basic rhythmic patterns in duple and triple meters on non-pitched instruments using proper technique SPI 2.1.1	Eight-beat pattern while maintaining a steady tempo SPI 3.2.1			Classify the elements of music using teacher-given vocabulary SPI 6.3.1			
Week Three	Melody with accurate pitch and rhythm SPI 1.1.1			Create an arrangement of a simple melody by changing one element (e.g., rhythm, meter, tempo) SPI 4.3.1	Demonstrate pitch understanding by using solfege or other teacher-provided symbols SPI 5.2.1				
Week Four		Alone or in groups, four-measure simple melodies SPI 2.2.1	Simple eight-beat accompaniment on body percussion or non-pitched instruments within teacher-given parameters SPI 3.4.1		Compare and contrast meters; identify note names in the treble clef, note values and rest values SPI 5.1.1	Identify, visually, teacher-selected orchestral instruments and group into families SPI 6.2.1			
Week Five	Partner songs and/or rounds and canons SPI 1.3.1			Create and demonstrate a short introduction, interlude, and coda to a given melody SPI 4.2.1			Demonstrate appropriate audience behavior in a formal performance setting SPI 7.2.1		
Week Six		Perform an accompaniment in duple and triple meter using basic rhythms on pitched instruments SPI 2.3.1	In pairs, a four- or eight-beat question and answer phrase using body percussion or non-pitched instruments SPI 3.3.1			Create a pictorial representation of different sections of complex forms (e.g., rondo, theme and variations) of music SPI 6.1.1		Demonstrate commonalities between music, dance, and theatre SPI 8.1.1	
Week Seven		Perform an accompaniment using varying rhythm patterns on non-pitched instruments SPI 2.3.1	Eight-beat melody based on a pentatonic scale SPI 3.3.1		Identify and demonstrate dynamic markings and tempo markings SPI 5.3.1				
Week Eight	Melody with accurate pitch, rhythm, dynamics, and tempo SPI 1.1.1			Create and demonstrate, in a group setting, a four-measure instrumental or vocal melody based on a pentatonic scale SPI 4.1.1					Discuss characteristics of selected cultures within a musical and/or historical context using teacher-given parameters SPI 9.1.1
Week Nine		Demonstrate dynamics, phrasing, and tempo changes when playing a given example SPI 2.4.1				Classify styles and/or genres using teacher-given vocabulary SPI 6.4.1	Discuss a student or professional performance using grade-appropriate music vocabulary and teacher-given criteria SPI 7.1.1		

**5th Grade General Music
Overarching Essential Questions**

1.0 Singing: *Students will sing, alone and with others, a varied repertoire of music.*

- Can the student sing a simple melody alone, using proper pitch, rhythm, tempo, and dynamics?
- Can the student sing a partner song, round/canon in two and/or three parts in a large/small group?
- What skills are necessary for a successful vocal performance, alone and with others?
- Can the student demonstrate the skills necessary for a successful vocal performance, alone and with others?

2.0 Playing: *Students will perform on instruments, alone and with others, a varied repertoire of music.*

- Can the student perform on pitched and non-pitched instruments, alone and with others, using correct technique and rhythm, in duple or triple meter?
- What skills are necessary for a successful instrumental performance, alone and with others?
- Can the student perform alone and with others, rhythmic and melodic accompaniments, in duple and triple meter?
- Can the student perform expressively in a large and small group setting?

3.0 Improvising: *Students will improvise melodies, variations, and accompaniments.*

- Can the student play an improvised pentatonic melody?
- Can the student improvise an instrumental accompaniment?
- Can the student improvise rhythmically while maintaining a steady beat?
- Can the student improvise question and answer phrases?

4.0 Composing: *Students will compose and arrange music within specified guidelines.*

- Can the student create a short vocal or instrumental pentatonic composition in a group?
- Can the student create an introduction, interlude, and/or coda, for a selected music example in a group?
- Can the student change the rhythm or meter of a familiar melody?

5.0 Reading and Notating: *Students will read and notate music.*

- Can the student notate given melodic examples in the treble clef?
- Can the student identify the meter of a given example?
- Can the student sing/play intervals or melodies, using teacher-given solfege?
- Can the student identify and follow dynamic and directional markings?

6.0 Listening and Analyzing: *Students will listen to, analyze, and describe music.*

- Can the student identify rondo, AB, ABA, theme and variation in a listening example?
- Can the student classify, visually or aurally, given instruments into their orchestral families?
- Can the student describe a music selection using appropriate vocabulary?
- Can the student classify music examples by genre and/or style?

7.0 Evaluating: *Students will evaluate music and music performances.*

- Can the student evaluate a music selection and performance, using a teacher-provided rubric?
- Can the student create and apply a rubric for evaluating audience etiquette?

8.0 Interdisciplinary Connections: *Students will understand relationships between music, the other arts, and disciplines outside the arts.*

- What are the commonalities between music and; (a) dance, theatre and art and (b) academic disciplines?

9.0 Historical and Cultural Relationships: *Students will understand music in relation to history and culture.*

- What are the characteristics of music genres and styles within their historical and cultural settings?
- Can the student discuss and demonstrate traditional music from selected world cultures?

5th Grade General Music Vocabulary List

Week One: Beat, Duple/Triple, Improvise, Technique, Unison

Week Two: Duple/Triple, Improvise, Technique, Unison

Week Three: Arrange, Compose, Solfege

Week Four: Body Percussion, Classroom Instruments, Instrument Families, Orchestra, Orchestration, Staff, Standard Notation, Treble Clef

Week Five: Canon, Coda, Concert, Etiquette, Interlude, Introduction, Partner Song, Round

Week Six: Accompaniment, Form, Phrase, Rondo, Theme

Week Seven: Pentatonic Scale, Scale, Symbols of Musical Expression

Week Eight: Musical Period, Style Period

Week Nine: Genre, Performance

State Standards: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_5.pdf

1.0 Singing: *Students will sing, alone and with others, a varied repertoire of music.*

5.0 Reading and Notating: *Students will read and notate music.*

8.0 Interdisciplinary Connections: *Students will understand relationships between music, the other arts, and disciplines outside the arts.*

Grade Level Expectations (GLE):

1.2 Demonstrate the ability to sing expressively using proper vocal technique.

5.1 Identify and explain symbols represented in rhythm and melody.

8.2 Investigate and compare ways in which music interrelates with other academic disciplines.

Essential Questions:

1.0 Singing: *Can the student sing a simple melody alone using proper pitch, rhythm, tempo, and dynamics?*

Can the student demonstrate the skills necessary for a successful vocal performance alone and with others?

5.0 Reading and Notating: *Can the student identify the meter of a given example?*

8.0 Interdisciplinary Connections: *What are the commonalities between music and; (a) dance, theatre and art and (b) academic disciplines?*

Vocabulary: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_Glossary.pdf

Beat, Duple/Triple, Improvise, Technique, Unison

Checks for Understanding	State Performance Indicators	Instructional Resources	Connections
<p><i>(Formative/Summative Assessment)</i></p> <p>1.2 Demonstrate grade-appropriate vocal technique when singing a melody with a large group.</p> <p>5.1 Demonstrate an understanding of treble clef pitches (including ledger lines) by notating a given example. Determine the meter of a music example by identifying the number of beats in each measure.</p> <p>8.2 Identify commonalities between music and one other academic discipline.</p>	<p>1.2.1 Exhibit good posture, grade-appropriate diction, breath control, and tone in both head and chest voice.</p> <p>5.1.1 Compare and contrast meters (duple and triple); identify note names in the treble clef, note values (whole notes, half notes, quarter notes, paired eighth notes), and rest values (half rests, quarter rests).</p> <p>8.2.2 Investigate the relationship of music to literature, mathematics, science (e.g., acoustical properties of instrumental music), and/or social studies in teacher-given classroom activities.</p>	<ul style="list-style-type: none"> - Pre-test Reading and Notating - Share the Music! - Alfred Essentials of Music Theory: Complete - Essential Musicianship: Essential Elements for Choir - Sing on Sight! Book - www.flocabulary.com - VH1 Save the Music (Music Education advocacy) - www.vh1savethemusic.com - www.raffinews.com/educators/music - www.voicedoctor.net/media/video/index.html - www.classicsforkids.com/teachers/training/handsigns.asp - www.flashmusicgames.com - www.muscorescore.org - www.theteacherwebsite.com - www.musictechteacher.com - www.menc.org - www.edhelper.com - www.havefunteaching.com/worksheets/graphic-organizers - www.badwolfpress.com - www.kidsciencechallenge.com/#/ic - http://artsedge.kennedy-center.org - www.craftymusicteachers.com 	<ul style="list-style-type: none"> - Science (<i>Head voice and Chest Voice</i>) - Physical Science (<i>Posture; Body alignment, and body parts i.e. lungs, diaphragm, spine</i>) - Math (<i>Note/rest values; Meter</i>) - All core curriculum subjects: Relationship to music

State Standards: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_5.pdf

2.0 Playing Instruments: *Students will perform on instruments, alone and with others, a varied repertoire of music.*

3.0 Improvising: *Students will improvise melodies, variations, and accompaniments.*

6.0 Listening and Analyzing: *Students will listen to, analyze, and describe music.*

Grade Level Expectations (GLE):

2.1 Demonstrate simple and complex patterns, including syncopation, in various meters on pitched and/or non-pitched instruments, using correct technique.

3.2 Improvise a two- to four-measure rhythmic accompaniment to varying musical styles.

6.3 Analyze, orally and written, the characteristics of vocal and instrumental musical selections using appropriate music vocabulary.

Essential Questions:

2.0 Playing Instruments: *Can the student perform on pitched and non-pitched instruments, alone and with others, using correct technique and rhythm in duple or triple meter?
What skills are necessary for a successful instrumental performance alone and with others?*

3.0 Improvising: *Can the student improvise rhythmically while maintaining a steady beat?*

6.0 Listening and Analyzing: *Can the student describe a music selection using appropriate vocabulary?*

Vocabulary: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_Glossary.pdf

Duple/Triple, Improvise, Technique, Unison

Checks for Understanding	State Performance Indicators	Instructional Resources	Connections
<p><i>(Formative/Summative Assessment)</i></p> <p>2.1 Perform, alone and with others, teacher-selected, developmentally and/or grade-appropriate rhythms, in duple and triple meter on non-pitched instruments, using proper technique.</p> <p>3.2 Improvise developmentally and/or grade-appropriate rhythms using body percussion, pitched, and/or non-pitched instruments while keeping a steady tempo.</p> <p>6.3 Select appropriate vocabulary from a word bank to describe a music selection.</p>	<p>2.1.1 Perform basic rhythmic patterns (dotted half notes, half notes, quarter notes, paired eighth notes, half rests, quarter rests) in duple and triple meters on non-pitched instruments using proper technique.</p> <p>3.2.1 Improvise an eight-beat pattern using half notes, quarter notes, paired eighth notes, and/or quarter rests while maintaining a steady tempo.</p> <p>6.3.1 Classify the elements of music using teacher-given vocabulary.</p>	<ul style="list-style-type: none"> - Pre-test elements of music and musical notation - Bastiens Piano for Adults - Share the Music! - Alfred Essentials of Music Theory: Complete - Teaching Classroom Music in the Keyboard Lab - Sing on Sight! Book - www.flashmusicgames.com - www.gmajormusictheory.org - www.berkleeshares.com - www.apassion4jazz.net - www.improvencyclopedia.org - www.outsideshore.com - www.grooveshark.com - www.npr.org/music - Music To My Ears: Zoom In, Zoom Out (VHS) - Music To My Ears: Making It Up (VHS) 	<ul style="list-style-type: none"> - Math (<i>Rhythmic patterns; Note values</i>) - Language Arts/Reading (<i>Vocabulary</i>) - Social Studies (<i>Improvisation; Jazz</i>) - Theatre (<i>Improvisation</i>)

State Standards: http://www.state.tn.us/education/ci/arts/doc/ART_MUS_5.pdf

- 1.0 Singing: *Students will sing, alone and with others, a varied repertoire of music.*
- 4.0 Composing: *Students will compose and arrange music within specified guidelines.*
- 5.0 Reading and Notating: *Students will read and notate music.*

Grade Level Expectations (GLE):

- 1.1 Sing melodies in varied modes with appropriate style, accurate pitch and rhythm.
- 4.3 Create an arrangement of a familiar melody using instruments and/or movement.
- 5.2 Use symbols to read, notate and perform.

Essential Questions:

- 1.0 Singing: *Can the student sing a simple melody alone, using proper pitch, rhythm, tempo, and dynamics?*
- 4.0 Composing: *Can the student change the rhythm or meter of a familiar melody?*
- 5.0 Reading and Notating: *Can the student sing/play intervals or melodies using teacher-given solfege?*

Vocabulary: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_Glossary.pdf

Arrange, Compose, Solfege

Checks for Understanding	State Performance Indicators	Instructional Resources	Connections
<p><i>(Formative/Summative Assessment)</i></p> <p>1.1 Sing, alone and with others, a simple melody with accurate rhythm and pitch (solfege and/or lyrics).</p> <p>4.3 Change the rhythm of a familiar melody. Change the meter of a familiar melody.</p> <p>5.2 Sing and/or play melodies using teacher-given solfege.</p>	<p>1.1.1 Sing a melody with accurate pitch, rhythm, dynamics, and tempo.</p> <p>4.3.1 Create an arrangement of a simple melody by changing one element (e.g., rhythm, meter, tempo).</p> <p>5.2.1 Demonstrate pitch understanding by using solfege or other teacher-provided symbols.</p>	<ul style="list-style-type: none"> - Pre-test Composing - Share the Music! - Alfred Essentials of Music Theory: Complete - Solfege Handsigns www.classicsforkids.com/teachers/training/handsigns.asp - Teaching Classroom Music in the Keyboard Lab - Bastiens Piano for Adults - Recorder Karate - Plank Road Publishing www.musick8.com - Music Express Magazine - Music Express Online: www.musicexpressmagazine.com - www.raffinews.com/educators/music - www.voicedoctor.net/media/video/index.html - www.soundtree.com/music-education/lesson-plans - www.jamstudio.com/studio/index.htm - www.flashmusicgames.com - www.muscore.org - Music To My Ears: Taking Turns (VHS) - Music To My Ears: Foreground and Background (VHS) 	<ul style="list-style-type: none"> - Language Arts/Reading (Solfege hand signs; Lyrics) - Math (<i>Changing meter, rhythm, tempo</i>) - Science (<i>Kinesthetic stimulates brain activity</i>)

State Standards: http://www.state.tn.us/education/ci/arts/doc/ART_MUS_5.pdf

2.0 Playing Instruments: *Students will perform on instruments, alone and with others, a varied repertoire of music.*

3.0 Improvising: *Students will improvise melodies, variations, and accompaniments.*

5.0 Reading and Notating: *Students will read and notate music.*

6.0 Listening and Analyzing: *Students will listen to, analyze and describe music.*

Grade Level Expectations (GLE):

2.2 Exhibit skill in playing simple orchestrations on pitched and/or non-pitched instruments using correct technique.

3.4 Improvise a two- to four-measure melodic accompaniment within teacher-given parameters.

5.1 Identify and explain symbols represented in rhythm and melody.

6.2 Identify and classify, visually and aurally, orchestral instruments individually and by family.

Essential Questions:

2.0 Playing Instruments: *Can the student perform on pitched and non-pitched instruments, alone and with others, using correct technique and rhythm in duple or triple meter?
What skills are necessary for a successful instrumental performance, alone and with others?*

3.0 Improvising: *Can the student improvise an instrumental accompaniment?*

5.0 Reading and Notating: *Can the student notate a given melodic examples in the treble clef?*

6.0 Listening and Analyzing: *Can the student classify, visually or aurally, given instruments into their orchestral families?*

Vocabulary: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_Glossary.pdf

Body Percussion, Classroom Instruments, Instrument Families, Orchestra, Orchestration, Staff, Standard Notation, Treble Clef

Checks for Understanding	State Performance Indicators	Instructional Resources	Connections
<p><i>(Formative/Summative Assessment)</i></p> <p>2.2 Play, alone and with others, a teacher-selected example, demonstrating developmentally and/or grade-appropriate technique and correct notes on a pitched instrument.</p> <p>3.4 Improvise, on instruments, a developmentally and/or grade-appropriate accompaniment or ostinato accompaniment.</p> <p>5.1 Demonstrate an understanding of treble clef pitches (including ledger lines) by notating a given example.</p> <p>6.2 Identify and classify, visually and aurally, orchestral instruments individually and by family.</p>	<p>2.2.1 Play, alone or in groups, simple melodies based on selected major scales including steps, skips, leaps and repeated notes (four-measure minimum).</p> <p>3.4.1 Improvise a simple eight-beat accompaniment on body percussion or non-pitched instruments within teacher-given parameters.</p> <p>5.1.1 Compare and contrast meters (duple and triple); identify note names in the treble clef, note values (whole notes, half notes, quarter notes, paired eighth notes), and rest values (half rests, quarter rests).</p> <p>6.2.1 Identify, visually, teacher-selected orchestral instruments and group into families.</p>	<ul style="list-style-type: none"> - Pre-test Improvising - Share the Music! - Alfred Essentials of Music Theory: Complete www.lovemusiclovedance.com/improvise_music_01.htm - Teaching Classroom Music in the Keyboard Lab - Bastiens Piano for Adults - Recorder Karate - Plank Road Publishing www.music8.com - Music Express Magazine - Music Express Online: www.musicexpressmagazine.com - Instrument Families: www.nyphilkids.org - www.flashmusicgames.com - www.gmajormusictheory.org - www.berkleeshares.com - www.apassion4jazz.net - www.improvencyclopedia.org - www.outsideshore.com - www.classicsforkids.com/teachers/training/handsigns.asp - www.muscorescore.org - www.grooveshark.com - www.npr.org/music - Music To My Ears: Zoom In, Zoom Out (VHS) - Music To My Ears: Making It Up (VHS) 	<ul style="list-style-type: none"> - Language Arts/Reading (<i>Note Names; Instrument Families</i>) - Math (<i>Four-measure melody; Eight-beat accompaniment</i>) - Social Studies (<i>History of instruments and families</i>) - Visual Arts (<i>Instrument design</i>) - Science (<i>Science of Sound: Shape determining sound and range</i>)

State Standards: http://www.state.tn.us/education/ci/arts/doc/ART_MUS_5.pdf

1.0 Singing: Students will sing, alone and with others, a varied repertoire of music.

4.0 Composing: Students will compose and arrange music within specified guidelines.

7.0 Evaluating: Students will evaluate music and music performances.

Grade Level Expectations (GLE):

1.3 Sing Demonstrate skills for singing in parts.

4.2 Compose a short melodic vocal or instrumental introduction, interlude and/or coda to given melodies on major and/or minor pentatonic scales.

7.2 Demonstrate proper audience etiquette and evaluate audience behavior during performances.

Essential Questions:

1.0 Singing: *Can the student sing a partner song and a round/canon in two and/or three parts in a large/small group?*

4.0 Composing: *Can the student create an introduction, interlude, and/or coda for a selected music example in a group?*

7.0 Evaluating: *Can the student create and apply a rubric for evaluating audience etiquette?*

Vocabulary: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_Glossary.pdf

Canon, Coda, Concert, Etiquette, Interlude, Introduction, Partner Song, Round

Checks for Understanding	State Performance Indicators	Instructional Resources	Connections
<p><i>(Formative/Summative Assessment)</i></p> <p>1.3 Sing a partner song in small and/or large groups. Sing the melody of a round/canon in large and/or small groups.</p> <p>4.2 Create, in a small group setting, an introduction, interlude and/or coda for a selected music example.</p> <p>7.2 Discuss and create, as a class, guidelines for audience etiquette.</p>	<p>1.3.1 Sing partner songs and/or rounds and canons.</p> <p>4.2.1 Create and demonstrate a short introduction, interlude, and coda to a given melody.</p> <p>7.2.1 Demonstrate appropriate audience behavior in a formal performance setting.</p>	<ul style="list-style-type: none"> - Pre-test Improvising - Share the Music! - Alfred Essentials of Music Theory: Complete - Introductory site to Improvisation www.lovemusiclovedance.com/improvise_music_01.htm - Teaching Classroom Music in the Keyboard Lab - Bastiens Piano for Adults - Recorder Karate - Plank Road Publishing www.musick8.com - Music Express Magazine - Music Express Online: www.musicexpressmagazine.com - www.raffinews.com/educators/music- - www.voicedoctor.net/media/video/index.html - www.soundtree.com/music-education/lesson-plans - www.jamstudio.com/studio/index.htm - http://rubistar.4teachers.org - www.menc.org - www.lessonplanet.com - Music To My Ears: Taking Turns (VHS) - Music To My Ears: Foreground and Background (VHS) 	<ul style="list-style-type: none"> - Language Arts/Reading (<i>Poetry and Lyrics</i>) - Math (<i>Note Values</i>) - Performing Arts (<i>Theatre; Field trip to a concert or live performance</i>)

State Standards: http://www.state.tn.us/education/ci/arts/doc/ART_MUS_5.pdf

2.0 Playing Instruments: *Students will perform on instruments, alone and with others, a varied repertoire of music.*

3.0 Improvising: *Students will improvise melodies, variations, and accompaniments.*

6.0 Listening and Analyzing: *Students will listen to, analyze and describe music.*

8.0 Interdisciplinary Connections: *Students will understand relationships between music, the other arts, and disciplines outside the arts.*

Grade Level Expectations (GLE):

2.3 Perform rhythmic and/or melodic accompaniments using correct technique.

3.3 Improvise two- to four-measure question and answer phrases.

6.1 Explain characteristics of same and different sections.

8.1 Experience and integrate the elements of music as they relate to other arts disciplines.

Essential Questions:

2.0 Playing Instruments: *Can the student perform alone and with others, rhythmic and melodic accompaniments in duple and triple meter?*

3.0 Improvising: *Can the student improvise question and answer phrases?*

6.0 Listening and Analyzing: *Can the student identify rondo, AB, ABA, theme and variation in a listening example?*

8.0 Interdisciplinary Connections: *What are the commonalities between music and (a) dance, theatre and arts and (b) academic disciplines?*

Vocabulary: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_Glossary.pdf

Accompaniment, Form, Phrase, Rondo, Theme

Checks for Understanding	State Performance Indicators	Instructional Resources	Connections
<p><i>(Formative/Summative Assessment)</i></p> <p>2.3 Demonstrate, alone/with others, teacher-selected melodic accompaniments in duple and triple meter.</p> <p>3.3 Improvise developmentally and/or grade-appropriate question and answer phrases.</p> <p>6.1 Identify rondo form in a listening example. Identify theme and variations in a listening example.</p> <p>8.1 Identify commonalities between music and dance.</p>	<p>2.3.1 Perform an accompaniment (two-note chords, broken two-note chords, three-note chords and/or arpeggios) in duple and triple meter using basic rhythms on pitched instruments, and an accompaniment using varying rhythm patterns (dotted half notes, half notes, quarter notes, paired eighth notes, quarter rests) on non-pitched instruments.</p> <p>3.3.1 Improvise, in pairs, a four- or eight-beat question and answer phrase using body percussion or non-pitched instruments.</p> <p>6.1.1 Create a pictorial representation of different sections of complex forms (e.g., rondo, theme and variations) of music.</p> <p>8.1.1 Demonstrate commonalities between music and dance and theatre.</p>	<ul style="list-style-type: none"> - Pre-test Improvising - Share the Music! - Alfred Essentials of Music Theory: Complete - Introductory site to Improvisation www.lovemusiclovedance.com/improvise_music_01.htm - Teaching Classroom Music in the Keyboard Lab - Bastiens Piano for Adults - Recorder Karate - Plank Road Publishing www.music8.com - Music Express Magazine - Music Express Online: www.musicexpressmagazine.com - Music form and styles: www.musiced.about.com - www.flashmusicgames.com - www.gmajormusictheory.org - www.berkleeshares.com - www.apassion4jazz.net - www.improvencyclopedia.org - www.outsideshore.com - www.grooveshark.com - www.npr.org/music - Music To My Ears: Zoom In, Zoom Out (VHS) - Music To My Ears: Making It Up (VHS) 	<ul style="list-style-type: none"> - Language Arts/Reading (<i>Question and Answer</i>) - Math (<i>i.e. Question and Answer with multiplication facts</i>) - Math and Music Games www.musictechteacher.com - Visual Arts (<i>Pictorial representation</i>)

State Standards: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_5.pdf

2.0 Playing: *Students will perform on instruments, alone and with others, a varied repertoire of music.*

3.0 Improvising: *Students will improvise melodies, variations, and accompaniments.*

5.0 Reading and Notating: *Students will read and notate music.*

Grade Level Expectations (GLE):

2.3 Perform rhythmic and/or melodic accompaniments using correct technique.

3.1 Improvise, vocally and instrumentally, a two- to four-measure melody on a pentatonic scale.

5.3 Identify and interpret terms and symbols referring to musicality.

Essential Questions:

2.0 Playing: *Can the student perform on pitched and non-pitched instruments, alone and with others, using correct technique and rhythm in duple or triple meter?*

What skills are necessary for a successful instrumental performance alone and with others?

Can the student perform, alone and with others, rhythmic and melodic accompaniments in duple and triple meter?

3.0 Improvising: *Can the student play an improvised pentatonic melody?*

5.0 Reading and Notating: *Can the student identify and follow dynamic and directional markings?*

Vocabulary: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_Glossary.pdf

Pentatonic Scale, Scale, Symbols of Musical Expression

Checks for Understanding	State Performance Indicators	Instructional Resources	Connections
<p><i>(Formative/Summative Assessment)</i></p> <p>2.3 Demonstrate, alone, teacher-selected rhythmic accompaniments in duple and triple meter. Demonstrate, with others, teacher-selected rhythmic accompaniments in duple and triple meter.</p> <p>3.1 Improvise a developmentally and/or grade-appropriate melody using a pentatonic scale on a pitched instrument.</p> <p>5.3 Identify dynamic markings through a teacher-guided classroom activity. Identify directional markings through a teacher-guided classroom activity. Follow dynamic markings in teacher-given listening examples. Follow directional markings in teacher-given listening examples.</p>	<p>2.3.1 Perform an accompaniment (two-note chords, broken two-note chords, three-note chords and/or arpeggios) in duple and triple meter using basic rhythms on pitched instruments, and an accompaniment using varying rhythm patterns (dotted half notes, half notes, quarter notes, paired eighth notes, quarter rests) on non-pitched instruments.</p> <p>3.1.1 Improvise an eight-beat melody based on a pentatonic scale.</p> <p>5.3.1 Identify and demonstrate dynamic markings (e.g., fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo, crescendo, decrescendo) and tempo markings (e.g., andante, largo, presto, ritardando).</p>	<ul style="list-style-type: none"> - Pre-test Pentatonic Scale, dynamics, and tempo markings - Share the Music! - Alfred Essentials of Music Theory: Complete - Teaching Classroom Music in the Keyboard Lab - Bastiens Piano for Adults - Recorder Karate - Plank Road Publishing (Orff Accompaniments) www.music8.com - Music Express Magazine - Music Express Online: www.musicexpressmagazine.com - www.flashmusicgames.com - www.gmajormusictheory.org - www.berkleeshares.com - www.apassion4jazz.net - www.improvencyclopedia.org - www.outsideshore.com www.classicforkids.com/teachers/training/handsigns.asp - www.muscore.org - Music To My Ears: Making It Up (VHS) 	<ul style="list-style-type: none"> - Language Arts/Reading (<i>Vocabulary</i>) - Math (<i>Eight-beat melody</i>) - Performing Arts (<i>Proper audience and performer etiquette</i>)

State Standards: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_5.pdf

1.0 Singing: *Students will sing, alone and with others, a varied repertoire of music.*

4.0 Composing: *Students will compose and arrange music within specified guidelines.*

9.0 Historical and Cultural Relationships: *Students will understand music in relation to history and culture.*

Grade Level Expectations (GLE):

1.1 Sing melodies in varied modes with appropriate style, accurate pitch and rhythm.

4.1 Create, individually or in groups, a simple vocal or instrumental two-part composition using teacher-given parameters.

9.1 Classify and/or perform music of various cultures and historical periods.

Essential Questions:

1.0 Singing: *Can the student sing a simple melody alone using proper pitch, rhythm, tempo, and dynamics?*

Can the student demonstrate the skills necessary for a successful vocal performance, alone and with others?

4.0 Composing: *Can the student create a short vocal or instrumental pentatonic composition in a group?*

9.0 Historical and Cultural Relationships: *What are the characteristics of music genres and styles within their historical and cultural settings?*

Can the student discuss and demonstrate traditional music from selected world cultures?

Vocabulary: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_Glossary.pdf

Musical Period, Style Period

Checks for Understanding	State Performance Indicators	Instructional Resources	Connections
<p><i>(Formative/Summative Assessment)</i></p> <p>1.1 Sing, alone, a simple melody with accurate rhythm and pitch (solfege and/or lyrics). Sing, with others, a simple melody with accurate rhythm and pitch (solfege and/or lyrics).</p> <p>4.1 Create, in a group, a teacher-guided, short vocal or instrumental composition on a pentatonic scale.</p> <p>9.1 Discuss and demonstrate traditional music of selected cultures (e.g., African, Native American, Asian, Celtic, Latin American). Discuss and demonstrate an understanding of selected historical periods as related to music studied.</p>	<p>1.1.1 Sing a melody with accurate pitch, rhythm, dynamics, and tempo.</p> <p>4.1.1 Create and demonstrate, in a group setting, a four-measure instrumental or vocal melody based on a pentatonic scale.</p> <p>9.1.1 Discuss characteristics of selected cultures within a musical and/or historical context using teacher-given parameters.</p>	<ul style="list-style-type: none"> - Pre-test characteristics of selected cultures within a musical and/or historical context - Share the Music! - Alfred Essentials of Music Theory: Complete - Teaching Classroom Music in the Keyboard Lab - Plank Road Publishing www.musick8.com - Music Express Online: www.musicexpressmagazine.com - Great Composers and their Music - www.jamstudio.com/studio/index.htm - http://www.hobertshakespeareans.org - www.musicandhistory.com - www.hypermusic.ca/index.html - http://historymatters.gmu.edu/mse/songs/ - www.musictechteacher.com - http://artsedge.kennedy-center.org - www.mustcreate.org - Stories and Songs of the Tennessee Music Box (DVD)- Music To My Ears: Taking Turns (VHS) - Music To My Ears: Foreground and Background (VHS) - Discover Bluegrass: Exploring American Roots Music 	<ul style="list-style-type: none"> - Language Arts/Reading (<i>Discussion of characteristics of cultures; Lyrics</i>) - Social Studies (<i>Cultures within a musical and/or historical context</i>) - Math (<i>Four-measure melody</i>) - Performing Arts (<i>Audience and performer etiquette</i>)

State Standards: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_5.pdf

2.0 Playing: *Students will perform on instruments, alone and with others, a varied repertoire of music.*

6.0 Listening and Analyzing: *Students will listen to, analyze, and describe music.*

7.0 Evaluating: *Students will evaluate music and music performances.*

Grade Level Expectations (GLE):

2.4 Perform with appropriate expressive qualities in various genres.

6.4 Compare and contrast various styles and genres of music, both vocal and instrumental.

7.1 Devise and apply criteria for evaluating music and music performances.

Essential Questions:

2.0 Playing: *Can the student perform expressively in a large and small group setting?*

6.0 Listening and Analyzing: *Can the student classify music examples by genre and/or style?*

7.0 Evaluating: *Can the student evaluate a music selection and performance using a teacher-provided rubric?*

Vocabulary: http://www.tennessee.gov/education/ci/arts/doc/ART_MUS_Glossary.pdf

Genre, Performance

Checks for Understanding	State Performance Indicators	Instructional Resources	Connections
<p><i>(Formative/Summative Assessment)</i></p> <p>2.4 Play a melody with tempo and/or dynamic changes and appropriate phrasing in a large group setting. Play a melody with tempo and/or dynamic changes and appropriate phrasing in a small group setting.</p> <p>6.4 Classify selected listening examples by style and/or genre.</p> <p>7.1 Describe a musical selection by using a teacher-created word bank. Discuss the elements of a music selection within teacher-given parameters.</p>	<p>2.4.1 Demonstrate dynamics, phrasing, and tempo changes when playing a given example.</p> <p>6.4.1 Classify styles and/or genres (e.g., lullaby, march, jazz, folk song, patriotic, work song, spirituals, Tennessee songs, Civil War songs, ethnic music) using teacher-given vocabulary.</p> <p>7.1.1 Discuss a student or professional performance using grade-appropriate music vocabulary and teacher-given criteria.</p>	<ul style="list-style-type: none"> - Pre-test classification of styles and/or genres - Share the Music! - Alfred Essentials of Music Theory: Complete - Teaching Classroom Music in the Keyboard Lab - Bastiens Piano for Adults - Recorder Karate - Plank Road Publishing (Orff Accompaniments) www.musick8.com - Music Express Magazine - Music Express Online: www.musicexpressmagazine.com - www.flashmusicgames.com - www.gmajormusictheory.org - www.berkleeshares.com - www.grooveshark.com - www.npr.org/music - http://rubistar.4teachers.org - Music To My Ears: Zoom In, Zoom Out (VHS) 	<ul style="list-style-type: none"> - Social studies (<i>Style, genres, historical context; Field trip to Country Music Hall of Fame</i>) - Language Arts/Reading (<i>Historical context; Vocabulary</i>) Math (<i>Four-measure melody</i>) - Performing Arts (<i>Field trip to a professional performance or concert</i>) - Visual Arts (<i>i.e. The Sources of Country Music by Thomas Hart Benton; Frist Center for the Visual Arts: www.fristcenter.org</i>)