

Grade Level: LPS Music Curriculum: Grade 5	
Unit Overview and Objective: I can read, write, and perform music notation.	
Theme(s): Seasonal or calendar-based themes may influence repertoire choices throughout the academic year.	
Essential/Compelling Questions	Create: How do I use my voice/instruments to create ideas? Perform: How do musicians improve the quality of a performance? Respond: How do I judge the quality of musical work(s) and performances? Connect: How do musicians make meaningful connections to creating, performing, and responding?
Vocabulary (Essential terms in bold)	Mezzo-piano: Medium-soft Mezzo-forte: Medium-loud Conversational Solfege: Level 2, Unit 9 - Rhythmic (Steps 1-12) Level 2, Unit 10 - Tonal (Steps 1-12) Level 2, Unit 11 - Tonal (Steps 1-12)
Teacher Notes	<p>The National Core Arts Standards apply to all grades levels in K-12 music programs. Concepts, skills, and essential questions are concurrent and scaffolded throughout the academic year.</p> <p>As teachers are selecting repertoire, it is recommended that selected music represents a diverse selection of composers, styles, origins, and time periods.</p>
Standards: National Core Arts Standards (2014)	
Create	
Anchor Standard 1: Generate and conceptualize artistic ideas and work Anchor Standard 2: Organize and develop artistic ideas and work. Anchor Standard 3: Refine and complete artistic work.	
Perform	
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Anchor Standard 6: Convey meaning through the presentation of artistic work.	
Respond	
Anchor Standard 7: Perceive and analyze artistic work Anchor Standard 8: Interpret intent and meaning in artistic work. Anchor Standard 9: Apply criteria to evaluate artistic work.	
Connect	
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	

Approved by Instructional Council on June 8, 2022

Key Concepts/ Content to be addressed:	See Appendix 1	
Instructional Strategies and Skills	Create	
	Improvise short musical phrases to express intent, purpose, or context (social, cultural, or historical) (Cr1.1.5a)	Arioso singing, recorders, ukeleles, pitched percussion, call-and-response, stories/poems
	Generate musical ideas within a given tonality (major or minor) and/or meter. (Cr1.1.5b)	Arioso singing, recorders, ukeleles, pitched percussion, call-and-response, stories/poems
	Create rhythms and simple melodies and accompaniments using more complex standard notation and refine (Cr2.1.5b & Cr3.1.5)	Iconic and standard notation activities, think/pair/share, stories/poems
	Present a final version of musical ideas to class and give feedback to peers. (Cr3.2.3a)	Think/pair/share, guided listening, peer evaluation
	Perform	
	Demonstrate technical and expressive concepts through performing melodies and accompaniments. (Pr4.1.5, Pr4.2.5a & Pr4.2.5c, Pr4.3.5)	Orff, recorders, ostinato, ukeleles, partner songs, movement games
	Read and perform using standard music notation. (Pr4.3.5b)	Singing and playing a variety of repertoire, think/pair/share, peer evaluation
	Rehearse to refine technical accuracy and expressive elements and show improvement over time. (Pr5.15)	Ensemble playing/singing, masterclass-style performances
	Perform with appropriate expression and audience etiquette (Pr6.1.5a, Pr6.1.5b)	Folk dancing, class and whole school performances, improvisation
	Respond	
	Explain, citing evidence, how specific music concepts are used in a piece of music and connect to its purpose (Re7.1.5a)	Guided listening, class discussion, musical scavenger hunts
	Explain, citing evidence, how responses to music are informed by the structure, use of the elements of music, and context (social, cultural, and historical). (Re7.2.5)	Guided listening, class discussion, musical scavenger hunts

	Respond (cont.)	
	Evaluate musical works and performances using appropriate terminology. (Re9.1.5)	Guided listening, compare-and-contrast
	Connect	
	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. (Cn10.0.1a) <i>Through composition, synthesize previous knowledge, skills and personal experiences.</i>	Individual compositions
	Demonstrate understanding of relationships between music and the other arts, other disciplines, and daily life. (Cn11.0.1a) <i>Choose, rehearse, refine, and perform a song as a solo, and explain the context and expressive elements of your piece.</i>	Solo performance.
Formative Performance Tasks	Common Rhythmic Assessments (Appendix 2) Common Melodic Assessments (Appendix 2) Kinesthetic Observation Class and Whole School Performances	
Summative Assessment/ Extensions with evidence based claims	Trimester 1	
	Melody: Perform D-R-M-S-L patterns from a five-line staff on mallet instruments, recorder, ukelele, or voice.	
	Rhythm: Echo, create, and read rhythm patterns including dotted quarter rests in 6/8 time.	
	Audience: Demonstrate appropriate rehearsal etiquette.	
	Trimester 2	
	Melody: Play 2-4 measure phrases on voice, mallet instrument, ukelele, or recorder.	
	Rhythm: Perform unfamiliar rhythms at sight.	
	Audience: Participates in group discussions to establish class criteria for critiquing performances.	
	Trimester 3	
	Melody: Rehearse and perform a solo on voice, mallet instrument, ukelele, or recorder.	
	Rhythm: Create a composition, synthesizing cumulative knowledge, skills and personal experience.	
	Audience: Notates rhythms from aural prompt.	
Featured Sources	See Appendix 3	