

School District of Springfield Township

Curriculum Map

Course Name: General Music

Grade Level: Fifth Grade

September

Lesson Title	# of weeks	Lesson Key vocabulary	Know	Understand	Do	Learning Activity	Formative Assessment	Resources	Notes
Vocal warm-up, Sight-singing (Melody, Harmony)	3-4 (reinforce each week)	<i>solfege, treble clef, staff, measures, bar lines, time signature, key signature, steps, skips</i>	Solfege, musical notation, steps, skips	Singing tunefully, melodic notation	Sing simple songs and rounds	Sing tonal patterns, simple songs, and rounds	Informal: teacher observation for participation, use of head voice Formal: 1x/month assess individual pattern singing on correct syllables	Teacher resource book, tonal flash cards, SMART board	DRMS, DRMSL, low sol
Rhythm Trainer (Rhythm)	3-4 (reinforce each week)	<i>steady beat, decode, rhythm syllables, duple meter, triple meter, rhythm notation</i>	Meter, rhythm notation, duration	Steady beat, rhythm notation	Listen, speak rhythm patterns, play rhythm patterns, decode	Echo patterns, decode patterns, read patterns, write patterns	Informal: teacher observation for maintaining steady beat, accurately echoing and decoding patterns Formal: 1x/month assess individual pattern counting and clapping on correct syllables	Teacher resource book, rhythm flash cards, SMART board	Quarter note, two eighth notes, quarter rest, half note, half rest, whole note, whole rest
Movement to classical music (Melody, Form, Dynamics, Tempo, Timbre)	1-2 (different one each week)	<i>listen, move, phrase, introduction, interlude, form</i>	Phrase, form		Identify form, identify tempo, move expressively	Listen, imitate motions led by teacher	Informal: teacher observation for expressive movement to music	A/V equipment, teacher resource manual	Move It! And Move It 2! DVDs
Listening Journal (Form, Dynamics, Tempo, Timbre, Articulation)	1-2 (different composer each week)	<i>allegro, presto, largo, adagio, andante, string, woodwind, brass, percussion, keyboard</i>	Instruments of the orchestra, keyboard instruments, tempo variations		-Listen to songs and recordings -Identify timbre, varied tempos, -Use musical terminology related to tempo	Listen to songs or recordings, respond critically to music in writing	Formal: teacher will grade journal entries for completion, critical and thoughtful response	A/V equipment, SMART board, student notebooks	Introduction, Bach
Orff Instrument Activity (Melody, Form, Harmony, Rhythm, Articulation, Timbre)	2-3 (reinforce each week)	<i>pitched, unpitched, barred instruments (Orff), various music notation, introduction, phrase, form, varied articulations</i>	Pitched and unpitched instruments, melodic contour, musical notation, phrase, duration, articulation	Sing tunefully, identify form, identify timbre, identify articulation, rhythmic and melodic notation	-Listen, sing, move, play instruments, describe and define: timbre, tempo, articulation, form -identify rhythmic and melodic notation	Learn and perform a song or rhyme accompanied by instruments	Informal: teacher observation for participation, tuneful singing, and appropriate instrument playing technique	Piano, Teacher resource book, A/V equipment, SMART board, Orff instruments	Together in Harmony and Together in Harmony 2, fifth grade activities

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October

Lesson Title	# of weeks	Lesson Key vocabulary	Know	Understand	Do	Learning Activity	Formative Assessment	Resources	Notes
Vocal warm-up, Sight-singing (Melody, Harmony)	3-4 (reinforce each week)	<i>solfege, treble clef, staff, measures, bar lines, time signature, key signature, steps, skips</i>	Solfege, musical notation, steps, skips	Singing tunefully, melodic notation	Sing simple songs and rounds	Sing tonal patterns, simple songs, and rounds	Informal: teacher observation for participation, use of head voice Formal: 1x/month assess individual pattern singing on correct syllables	Teacher resource book, tonal flash cards, SMART board	DRMFSL, low sol
Rhythm Trainer (Rhythm)	3-4 (reinforce each week)	<i>steady beat, decode, rhythm syllables, duple meter, triple meter, rhythm notation</i>	Meter, rhythm notation, duration	Steady beat, rhythm notation	Listen, speak rhythm patterns, play rhythm patterns, decode	Echo patterns, decode patterns, read patterns, write patterns	Informal: teacher observation for maintaining steady beat, accurately echoing and decoding patterns Formal: 1x/month assess individual pattern counting and clapping on correct syllables	Teacher resource book, rhythm flash cards, SMART board	Focus on triple meters: 3/4 and 6/8. Dotted quarter note and eighth note, dotted half note, dotted half rest, dotted quarter rest, eighth rest
Standard Literature (Melody, Form, Dynamics, Tempo, Articulation)	3-4 (reinforce each week)	<i>listen, sing, phrase, introduction, interlude, form, andante, adagio, slur, tie</i>	Phrase, form, musical notation, duration, steps, skips, leaps, verse and refrain		-Listen, sing, read and analyze melody, describe duration of sounds -Identify form -Identify tempo,	Listen, sing, memorize a song	Formal: students will have a "singing test" – in groups of 3-4, they will sing the song from memory for the class	Piano, Teacher resource book, A/V equipment, SMART board	"Shenandoah"
Listening Journal (Form, Dynamics, Tempo, Timbre, Articulation)	1-2 (different composer each week)	<i>allegro, presto, largo, adagio, andante, string, woodwind, brass, percussion, keyboard</i>	Instruments of the orchestra, keyboard instruments, tempo variations		-Listen to songs and recordings -Identify timbre, varied tempos, musical terminology related to tempo	Listen to songs or recordings, respond critically to music in writing	Formal: teacher will grade journal entries for completion, critical and thoughtful response	A/V equipment, SMART board, student notebooks	Beethoven, Mozart
Folk Dance (Form)	2-3 (reinforce each week)	<i>introduction, interlude, verse and refrain, folk dance vocabulary specific to dance</i>	Phrase, various types of form		Dance to music following a prescribed form, describe and define form	Listen, move to choreographed movements of a folk dance	Informal: teacher observation for participation, recall of form	Teacher resource book, A/V equipment, SMART board	Choose from <i>Chimes of Dunkirk</i> or <i>Listen to the Mockingbird</i>

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November

Lesson Title	# of weeks	Lesson Key vocabulary	Know	Understand	Do	Learning Activity	Formative Assessment	Resources	Notes
Vocal warm-up, Sight-singing (Melody, Harmony)	3-4 (reinforce each week)	<i>solfege, treble clef, staff, measures, bar lines, time signature, key signature, steps, skips</i>	Solfege, musical notation, steps, skips	Singing tunefully, melodic notation	Sing simple songs and rounds	Sing tonal patterns, simple songs, and rounds	Informal: teacher observation for participation, use of head voice Formal: 1x/month assess individual pattern singing on correct syllables	Teacher resource book, tonal flash cards, SMART board	DRMFSLTD, low sol
Rhythm Trainer (Rhythm)	3-4 (reinforce each week)	<i>steady beat, decode, rhythm syllables, duple meter, triple meter, rhythm notation</i>	Meter, rhythm notation, duration	Steady beat, rhythm notation	Listen, speak rhythm patterns, play rhythm patterns, decode	Echo patterns, decode patterns, read patterns, write patterns	Informal: teacher observation for maintaining steady beat, accurately echoing and decoding patterns Formal: 1x/month assess individual pattern counting and clapping on correct syllables	Teacher resource book, rhythm flash cards, SMART board	Eighth notes in many groupings, pick-up notes
Standard Literature (Melody, Form, Dynamics, Tempo, Articulation)	1-2 (complete testing these weeks)	<i>listen, sing, phrase, introduction, interlude, form, andante, adagio, slur, tie</i>	Phrase, form, musical notation, duration, steps, skips, leaps, verse and refrain		-Listen, sing, read and analyze melody, describe duration of sounds -Identify form -Identify tempo	Listen, sing, memorize a song	Formal: "singing test." In groups of 3-4, they will sing the song from memory for the class	Piano, Teacher resource book, A/V equipment, SMART board	"Shenandoah"
Listening Journal (Form, Dynamics, Tempo, Timbre, Articulation)	1-2 (different composer each week)	<i>allegro, presto, largo, adagio, andante, string, woodwind, brass, percussion, keyboard</i>	Instruments of the orchestra, keyboard instruments, tempo variations		-Listen to songs and recordings -Identify timbre, varied tempos, musical terminology related to tempo	Listen to songs or recordings, respond critically to music in writing	Formal: teacher will grade journal entries for completion, critical and thoughtful response	A/V equipment, SMART board, student notebooks	Opera (Puccini or Verdi), Ballet (Tchaikovsky)
Instrument Activity (Melody, Form, Harmony, Rhythm, Articulation, Timbre)	2-3 (reinforce each week)	<i>pitched, unpitched, barred instruments (Orff), various music notation, introduction, phrase, form, varied articulations</i>	Pitched and unpitched instruments, melodic contour, musical notation, phrase, duration, articulation		Sing tunefully, identify form, identify timbre, identify articulation, rhythmic and melodic notation	Learn and perform a song or rhyme accompanied by instruments	Informal: teacher observation for participation, tuneful singing, and appropriate instrument playing technique	Piano, Teacher resource book, A/V equipment, SMART board, Orff instruments or boomwhackers	Orff or Boomwhackers

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December

Lesson Title	# of weeks	Lesson Key vocabulary	Know	Understand	Do	Learning Activity	Formative Assessment	Resources	Notes
Vocal warm-up, Sight-singing (Melody, Harmony)	2-3 (reinforce each week)	<i>solfege, treble clef, staff, measures, bar lines, time signature, key signature, steps, skips</i>	Solfege, musical notation, steps, skips	Singing tunefully, melodic notation	Sing simple songs and rounds	Sing tonal patterns, simple songs, and rounds	Informal: teacher observation for participation, use of head voice Formal: 1x/month assess individual pattern singing on correct syllables	Teacher resource book, tonal flash cards, SMART board	Review of past months, add emphasis on skips
Rhythm Trainer (Rhythm, Tempo)	2-3 (reinforce each week)	<i>steady beat, decode, rhythm syllables, duple meter, triple meter, rhythm notation, presto, largo, adagio, andante</i>	Meter, rhythm notation, duration	Steady beat, rhythm notation, Varied tempos	Listen, speak rhythm patterns, play rhythm patterns, decode, describe and define tempo	Echo patterns, decode patterns, read patterns, write patterns, conduct patterns	Informal: teacher observation for maintaining steady beat, accurately echoing and decoding patterns Formal: 1x/month assess individual pattern counting and clapping on correct syllables	Teacher resource book, rhythm flash cards, SMART board	Conducting patterns in 4/4, 2/4, and 3/4 review rhythms in each time signature. Use various tempos
Listening Journal (Form, Dynamics, Tempo, Timbre, Articulation)	2-3 (different composer each week)	<i>allegro, presto, largo, adagio, andante, string, woodwind, brass, percussion, keyboard</i>	Instruments of the orchestra, keyboard instruments, tempo variations		-Listen to songs and recordings -Identify timbre, varied tempos, musical terminology related to tempo	Listen to songs or recordings, respond critically to music in writing	Formal: teacher will grade journal entries for completion, critical and thoughtful response	A/V equipment, SMART board, student notebooks	Stravinsky, Copland, *Gershwin
Folk Dance (Form)	2-3 (reinforce each week)	<i>introduction, interlude, verse and refrain, folk dance vocabulary specific to dance</i>	Phrase, various types of form		Dance to music following a prescribed form, describe and define form	Listen, move to choreographed movements of a folk dance	Informal: teacher observation for participation, recall of form	Teacher resource book, A/V equipment, SMART board	Choose from <i>Chimes of Dunkirk</i> , <i>Listen to the Mockingbird</i> , or Sanna Longden's multicultural dances

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January

Lesson Title	# of weeks	Lesson Key vocabulary	Know	Understand	Do	Learning Activity	Formative Assessment	Resources	Notes
Vocal warm-up, Sight-singing (Melody, Harmony)	3-4 (reinforce each week)	<i>solfege, treble clef, staff, measures, bar lines, time signature, key signature, steps, skips</i>	Solfege, musical notation, steps, skips	Singing tunefully, melodic notation	Sing simple songs and rounds	Sing tonal patterns, simple songs, and rounds	Informal: teacher observation for participation, use of head voice Formal: 1x/month assess individual pattern singing on correct syllables	Teacher resource book, tonal flash cards, SMART board	More skips (and review of previous material)
Rhythm Trainer (Rhythm)	3-4 (reinforce each week)	<i>steady beat, decode, rhythm syllables, duple meter, triple meter, rhythm notation</i>	Meter, rhythm notation, duration	Steady beat, rhythm notation	Listen, speak rhythm patterns, play rhythm patterns, decode	Echo patterns, decode patterns, read patterns, write patterns	Informal: teacher observation for maintaining steady beat, accurately echoing and decoding patterns Formal: 1x/month assess individual pattern performance	Teacher resource book, rhythm flash cards, SMART board	Sixteenth notes
Standard Literature (Melody, Rhythm, Form, Dynamics, Tempo, Articulation)	3-4 (reinforce each week)	<i>listen, sing, phrase, introduction, interlude, form, andante, adagio, slur, tie, pick-up notes, dotted eighth note, sixteenth note</i>	Phrase, form, musical notation, duration, steps, skips, leaps, verse and refrain		-Listen, sing, read and analyze melody, describe duration of sounds -Identify form -Identify tempo	Listen, sing, memorize a song	Formal: "singing test." In groups of 3-4, they will sing the song from memory for the class	Piano, Teacher resource book, A/V equipment, SMART board	"Simple Gifts"
Listening Journal (Form, Dynamics, Tempo, Timbre, Articulation)	1-2 (different composer each week)	<i>allegro, presto, largo, adagio, andante, string, woodwind, brass, percussion, keyboard</i>	Instruments of the orchestra, keyboard instruments, folk instruments, tempo variations		-Listen to songs and recordings -Identify timbre, varied tempos, musical terminology related to tempo	Listen to songs or recordings, respond critically to music in writing	Formal: teacher will grade journal entries for completion, critical and thoughtful response	A/V equipment, SMART board, student notebooks	Stephen Foster, John Philip Sousa
Instrument Activity (Melody, Form, Harmony, Rhythm, Articulation, Timbre)	2-3 (reinforce each week)	<i>pitched, unpitched, barred instruments (Orff), various music notation, introduction, phrase, form, varied articulations</i>	Pitched and unpitched instruments, melodic contour, musical notation, phrase, duration, articulation		Sing tunefully, identify form, identify timbre, identify articulation, rhythmic and melodic notation	Learn and perform a song or rhyme accompanied by instruments	Informal: teacher observation for participation, tuneful singing, and appropriate instrument playing technique	Piano, Teacher resource book, A/V equipment, SMART board, Orff instruments or boomwhackers	Orff or Boomwhackers

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February

Lesson Title	# of weeks	Lesson Key vocabulary	Know	Understand	Do	Learning Activity	Formative Assessment	Resources	Notes
Vocal warm-up, Sight-singing (Melody, Harmony)	2-3 (reinforce each week)	<i>solfege, treble clef, staff, measures, bar lines, time signature, key signature, steps, skips, leaps</i>	Solfege, musical notation, steps, skips, leaps	Singing tunefully, melodic notation	Sing simple songs and rounds	Sing tonal patterns, simple songs, and rounds	Informal: teacher observation for participation, use of head voice Formal: 1x/month assess individual pattern singing on correct syllables	Teacher resource book, tonal flash cards, SMART board	Leaps (review steps and skips)
Rhythm Trainer (Rhythm, Tempo)	2-3 (reinforce each week)	<i>steady beat, decode, rhythm syllables, duple meter, triple meter, rhythm notation, presto, largo, adagio, andante</i>	Meter, rhythm notation, duration	Steady beat, rhythm notation, Varied tempos	Listen, speak rhythm patterns, play rhythm patterns, decode, describe and define tempo	Echo patterns, decode patterns, read patterns, write patterns, conduct patterns	Informal: teacher observation for maintaining steady beat, accurately echoing and decoding patterns Formal: 1x/month assess individual pattern performance	Teacher resource book, rhythm flash cards, SMART board	Dotted notes (eighth followed by sixteenth, quarter followed by eighth, half followed by quarter)
Standard Literature (Melody, Rhythm, Form, Dynamics, Tempo, Articulation)	1-2 (complete testing these weeks)	<i>listen, sing, phrase, introduction, interlude, form, andante, adagio, slur, tie, pick-up notes, dotted eighth note, sixteenth note</i>	Phrase, form, musical notation, duration, steps, skips, leaps, verse and refrain		-Listen, sing, read and analyze melody, describe duration of sounds -Identify form -Identify tempo	Listen, sing, memorize a song	Formal: "singing test." In groups of 3-4, they will sing the song from memory for the class	Piano, Teacher resource book, A/V equipment, SMART board	"Simple Gifts"
Listening Journal (Form, Dynamics, Tempo, Timbre, Articulation)	1-2 (different composer each week)	<i>allegro, presto, largo, adagio, andante, string, woodwind, brass, percussion, keyboard</i>	Instruments of the orchestra, keyboard instruments, tempo variations		-Listen to songs and recordings -Identify timbre, varied tempos, musical terminology related to tempo	Listen to songs or recordings, respond critically to music in writing	Formal: teacher will grade journal entries for completion, critical and thoughtful response	A/V equipment, SMART board, student notebooks	Musical Theater (Music Man in textbook)
Folk Dance (Form)	2-3 (reinforce each week)	<i>introduction, interlude, verse and refrain, folk dance vocabulary specific to dance</i>	Phrase, various types of form		Dance to music following a prescribed form, describe and define form	Listen, move to choreographed movements of a folk dance	Informal: teacher observation for participation, recall of form	Teacher resource book, A/V equipment, SMART board	Choose from <i>Chimes of Dunkirk</i> , <i>Listen to the Mockingbird</i> , or Sanna Longden's multicultural dances

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March

Lesson Title	# of weeks	Lesson Key vocabulary	Know	Understand	Do	Learning Activity	Formative Assessment	Resources	Notes
Vocal warm-up, Sight-singing (Melody, Harmony)	2-3 (reinforce each week)	<i>solfege, treble clef, staff, measures, bar lines, time signature, key signature, ostinato, chord roots</i>	Solfege, musical notation, two-part harmony, chord roots, ostinato	Singing tunefully, melodic notation	Sing simple songs and rounds, sing chord root accompaniments	Sing tonal patterns, simple songs, and rounds	Informal: teacher observation for participation, use of head voice Formal: 1x/month assess individual pattern singing on correct syllables	Teacher resource book, tonal flash cards, SMART board	Bass/chord root ostinatos
Rhythm Trainer (Rhythm)	2-3 (reinforce each week)	<i>steady beat, decode, rhythm syllables, duple meter, triple meter, rhythm notation, syncopation</i>	Meter, rhythm notation, duration	Steady beat, rhythm notation	Listen, speak rhythm patterns, play rhythm patterns, decode	Echo patterns, decode patterns, read patterns, write patterns	Informal: teacher observation for maintaining steady beat, accurately echoing and decoding patterns Formal: 1x/month assess individual pattern performance	Teacher resource book, rhythm flash cards, SMART board	Syncopation
Movement to classical music (Melody, Form, Dynamics, Tempo, Timbre)	1-2 (different one each week)	<i>listen, move, phrase, introduction, interlude, form</i>	Phrase, form		-Identify form -Identify tempo -Move expressively	Listen, imitate motions led by teacher	Informal: teacher observation for expressive movement to music	A/V equipment, teacher resource manual	Move It! And Move It 2! DVDs
Listening Journal (Form, Dynamics, Tempo, Timbre, Articulation)	2-3 (different composer each week)	<i>allegro, presto, largo, adagio, andante, string, woodwind, brass, percussion, keyboard</i>	Instruments of the orchestra, keyboard instruments, folk instruments, tempo variations		-Listen to songs and recordings -Identify timbre, varied tempos, musical terminology related to tempo	Listen to songs or recordings, respond critically to music in writing	Formal: teacher will grade journal entries for completion, critical and thoughtful response	A/V equipment, SMART board, student notebooks	Ragtime, Jazz
Instrument Activity (Melody, Form, Harmony, Rhythm, Articulation, Timbre)	2-3 (reinforce each week)	<i>pitched, unpitched, barred instruments (Orff), various music notation, introduction, phrase, form, varied articulations</i>	Pitched and unpitched instruments, melodic contour, musical notation, phrase, duration, articulation		-Listen, move, play instruments -Sing tunefully -Identify form -Identify timbre -Identify articulation, rhythmic and melodic notation	Learn and perform a song or rhyme accompanied by instruments	Informal: teacher observation for participation, tuneful singing, and appropriate instrument playing technique	Piano, Teacher resource book, A/V equipment, SMART board, Orff instruments or boomwhackers	Orff or Boomwhackers

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April

Lesson Title	# of weeks	Lesson Key vocabulary	Know	Understand	Do	Learning Activity	Formative Assessment	Resources	Notes
Vocal warm-up, Sight-singing (Melody, Harmony)	2-3 (reinforce each week)	<i>solfege, treble clef, staff, measures, bar lines, time signature, key signature, steps, skips, leaps, ostinato, chord roots</i>	Solfege, musical notation, steps, skips, leaps, ostinato, chord roots, two-part harmony	Singing tunefully, melodic notation	Sing simple songs and rounds, sing chord root accompaniments	Sing tonal patterns, simple songs, and rounds	Informal: teacher observation for participation, use of head voice Formal: 1x/month assess individual pattern singing on correct syllables	Teacher resource book, tonal flash cards, SMART board	Review steps, skips, leaps, bass ostinatos
Rhythm Trainer (Rhythm, Tempo)	2-3 (reinforce each week)	<i>steady beat, decode, rhythm syllables, duple meter, triple meter, rhythm notation, syncopation, presto, largo, adagio, andante</i>	Meter, rhythm notation, duration, syncopation	Steady beat, rhythm notation, Varied tempos	Listen, speak rhythm patterns, play rhythm patterns, decode, describe and define tempo	Echo patterns, decode patterns, read patterns, write patterns, conduct patterns	Informal: teacher observation for maintaining steady beat, accurately echoing and decoding patterns Formal: 1x/month assess individual pattern performance	Teacher resource book, rhythm flash cards, SMART board	Review sixteenth notes and syncopation, at various tempos
Standard Literature (Melody, Rhythm, Form, Dynamics, Tempo, Articulation)	3-4 (reinforce each week)	<i>listen, sing, phrase, introduction, form, slur, pick-up notes, dotted eighth note, sixteenth note</i>	Phrase, form, musical notation, duration, steps, skips, leaps		-Read and analyze melody, describe duration of sounds, discuss music in relation to history and culture -Identify form -Identify tempo -Listen to and sing a song	Listen, sing, memorize a song	Formal: "singing test." In groups of 3-4, they will sing the song from memory for the class	Piano, Teacher resource book, A/V equipment, SMART board	"The Star Spangled Banner"
Listening Journal (Form, Dynamics, Tempo, Timbre, Articulation)	1-2 (different musician each week)	<i>electronic music, electronic instruments, percussion, keyboard</i>	Electronic instruments, keyboard instruments, tempo variations		-Listen to songs and recordings -Identify timbre, varied tempos, musical terminology related to tempo	Listen to songs or recordings, respond critically to music in writing	Formal: teacher will grade journal entries for completion, critical and thoughtful response	A/V equipment, SMART board, student notebooks	Rock and Roll, Rock Music (electronic instruments, electronic music)
Folk Dance (Form)	2-3 (reinforce each week)	<i>introduction, interlude, verse and refrain, folk dance vocabulary specific to dance</i>	Phrase, various types of form		Dance to music following a prescribed form, describe and define form	Listen, move to choreographed movements of a folk dance	Informal: teacher observation for participation, recall of form	Teacher resource book, A/V equipment, SMART board	Choose from <i>Chimes of Dunkirk</i> , <i>Listen to the Mockingbird</i> , or Sanna Longden's multicultural dances

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May

Lesson Title	# of weeks	Lesson Key vocabulary	Know	Understand	Do	Learning Activity	Formative Assessment	Resources	Notes
Vocal warm-up, Sight-singing (Melody, Harmony)	3-4 (reinforce each week)	<i>solfege, treble clef, staff, measures, bar lines, time signature, key signature, ostinato, chord roots</i>	Solfege, musical notation, two-part harmony, chord roots, ostinato	Singing tunefully, melodic notation	Sing simple songs and rounds, sing chord root accompaniments	Sing tonal patterns, simple songs, and rounds	Informal: teacher observation for participation, use of head voice Formal: 1x/month assess individual pattern singing on correct syllables	Teacher resource book, tonal flash cards, SMART board	Songs and rounds (review concepts)
Rhythm Trainer (Rhythm)	3-4 (reinforce each week)	<i>steady beat, decode, rhythm syllables, duple meter, triple meter, rhythm notation, syncopation</i>	Meter, rhythm notation, duration	Steady beat, rhythm notation	Listen, speak rhythm patterns, play rhythm patterns, decode	Echo patterns, decode patterns, read patterns, write patterns	Informal: teacher observation for maintaining steady beat, accurately echoing and decoding patterns Formal: 1x/month assess individual pattern performance	Teacher resource book, rhythm flash cards, SMART board	Conducting review and challenge, review of rhythm content
Standard Literature (Melody, Rhythm, Form, Dynamics, Tempo, Articulation)	1-2 (complete testing these weeks)	<i>listen, sing, phrase, introduction, form, slur, pick-up notes, dotted eighth note, sixteenth note</i>	Phrase, form, musical notation, duration, steps, skips, leaps		-Listen, sing, read and analyze melody, describe duration of sounds, discuss music in relation to history and culture -Identify form -Identify tempo, listen to and sing a song	Listen, sing, memorize a song	Formal: "singing test." In groups of 3-4, they will sing the song from memory for the class	Piano, Teacher resource book, A/V equipment, SMART board	"The Star Spangled Banner"
Listening Journal (Form, Dynamics, Tempo, Timbre, Articulation)	2-3 (different musician each week)	<i>electronic music, electronic instruments, percussion, keyboard</i>	Electronic instruments, keyboard instruments, tempo variations		-Listen to songs and recordings -Identify timbre, varied tempos, musical terminology related to tempo	Listen to songs or recordings, respond critically to music in writing	Formal: teacher will grade journal entries for completion, critical and thoughtful response	A/V equipment, SMART board, student notebooks	Electronic music in other genres (Disco, Techno, etc.)
Instrument Activity (Melody, Form, Harmony, Rhythm, Articulation, Timbre)	2-3 (reinforce each week)	<i>pitched, unpitched, barred instruments (Orff), various music notation, introduction, phrase, form, varied articulations</i>	Pitched and unpitched instruments, melodic contour, musical notation, phrase, duration, articulation		-Listen, sing, move, play instruments, describe and define: timbre, tempo, articulation, form -Sing tunefully, identify form, identify timbre, identify articulation, rhythmic and melodic notation	Learn and perform a song or rhyme accompanied by instruments	Informal: teacher observation for participation, tuneful singing, and appropriate instrument playing technique	Piano, Teacher resource book, A/V equipment, SMART board, Orff instruments or boomwhackers	Orff or Boomwhackers

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June

Lesson Title	# of weeks	Lesson Key vocabulary	Know	Understand	Do	Learning Activity	Formative Assessment	Resources	Notes
Vocal warm-up, Sight-singing (Melody, Harmony)	1-2 (reinforce each week)	<i>solfege, treble clef, staff, measures, bar lines, time signature, key signature, steps, skips, leaps, ostinato, chord roots</i>	Solfege, musical notation, steps, skips, leaps, ostinato, chord roots, two-part harmony	Singing tunefully, melodic notation	Sing simple songs and rounds, sing chord root accompaniments	Sing tonal patterns, simple songs, and rounds	Informal: teacher observation for participation, use of head voice Formal: 1x/month assess individual pattern singing on correct syllables	Teacher resource book, tonal flash cards, SMART board	Songs and rounds (review concepts)
Rhythm Trainer (Rhythm, Tempo)	1-2 (reinforce each week)	<i>Steady beat, decode, rhythm syllables, duple meter, triple meter, rhythm notation, syncopation, presto, largo, adagio, andante</i>	Meter, rhythm notation, duration, syncopation	Steady beat, rhythm notation, Varied tempos	Listen, speak rhythm patterns, play rhythm patterns, decode, describe and define tempo	Echo patterns, decode patterns, read patterns, write patterns, conduct patterns	Informal: teacher observation for maintaining steady beat, accurately echoing and decoding patterns Formal: 1x/month assess individual performance	Teacher resource book, rhythm flash cards, SMART board	Review concepts from the year
Listening Journal (Form, Dynamics, Tempo, Timbre, Articulation)	1-2 (different musician each week)	<i>electronic music, electronic instruments, percussion, keyboard</i>	Electronic instruments, keyboard instruments, tempo variations		-Listen to songs and recordings -Identify timbre, varied tempos, musical terminology related to tempo	Listen to songs or recordings, respond critically to music in writing	Formal: teacher will grade journal entries for completion, critical and thoughtful response	A/V equipment, SMART board, student notebooks	Wrap-up or complete unit as needed
Folk Dance (Form) OR:	1-2 (reinforce each week)	<i>introduction, interlude, verse and refrain, folk dance vocabulary specific to dance</i>	Phrase, various types of form		Dance to music following a prescribed form, describe and define form	Listen, move to choreographed movements of a folk dance	Informal: teacher observation for participation, recall of form	Teacher resource book, A/V equipment, SMART board	Choose from <i>Chimes of Dunkirk</i> , <i>Listen to the Mockingbird</i> , or Sanna Longden's multicultural dances
Instrument Activity (Melody, Form, Harmony, Rhythm, Articulation, Timbre)	1-2 (reinforce each week)	2-3 (reinforce each week)	Pitched and unpitched instruments, melodic contour, musical notation, phrase, duration, articulation		-Listen, sing, move, play instruments, describe and define: timbre, tempo, articulation, form -Sing tunefully, identify form, identify timbre, identify articulation, rhythmic and melodic notation	Learn and perform a song or rhyme accompanied by instruments	Informal: teacher observation for participation, tuneful singing, and appropriate instrument playing technique	Piano, Teacher resource book, A/V equipment, SMART board, Orff instruments or boomwhackers	Orff or Boomwhackers

Note: A "lesson" may span one or more days; it is a portion of the unit's progress. CH Rohrbach, Director of Curriculum and Staff Development 5.6.13