

St. Lucie County Scope & Sequence

Music Grade 5



Version 1

June 2007

The Sunshine State Standards (SSS), approved in 1996, provide expectations for student achievement in Florida. The SSS are written in subject areas and divided into four separate grade clusters. Benchmarks are written for each grade cluster to define the specific content for each standard. As Florida has moved toward greater accountability for student learning and achievement, these benchmarks are the basis for state assessments: Florida Comprehensive Assessment Test (FCAT) and Norm Reference Test (NRT).

St. Lucie County (SLC) has developed a tool that links the SSS to our local curriculum. This tool is the SLC Scope and Sequence, the content and substance of the district curriculum. It supports students' efforts to master the Benchmarks tested on the FCAT and NRT.

The SLC Scope & Sequence is divided into elementary, middle, and high school levels. Within each level, it is subdivided into subject areas: Math, Reading/Language Arts, Science, and Social Studies according to grade levels and nine week periods. The document contains Essential Questions that organize the content and skills for student learning. The Scope and Sequence supports the District's belief that

“Every child can learn and each child can learn more than he or she is now learning.”

The implementation of the Scope & Sequence provides equity of access to quality curriculum content for all students and is intended to prevent gaps in students' learning due to student mobility. The SLC Scope & Sequence can be found at <http://www.stlucie.k12.fl.us/slcsbnet/index.aspx>

The SLC Scope & Sequence is the basis for the St. Lucie Standardized Benchmark Assessment System and determines what benchmarks should be learned and will be tested each nine weeks.

St. Lucie Standardized Benchmark Assessment System

These tests are designed to monitor the progress of students' mastery of the tested Benchmarks on the FCAT in reading, math, and science as aligned to the SLC Scope & Sequence in these subject areas. The Benchmark tests are given throughout the year to students in grades 3-10 in reading and math and grades 3-11 in science. The data from the performance of students on these tests will be used by teachers to guide instruction and assist administrators in monitoring the growth in student learning within classrooms, grade levels, and school sites.

Content of the SLC Scope & Sequence Document

Format:

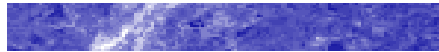
- divided into each nine week period;
- lists the content and skills for the subject area and grade level, along with suggested resource materials;
- lists the coordinating SSS Benchmark
- indicates Introduce (I), Reinforce (R), Master (M) levels

Essential Questions:

- aligned to the SSS benchmarks;
- organize the content & skills for each nine week period;
- determine what is critical to learn

Working on the Work (WOW) Connections

A St. Lucie County district initiative, WOW is a framework for designing lessons to engage more of the students more of the time. WOW lessons are built on 10 design qualities. One of these design qualities, Content and Substance, identifies the essential knowledge and skills that students must master. The St. Lucie County Scope and Sequence is the content and substance of the district's curriculum.



*The CORE business of St.
Lucie County Schools is to
create challenging, engaging
and satisfying work for every
student, every day.*

The SLC Scope & Sequence was developed by the Curriculum Specialists, Teaching and Learning & Title I Department, with teams of St. Lucie County teachers.

Subject Area: Music

Grade 5

Content & Substance			Organization of Knowledge	Sunshine State Standards Addressed & Mastery Level Indicator	Clear & Compelling Standards
What students will know and be able to do					
Essential Questions	Content	Skills			

1st 9 weeks

How can I use my voice to sing alone and with others?	Vocal Technique	Sings melodic patterns, intervals, and songs, matching pitch With an extended range C-F ¹		I MUA 1.2.1	
		Echoes melodic patterns using sol ₁ , la ₁ , ti ₁ , do, re, mi, fa, sol, la, ti, do		I	
		Demonstrates healthy singing techniques, including posture		R	
		Breath support, voice placement, unified vowels, and articulated Consonants			
How do I use my voice to reflect the style, culture, genre and period of a song?	Vocal Applications	Sings unison songs, partner songs, rounds, ostinati, descants and other songs, <u>with 2 and 3 independently moving lines</u> with And without accompaniment using accurate pitch and rhythm		R & I	
		Sings with stylistic accuracy a diverse repertoire representing various cultures, historical periods, and genres.		R MUA 1.2.2.	

Subject Area: Music

Grade 5

Content & Substance			Organization of Knowledge	Sunshine State Standards Addressed & Mastery Level Indicator	Clear & Compelling Standards
What students will know and be able to do			Recommended Lessons with Supporting Resources	Introduce - I Reinforce - R Master - M	Assessment
Essential Questions	Content	Skills			
1st 9 weeks					
How do I use my voice to reflect the style, culture, genre and period of a song?	Vocal Expression	Sings with expression and style appropriate to the music performed		R MUA 1.2.3	
How do I sing with others and follow the cues of a conductor?	Vocal Ensemble	Sings with others, blending vocal timbres, matching dynamic levels, and responding to the cues of the conductor		R MUA 1.2.4	
When I play my instrument by myself and with others, how do I make sure I maintain tonal, harmonic, melodic and rhythmic accuracy?	Instrument Technique	Performs song independently on a melodic instrument within the diatonic scale with tonal and rhythmic accuracy Performs rhythmic, melodic and harmonic instrumental accompaniments		I MU.A.2.2.1 I	
How do I use my instrument to reflect the style, culture, genre and period of a song?	Instrumental Application	Produces a characteristic instrumental tone using appropriate performance techniques		R	
How do I use my instrument to reflect the style, culture, genre and period of a song?	Instrumental Expression	Performs on pitched and non-pitched instruments with stylistic accuracy, a diverse repertoire representing various cultures, historical periods, and genres Performs on classroom and ethnic instruments with expression and style appropriate to the music		R MU.A. 2.2.2 R	

Subject Area: Music

Grade 5

Content & Substance			Organization of Knowledge	Sunshine State Standards Addressed & Mastery Level Indicator	Clear & Compelling Standards
What students will know and be able to do			Recommended Lessons with Supporting Resources	Introduce - I Reinforce - R Master - M	Assessment
Essential Questions	Content	Skills			
1st 9 weeks					
<p>What do I have to remember to do when I am part of an instrumental ensemble to make my group successful?</p> <p>How do I echo a phrase I hear someone else play?</p> <p>How does notation represent what I play or sing?</p>	<p>Instrumental Application: ensemble</p> <p>Instrumental Application: Echoing</p> <p>Notation</p> <p>Critical Analysis</p>	<p>Performs on instruments in an ensemble, maintaining a common tempo, blending instrumental timbres, and matching dynamic levels.</p> <p>Responds to the tempo, dynamics, and expressive cues of a conductor</p> <p>Echoes extended rhythmic and melodic phrases on pitched and non-pitched instruments</p> <p>Sight-reads a simple song with tonal and rhythmic accuracy</p> <p>Interprets music symbols and terms in repertoire that refer to dynamics, tempo, articulation and expression</p> <p>Describes diverse styles, of popular, folk, classical, and World music using appropriate vocabulary</p>		<p>I MU.A.2.2.3</p> <p>I</p> <p>I MU.A.2.2.4</p> <p>I MUA 3.2.1</p> <p>R MUA 3.2.2</p> <p>R MUD 1.2.3</p>	

Subject Area: Music

Grade 5

Content & Substance			Organization of Knowledge	Sunshine State Standards Addressed & Mastery Level Indicator	Clear & Compelling Standards
What students will know and be able to do			Recommended Lessons with Supporting Resources	Introduce - I Reinforce - R Master - M	Assessment
Essential Questions	Content	Skills			
1st 9 weeks					
<p>How are the other arts related to music?</p> <p>How are the subjects I study in my classroom related to my studies of music?</p> <p>When I attend a performance how should I behave depending on the type of performance?</p> <p>Why do people like different kinds of music?</p>	<p>Application to Life: The Arts</p> <p>Application to Life: Cross-Curricular Connections</p> <p>Application to Life: Audience Etiquette</p> <p>Application to Life: Music Appreciation</p>	<p>Compares and contrasts within and among dance, theater, music, and the visual arts</p> <p>Compares and contrasts the subject area of other disciplines with music</p> <p>Demonstrates audience behavior appropriate to the context, setting, and style of music performed</p> <p>Identifies and respects differing values and tastes in music</p>		<p>R MUE 1.2.1</p> <p>R MUE 1.2.2</p> <p>R MUE 2.2.2</p> <p>R MUE 2.2.3</p>	