

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			

2nd 9 Weeks

<p>How do I use my voice to reflect the style, culture, genre and period of a song?</p> <p>How do I sing with others and follow the cues of a conductor?</p> <p>When I play my instrument by myself and with others, how do I make sure I maintain tonal, harmonic, melodic and rhythmic accuracy?</p>	Vocal Expression	Sings with expression and style appropriate to the music performed		R MU.A .1.2.3	
	Vocal Ensemble	Sings with others, blending vocal timbres, matching dynamic levels, and responding to the cues of the conductor		R MU.A. 1.2.4	
	Instrument Technique	<p>Performs song independently on a melodic instrument within the diatonic scale with tonal and rhythmic accuracy</p> <p>Performs rhythmic, melodic and harmonic instrumental accompaniments</p> <p>Produces a characteristic instrumental tone using appropriate performance techniques</p>		MU.A.2.2.1 R	
	Instrumental Application	Performs on pitched and non-pitched instruments with stylistic accuracy, a diverse repertoire representing various cultures, historical periods, and genres		MU.A. 2.2.2 R	
<p>How do I use my instrument to reflect the style, culture, genre and period of a song?</p> <p>What do I have to remember to do when I am part of an instrumental ensemble to make my group successful?</p>	Instrumental Application: ensemble	Performs on instruments in an ensemble, maintaining a common tempo, blending instrumental timbres, and matching dynamic levels.		R MU.A.2.2.3	

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<p>What do the cues of a conductor look like and how do I play my instrument to reflect these cues?</p> <p>How do I repeat a phrase that I hear someone else play and keep it accurate? How does notation represent what I play or sing?</p> <p>What elements define the music of various world cultures and what influences the use of these elements?</p>	<p>Instrumental Application: ensemble</p> <p>Instrumental Application: Echoing</p> <p>Notation</p> <p>Cultural and Historical Connections</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>Explains how use of specific musical elements is characteristic of various World cultures</p> <p>Describes the impact of regional traditions and historical events on generating various types of music</p>		<p>R MU.A.2.2.3</p> <p>R MU.A.2.2.4</p> <p>R MU.A.3.2.1</p> <p>R MU.A.3.2.2</p> <p>R MU.C.1.2.2</p> <p>R MU.C.1.2.3</p>	

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<p>How do I identify the rhythmic elements of a composition?</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>Cultural and Historical Connections</p> <p>Critical Analysis</p> <p>Application to Life: Cross-Curricular Connections</p> <p>Application to Life: Audience Etiquette</p> <p>Application to Life: Music Appreciation</p>	<p>Describes the impact of regional traditions and historical events on generating various types of music</p> <p>Listens to and analyzes a composition to identify rhythmic elements</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 MU.C. 1.2.3</p> <p>R MU.D. 1.2.1</p> <p>R MU.E. 1.2.2</p> <p>R MU.E. 2.2.2</p> <p>R MU.E. 2.2.3</p>	