

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	Recommended Lessons with Supporting Resources	Introduce - I Reinforce - R Master - M	Assessment
3rd 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 Echoes melodic patterns using sol ₁ , la ₁ , ti ₁ , do, re, mi, fa, sol, la, ti, do Demonstrates healthy singing techniques, including posture Breath support, voice placement, unified vowels, and articulated Consonants		R MU.A. 1.2.1	
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 Sings with stylistic accuracy a diverse repertoire representing various cultures, historical periods, and genres.		R MU.A. 1.2.2	

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3rd 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> <p>How do I use my instrument to reflect the style, culture, genre and period of a song?</p>	<p>Vocal Expression</p> <p>Vocal Application: Ensemble</p> <p>Instrument Technique</p> <p>Instrumental Application</p>	<p>Sings with expression and style appropriate to the music performed</p> <p>Sings with others, blending vocal timbres, matching dynamic levels, and responding to the cues of the conductor</p> <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> <p>Performs on pitched and non-pitched instruments with stylistic accuracy, a diverse repertoire representing various cultures, historical periods, and genres</p>		<p>R MU.A. 1.2.3</p> <p>R MU.A. 1.2.4</p> <p>MU.A.2.2.1 R</p> <p>R</p> <p>R</p> <p>MU.A. 2.2.2 R</p>	

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3rd 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>Instrumental Application: ensemble</p>	<p>Performs on instruments in an ensemble, maintaining a common tempo, blending instrumental timbres, and matching dynamic levels.</p>		<p>R MU.A.2.2.3</p>	
<p>How do I repeat a phrase that I hear someone else play and keep it accurate?</p>	<p>Instrumental Application: Echoing</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>R MU.A.2.2.4</p>	
<p>How does notation represent what I play or sing?</p>	<p>Notation</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>R MUA 3.2.1 R MUA 3.2.2</p>	
<p>How do I create a phrase that complements or answers a phrase of another instrument player?</p>	<p>Improvisation</p>	<p>Improvises rhythmic and melodic “answers” phrases in the same style as given question phrases</p>		<p>R MU.B.1.2.1</p>	
<p>What do I need to consider when I write my own song to play for my friends?</p>	<p>Composition</p>	<p>Arranges short songs for classroom performance</p>		<p>R MU.B.2.2.1</p>	

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3rd 9 weeks					
How do I describe the rhythmic elements of a piece of music?	Critical Analysis	Listens to and analyzes a composition to identify rhythmic elements		R MU.D. 1.2.1	
When I attend a performance how should I behave depending on the type of performance?	Application to Life: Audience Etiquette	Demonstrates audience behavior appropriate to the context, setting, and style of music performed		R MU.E.2.2.2	
Why do people like different kinds of music?	Application to Life: Music Appreciation	Identifies and respects differing values and tastes in music		R MU.E .2.2.3	