

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			

4th 9 weeks

	<p>Vocal Technique</p> <p>Sings melodic patterns, intervals, and songs, matching pitch With an extended range C-F¹</p> <p>Echoes melodic patterns using sol₁, la₁, ti₁, do, re, mi, fa, sol, la, ti, do</p> <p>Demonstrates healthy singing techniques, including posture Breath support, voice placement, unified vowels, and articulated Consonants</p> <p>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</p> <p>Vocal Applications</p> <p>Sings with stylistic accuracy a diverse repertoire representing various cultures, historical periods, and genres.</p>		<p>M MU.A. 1.2.1</p> <p>M</p> <p>R</p> <p>R</p> <p>R MU.A. 1.2.2</p>	
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4th 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>How do I use my instrument to reflect the style, culture, genre and period of a song?</p>	<p>Vocal Expression</p> <p>Vocal applications: Ensemble</p> <p>Instrument Technique</p> <p>Instrumental Application</p> <p>Instrumental Application: ensemble</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>Responds to the tempo, dynamics, and expressive cues of a conductor</p>		<p>R MU.A. 1.2.3</p> <p>R MU.A.1.2.4</p> <p>R MU.A.2.2.1</p> <p>R</p> <p>R</p> <p>R MU.A. 2.2.2</p> <p>R MU.A.2.2.3</p>	

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<p>How do I repeat a phrase that I hear someone else play and keep it accurate?</p>	Instrumental Application: Echoing	<p>Echoes extended rhythmic and melodic phrases on pitched and non-pitched instruments</p>		<p>M MU.A.2.2.4</p>	
<p>How does notation represent what I play or sing?</p>	Notation	<p>Sight-reads a simple song with tonal and rhythmic accuracy Interprets music symbols and terms in repertoire that refer to dynamics, tempo, articulation and expression when performing</p>		<p>R MUA 3.2.1 R MUA 3.2.2</p>	
<p>How do I use notation to represent a rhythmic or melodic phrase that I hear someone else perform?</p>	Dictation	<p>Writes notation for rhythmic patterns, including quarter notes, quarter rests, half notes, half rests, eighth notes, whole notes, whole rests, dotted half notes, dotted quarter notes that have been performed by someone else. Writes notation for melodic patterns presented aurally using steps, repeated tones, and skips based on triads using do, re, me, fa, sol, la, ti, do within a diatonic scale</p>		<p>R MU.A.3.2.3</p>	
<p>What must I consider when I improvise a pattern or create a variation on a familiar melody?</p>	Composition	<p>Improvise melodic patterns and creates variation on familiar melodies</p>		<p>R MU.B.1.2.2</p>	

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What must I consider when I improvise a pattern or create a variation on a familiar melody?	Composition	Creates short vocal and instrumental works containing contrasting musical ideas (for example, changing dynamics, timbre, and form; varying rhythm and melody)		I MU.B.1.2.2	
What elements does a composer use to enhance lyrics and communicate ideas?	Critical Analysis	Identifies musical characteristics of a selection that enhance lyrics and communicate ideas, meanings, or emotion		R MU.D 1.2.1	
		Listens to and analyzes a composition to identify rhythmic elements			
Why is music used in the media that I experience every day?	Application to Life: Music in Media	Analyzes multiple uses of music in the media (film scores, instructional media, etc.)		I MU.E.2.2.1	
		Describes characteristics that make music suitable for specific purposes			
When I attend a performance how should I behave depending on the type of performance?	Audience Etiquette	Demonstrates audience behavior appropriate to the context, setting, and style of music performed		R MU.E. 2.2.2	