

Introduction

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

By 2025,

- 80% of our students will graduate from high school college or career ready
- 90% of students will graduate on time
- 100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.

To achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Designed with the teacher in mind, the Performing Arts Education Curriculum Maps focus on teaching and learning correspond to the 2018 Tennessee Department of Education Revised Standards for Arts Education. A high-quality arts education is essential to the social, emotional, and intellectual growth of every student. Therefore, SCS will provide a broad range of innovative, inspiring, and relevant arts education offerings so all students learn to express their unique voice and shape a thriving Memphis/Shelby County community. Shelby County Schools will foster collaboration, creativity, and self-expression through equitable, high quality, and sequential K-12 arts experiences, empowering all young people to strive for artistic and scholastic excellence. This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS Arts Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

The SCS Arts Education curriculum maps are designed to create artistically/musically literate students by engaging them both individually and collaboratively in creative practices of envisioning, investigating, constructing, and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: Perform, Create, Respond, and Connect.

How to Use the Arts Education Curriculum Maps

The SCS Arts Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. Across all arts disciplines, this is generally reflected in the following quarterly framework:

- Knowledge and Skills- This column reflects the anchor standards and essential tasks associated with grade level mastery of each discipline.
- Activities and Outcomes- Generally phrased like “I Can” statements, this portion identifies the specific performance indicators that are expected for students at a given time within the quarters/semester.
- Assessments- This section of the quarterly maps focuses on the formative and summative methods of gauging student mastery of the student performance indicators listed in the activities/outcomes section.
- Resources and Correlations- In these columns, teachers will find rich bodies of instructional resources/materials/links to help students efficiently and effectively learn the content. Additionally, there are significant resources to engage alignment with the Tennessee English Language Arts Standards that are designed to strengthen authentic development of aural/visual literacy in the arts content areas as well as support larger district goals for improvement in literacy.

Throughout this curriculum map, you will see high-quality works of art/music literature that students should be experiencing deeply, as well as some resources and tasks to support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources available for teacher use.

Instructional Map

Music

Orff

Fifth Grade

DOMAIN: PERFORM

Foundations

- P1:** Select, analyze and interpret artistic work for performance.
P2: Develop and refine artistic techniques and work for performance.
P3: Convey and express meaning through the presentation of artistic work.

G5 Q1 PERFORM DOMAIN RESOURCE LIST

SOM=Spotlight On Music
 STM=Share the Music
 SBMM=Silver Burdett Making Music
 RR=Recorder Routes
 RM=Rhythmically Moving
 WMD=World Music Drumming
 OS=Orff Source
www.dsokids.com (Dallas Symphony Orchestra)
www.sfskids.org (San Francisco Symphony)
<http://www.nyphilkids.org/main.phtml>
 (New York Philharmonic)
<http://www.classicsforkids.com/>
<https://kids.usa.gov/art-and-music/index.shtml>
<http://teachingwithorff.com/>

QUARTER 1

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
P1.A Musical Concepts Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context and technical skill.	Choose preferred bordun to accompany a pentatonic song	Observe and assess student choice of bordun using teacher or student created rubric.	"Shortnin' Bread" <i>SBMMGr.1</i> "Whitewater Rafting" (See appendix) "Lil' Liza Jane" <i>American As Apple Pie</i> "No One In the House" <i>American As Apple Pie</i> "Hector Protector" <i>3rd Rhyme's the Charm</i>	Comprehension and Writing: "Hector Protector": Use questioning about the text details to help students learn lyrics. Have Ss brainstorm ideas about why Hector was sent away to create a B section, following

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Orff

Fifth Grade

QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				<p>the process in 3rd <i>Rhyme's the Charm</i>.</p> <p>5.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.</p> <p>5.RL.KID.1- Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.</p>
<p>P1.B</p> <p>Musical Contrasts</p> <p>Demonstrate understanding of the structure and elements of music (such as</p>	<p>Choose dynamic markings (p, mf, f, crescendo, decrescendo) for metered and unmetered poetry and perform with speech and/or instruments.</p>	<p>Observe as students add dynamics to a metered or unmetered poem and perform it. Assess using teacher-created or district-provided rubric.</p>	<p>"The Sounds of Africa" (Poem) <i>SOM</i> Gr. 5</p> <p>"The River" (See Appendix)</p> <p>"Mississippi River Chant" SBMM Gr. 2</p>	<p>Comprehension: Literary Devices</p> <p>Ask students to find instances of alliteration, onomatopoeia and personification in the poem "The Sounds of</p>

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Fifth Grade

QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
rhythm, pitch, form, and harmony) in music selected for performance.			(Arrangement, See Appendix) "A Modern Dragon" SOM Gr. 4	Africa". Use these words to create a sound carpet or orchestration of the poem with dynamics. 5.RL.KID.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text. 5.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.
P1.C Musical Context Explain how context (such as social, cultural,	Explain how performances of patriotic might be presented differently than other performances	Observe Class discussion on performance practice	"Fifty Nifty United States" SOM Gr. 5, STM Gr. 5 "God Bless America" SOM Gr. 5	Writing: Compare and Contrast Create a Venn diagram to compare and contrast patriotic songs with one

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Fifth Grade

QUARTER 1				
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and historical) informs performances.		Group Discussion Rubric	“When Johnny Comes Marching Home” SOM Gr. 5 “The Caissons Go Rolling Along” SOM Gr. 5 “Star Spangled Banner,” “America,” “America the Beautiful” SBMM Gr. 5	or more other genres (e.g., folk songs, love songs, gospel songs) or to compare and contrast two specific songs, such as “Simple Gifts” and “America”. 5.RI.KID.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text. 5.RI.IKI.9 Integrate information from two or more texts on the same topic in order to build content knowledge. 5.W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research,

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Fifth Grade

QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				applying grade 5 standards for reading
<p>P1.D Notation</p> <p>When analyzing selected music, read and perform using standard notation in treble clef with voice, body percussion, and/or instruments.</p>	<p>Read and perform rhythm patterns using whole, half, quarter, eighth, and sixteenth notes, syncopation, and whole, half, and quarter rests</p>	<p>Observe and assess student performance of rhythms using teacher-created or district-provided rubric.</p>	<p>“No One In the House” <i>American As Apple Pie</i> “Whitewater Rafting” (See appendix) “Funga Alafia” <i>SOM Gr. 5</i> “Way Down Yonder in the Brick Yard” <i>SOM Gr. 5</i> “Lil’ Liza Jane” <i>American As Apple Pie</i></p>	<p>Comprehension: Fluency “Lil’ Liza Jane” Teach text by echo while using a visual. Assign some students to keep a steady beat on body percussion to maintain tempo. Once students have learned verse(s), have them create additional ones that fit the phrase scheme and have them notate the rhythm of their texts using traditional notation.</p> <p>5.SL.PKI.4 Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive</p>

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	Read and perform B-A-G-E-D patterns from a combination of iconic and traditional notation	Observe and assess student performance of recorder performance and melodic/rhythmic reading skills using teacher-created or district-provided rubric .	Red Sails" Recorder Routes "Chippewa Lullaby" SBMM Gr. K "Get Ready" Easy 8 "Ocean Breeze" Easy 8 "Going Home" 8 More "Shake it Up" 8 More Concert Suite (Easy option) Don Muro Transitioning from Iconic to Traditional Notation Resource	details to support main ideas. Comprehension: Composer's Purpose How does understanding the composer's purpose in writing "Chippewa Lullaby" impact how you play your recorder in terms of articulation and tempo? 5.RI.RRTC.10 Read and comprehend stories and informational texts independently and proficiently.
P2.A Apply Feedback Apply established criteria to judge student	Use an assessment from a rubric to guide rehearsal of piece with an ostinato	Observe students using the indicators from the rubric to improve their performance	"Agahu" (Listening Playalong) SOM Gr. 5 "The River" (See Appendix) "Mississippi River Chant" SBMM Gr. 2	5.RL.KID.1 Quote accurately from a text when explaining what a text says explicitly and when drawing

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rehearsal and/or performance.				inferences from the text.
<p>P2.B Rehearse and Refine</p> <p>Rehearse to refine technical accuracy and expressive qualities, and address performance challenges, showing improvement.</p>	Continue to sing pentatonic and diatonic melodies using proper vocal technique	Observe and assess student performance of pentatonic and diatonic melodies using teacher-created or district-provided rubric .	<p>“Hill an’Gully” <i>SOM</i> Gr. 5 “In that Great Git’in up Mornin’” <i>SOM</i> Gr. 5 “Funga Alafia” <i>SOM</i> Gr. 5 “Way Down Yonder in the Brick Yard” <i>SOM</i> Gr. 5 “Whitewater Rafting” (See appendix) “Lil’ Liza Jane” <i>American As Apple Pie</i> “America” <i>SOM</i> Gr. 4 “Aquaqua” <i>SOM</i> Gr. 5 “Song of Peace” <i>SOM</i> Gr. 5</p>	<p>Comprehension: Lyricist’s (Author’s) purpose Ask students to read the lyrics to both verses of “Song of Peace”. These lyrics were written by Lloyd Stone to fit the melody <i>Finlandia</i> by Jen Sibelius. Discuss the following: Why Stone write these lyrics? What did he want to convey to his audience? How does this song compare to “America” or other patriotic songs you have studied? 5.RI.IKI.8 Explain how an author uses reasons and evidence to support</p>

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	<p>Play chord, broken chord, level, and crossover bordun accompaniments with pentatonic songs.</p>	<p>Observe and assess student performance of bordun accompaniments using teacher-created or district-provided rubric.</p>	<p>“Shortnin’ Bread” <i>SBMMGr.1</i> “Whitewater Rafting” <i>(See appendix)</i> “Lil’ Liza Jane” <i>American As Apple Pie</i> “No One In the House” <i>American As Apple Pie</i> “Hector Protector” <i>3rd Rhyme’s the Charm</i></p>	<p>points in a text, identifying which reasons and evidence support which points.</p> <p>Comprehension and Writing: “Hector Protector”: Use questioning about the text details to help students learn lyrics. Have Ss brainstorm ideas about why Hector was sent away to create a B section, following the process in <i>3rd Rhyme’s the Charm</i>. 5.RI.IKI.9 Integrate information from two or more texts on the same topic in order to build content knowledge.</p>

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>P3.A Singing</p> <p>Sing alone and with others, with expression, technical accuracy, and appropriate interpretation. Specified Fifth Grade skills: Pitch matching games, extended scales/modes, questions/answers, in circle formation, in major/minor, in canon, partner songs, and with proper posture/diction/tone/breath support/placement/enunciation).</p>	<p>Use good vocal technique to sing a patriotic song</p>	<p>Observe and assess student vocal performance using teacher-created or district-provided rubric.</p>	<p>“Fifty Nifty United States” SOM Gr. 5, STM Gr. 5 “God Bless America” SOM Gr. 5 “When Johnny Comes Marching Home” SOM Gr. 5 “The Caissons Go Rolling Along” SOM Gr. 5 “Star Spangled Banner,” “America,” “America the Beautiful” SBMM Gr. 5</p>	<p>Writing: Compare and Contrast Create a Venn diagram to compare and contrast patriotic songs with one or more other genres (e.g., folk songs, love songs, gospel songs) or to compare and contrast two specific songs, such as “Simple Gifts” and “America”.</p> <p>5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.</p>
<p>P3.B Instruments and Body Percussion</p>	<p>Play unpitched Orff instruments with</p>	<p>Observe student technique while playing instruments and assess</p>	<p>“Hector Protector” <i>3rd Rhyme’s the Charm</i></p>	<p>Comprehension: Fluency Ask student/Discuss as a class how the</p>

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<p>Using body percussion or instruments, perform instrumentally (pitched/unpitched), alone and with others, with expression, technical accuracy, and appropriate interpretation.</p> <p>Specified Fifth Grade skills: Standard notation, ascending/descending, canon, a pitched accompaniment, a chord/broken chord/level bordun, extended rhythm patterns, appropriate technique (mallet technique, tone, etc.), with a teacher/student conductor in various</p>	<p>poetry/song using correct technique</p> <p>Perform rhythmic ostinato accompaniment for a poem or song, using body percussion/unpitched instruments with correct technique.</p> <p>Perform 8-beat rhythmic canon with body percussion.</p>	<p>using teacher-created or district-provided rubric.</p> <p>Observe as students perform a rhythmic ostinato accompaniment for a poem or song and assess using teacher-created or district-provided rubric.</p> <p>Observe and assess student performance of rhythmic canon using teacher-created or district-provided rubric.</p>	<p>“Agahu” (Listening Playalong) <i>SOM Gr. 5</i></p> <p>“The River” (See Appendix)</p> <p>“Mississippi River Chant” SBMM Gr. 2</p> <p>“Mississippi River Chant” SBMM Gr. 2</p> <p>“Peach, Pear, Apple, Plum” <i>Strike It Rich!</i></p>	<p>instrument parts compliment the phrases of the poem “Hector Protector”. (e.g., The are the same length, the AX always plays at the end of a phrase, the BX part keeps our tempo steady.)</p> <p>5.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.</p> <p>Vocabulary: Have students examine the lyrics of “Mississippi River Chant”, circle words they do not know and define them by</p>

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tempi/dynamics, and a melody.	Perform patterns using B-A-G-E-D on soprano recorder		Red Sails Recorder <i>Routes</i>	<p>context or using the dictionary. Ask students to assign dynamics to the poem based upon the lyrics.</p> <p>5.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.</p> <p>Comprehension: Fluency Emphasize fluency and expression when teaching and speaking these poems to create the most musical performance. Ask students why these literary elements are important to giving a</p>

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				good musical performance. 5.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.
<p>P3.C Performance Etiquette</p> <p>Perform appropriately for the audience and context; demonstrate appropriate posture, and evaluate performance etiquette.</p>	<p>Display grade-level appropriate applications of performance etiquette skills including watching the conductor, responding to non-verbal cues, maintaining appropriate posture, remaining on-task, refraining from distracting others, and properly acknowledging the audience.</p>	<p>Observe student performance etiquette assess using teacher-created or district-provided rubric.</p>	<p>Concert Etiquette Video 1 (General) Concert Etiquette Video 2 (Choral) Performance Practices by Grade Level</p>	<p>5.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.</p>

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>P3.D Audience Etiquette</p> <p>Demonstrate appropriate audience behavior, and evaluate student behavior during a performance.</p>	<p>Demonstrate proper audience etiquette and evaluate audience behavior during performances</p>	<p>Observe student behavior during performances and assess using a teacher-created or district-provided rubric.</p>	<p>Audience Etiquette Self-Evaluation</p> <p>Writing: After reviewing the Concert Etiquette rubric, students take turns being a poor audience member while teacher performs. Then, ask students to write a letter to an (imaginary) unruly audience member, describing what the audience member did and how it impacted the performance. (Possible homework assignment/ portfolio pre-assessment)</p> <p>Audience Etiquette Video</p>	<p>5.RL.CS.6 Describe how a narrator's or speaker's point of view influences how events are described.</p>

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Fifth Grade

QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
			List of live, local, free or low-cost events, field trip grants and how to apply for them.	

<p>DOMAIN: CREATE Foundations Cr1: Generate and conceptualize artistic ideas and work. Cr2: Organize and develop artistic ideas and work. Cr3: Refine and complete artistic work.</p>	<p>G5 Q1 CREATE DOMAIN RESOURCE LIST SOM=Spotlight On Music STM=Share the Music SBMM=Silver Burdett Making Music RR=Recorder Routes RM=Rhythmically Moving WMD=World Music Drumming OS=Orff Source www.dsokids.com (Dallas Symphony Orchestra) www.sfskids.org (San Francisco Symphony) http://www.nyphilkids.org/main.phtml (New York Philharmonic) http://www.classicsforkids.com/ https://kids.usa.gov/art-and-music/index.shtml http://teachingwithorff.com/</p>
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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
Cr1. A Musical Concepts	Compose a short melodic vocal or instrumental	Assess student creation of short melodic introduction, interlude	Falling Leaves OS "Cotton Eye Joe", SOM 4	Comprehension: Character Development

Instructional Map

Music

Orff

Fifth Grade

QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
Use modal/scale based melodies in major/minor, simple/complex rhythms, and accompaniments to improvise rhythmic, melodic, harmonic, and/or movement ideas within a context (such as social, cultural, historical, etc.).	introduction, interlude and/or coda to given melodies on major and/or minor pentatonic scales.	or coda (group or individual) to a known/given melody using teacher-created or district-provided rubric	<p>"Ding Dong Diggidiggidong", <i>SBMM 3, Orff Volume 1</i></p> <p>"Built My Lady a Fine Brick House", <i>SOM 4</i></p> <p>"Old Brass Wagon", <i>SBMM 2</i></p> <p>"This Train is Bound for Glory", <i>SOM 4</i></p> <p>"Lil' Liza Jane" <i>American As Apple Pie</i></p> <p>"No One In the House" <i>American As Apple Pie</i></p>	When improvising vocally, challenge students to sing like different characters or in different moods. 5.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<p>Cr1.B Varied Timbres</p> <p>Use parameters such as improvising/composing a 2-4 measure musical idea, a modal melody, or an extended rhythm pattern using grade-appropriate note values in various forms to</p>	Improvise eight-beat patterns using previously learned rhythms	Observe students improvising eight-beat patterns on body percussion or unpitched instruments and assess using teacher-created or district-provided rubric	<p>"Peach, Pear, Apple, Plum" <i>Strike It Rich!</i></p> <p>"Jack-A-Nory" <i>3rd Rhyme's the Charm</i></p>	Comprehension: Fluency Encourage rhythmic improvisations that fit the meter of the poems (speech pieces). If performing question and answer, review good "interviewing" skills and make sure that answers are related to the questions asked.

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Orff

Fifth Grade

QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
generate musical ideas within a given tonality, form, and/or rhythmic set				5.SL.PKI.4 Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas.
<p>Cr2.A Selecting Musical Ideas</p> <p>Using musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas for arrangement, improvisation, or composition.</p>	Discuss using melodic or thematic ideas when creating an introduction, coda, or interlude citing the source material	Observe class discussion using citations from the source	<p>Falling Leaves OS "Cotton Eye Joe", <i>SOM 4</i> "Ding Dong Diggidiggidong", <i>SBMM 3, Orff Volume 1</i> "Built My Lady a Fine Brick House", <i>SOM 4</i> "Old Brass Wagon", <i>SBMM 2</i> "This Train is Bound for Glory", <i>SOM 4</i> "Lil' Liza Jane" <i>American As Apple Pie</i> "No One In the House" <i>American As Apple Pie</i></p>	<p>Comprehension: Character Development When improvising vocally, challenge students to sing like different characters or in different moods.</p> <p>5.SL.PKI.4 Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas.</p>

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Fifth Grade

QUARTER 1				
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<p>Cr2.B Notating Ideas</p> <p>Use notation and/or recording technology to document personal musical ideas (such as grade-appropriate rhythm/melodic pattern, two-chord harmonies, introduction, coda, interlude, etc.).</p>	<p>Notate or record a simple eight-beat ostinato accompaniment with movement, body percussion or unpitched instruments within teacher-given parameters.</p>	<p>Observe student performance of eight-beat rhythmic ostinato as accompaniment for a section of a listening example and assess using teacher-created or district-provided rubric.</p>	<p>“Simple Gifts” <i>SOM</i> Gr. 5</p> <p>“La Mariposa” (See Appendix)</p>	<p>Writing</p> <p>Ask students to write a brief review of another group’s performance, citing at least one fact and one opinion about the performance and one suggestion for improvement</p> <p>5.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>Cr3.A Refining Musical Ideas</p> <p>Interpret and apply collaboratively developed feedback to revise personal music over time, such as the</p>	<p>In a small group, create and perform a simple eight-beat ostinato accompaniment with movement, body percussion or unpitched instruments within</p>	<p>Observe small group performances of students’ created eight-beat ostinato as accompaniment for a section of a listening example and assess using teacher-created</p>	<p>“The Add-On Machine” <i>ALM SBMM</i></p>	<p>5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>

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efficacy of a created introduction, sequence, or coda, use of form, two-part composition, or other characteristics of a created piece of music.	teacher-given parameters.	or district-provided rubric .		
<p>Cr3.B Demonstrate Musical Ideas</p> <p>Demonstrate a final version of personal musical ideas using created vocal, instrumental, movement, or two-part created pieces through performance.</p>	Present a final performance of an ostinato created in a small group.	Observe performances of student work	“The Add-On Machine” <i>ALM SBMM</i>	5.SL.PKI.4 Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas.

DOMAIN: RESPOND

Foundations

R1: Perceive and analyze artistic work.

G5 Q1 RESPOND DOMAIN RESOURCE LIST

SOM=Spotlight On Music

STM=Share the Music

SBMM=Silver Burdett Making Music

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Fifth Grade

R2: Interpret intent and meaning in artistic work.
R3: Apply criteria to evaluate artistic work.

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www.dsokids.com (Dallas Symphony Orchestra)
www.sfskids.org (San Francisco Symphony)
<http://www.nyphilkids.org/main.phtml>
 (New York Philharmonic)
<http://www.classicsforkids.com/>
<https://kids.usa.gov/art-and-music/index.shtml>
<http://teachingwithorff.com/>

QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>R1.A Musical Preferences</p> <p>Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p>	<p>Sing and classify a song as patriotic using teacher given vocabulary.</p>	<p>Sing or listen to two teacher-selected songs, ask students to identify which is a patriotic song and which belongs to another genre. Ask students to compare the two songs using a Venn Diagram. Assess student understanding using a teacher-created or district-provided rubric</p>	<p>“Fifty Nifty United States” SOM Gr. 5, STM Gr. 5 “God Bless America” SOM Gr. 5 “When Johnny Comes Marching Home” SOM Gr. 5 “The Caissons Go Rolling Along” SOM Gr. 5 “Star Spangled Banner,” “America,” “America the Beautiful” SBMM Gr. 5</p>	<p>Writing: Compare and Contrast Create a Venn diagram to compare and contrast patriotic songs with one or more other genres (e.g., folk songs, love songs, gospel songs) or to compare and contrast two specific songs, such as “Simple Gifts” and “America”.</p>

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.
<p>R1.B Musical Concepts</p> <p>Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical) through various means such as manipulatives, movement, and/or pictorial representation).</p>	Describe complementary rhythms and how they work	Use movement to demonstrate complementary movement and then assess student understanding of how the layered rhythms work together.	<p>“Agahu” (Listening Playalong) <i>SOM Gr. 5</i></p> <p>“The River” (See Appendix)</p> <p>“Mississippi River Chant” <i>SBMM Gr. 2</i></p>	5.RI.IKI.8 Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.

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Fifth Grade

QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>R1.C Describing Elements of Music</p> <p>Demonstrate an understanding of the elements of music applied to a listening example using teacher-given vocabulary (such as different sections of complex forms, teacher-selected orchestral instruments, etc.).</p>	<p>Listen to a recording or watch a video of patriotic music and describe what is heard using musical vocabulary</p>	<p>Have students listen to or watch a video of a performance and give response of what they have heard using previously learned vocabulary from a word wall.</p>	<p>The Stars and Stripes Forever - "The President's Own"</p> <p>Semper Fidelis - "The President's Own"</p>	<p>5.RI.IKI.7 Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.</p>
<p>R2.A Musical Characteristics</p> <p>Demonstrate and explain how music concepts are used by performers to reflect intent (such as instrument selection by a composer/arranger).</p>	<p>Describe how the composer used instruments to create effects in a patriotic piece</p>	<p>Have students work in groups to decide how and why a composer featured a certain instrument in a piece and then create movement to the desired effect</p>	<p>The Stars and Stripes Forever - "The President's Own"</p> <p>Semper Fidelis - "The President's Own"</p>	<p>5.RI.IKI.8 Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.</p> <p>5.W.RBPK.8 Recall relevant information</p>

Instructional Map

Music

Orff

Fifth Grade

QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.
<p>R3.A Evaluating Artistic Work</p> <p>Evaluate musical works and performances, applying established criteria, citing evidence from the elements of music; with teacher guidance, create a rubric for evaluating music performances.</p>	<p>Evaluate music performances based on age-appropriate criteria</p>	<p>Guide students to create a rubric for evaluating music performances and ask them to formally assess a live or recorded performance. Assess students' formal evaluations of music performances using a teacher-created or district-provided rubric.</p>	<p>Recorded MCS/SCS All City performance DVDS</p> <p>Student Orff Ensemble performances from YouTube including, but not limited to:</p> <p>Sample Ensemble 1</p> <p>Sample Ensemble 2</p> <p>Sample Ensemble 3</p>	<p>Writing:</p> <p>Guide students to create a performance rubric for recorder, singing and use it to evaluate their own performance. Include short answer descriptions as well as number scale in the self-evaluations. If using this as a possible portfolio evidence collection, record the students' performances now to be</p>

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Fifth Grade

QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
			List of live, local, free or low-cost events, field trip grants and how to apply for them.	evaluated again in Quarter 3. 5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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Fifth Grade

DOMAIN: CONNECT

Foundations

Cn1: Synthesize and relate knowledge and personal experiences to artistic endeavors.

Cn2: Relate artistic ideas and works with societal, cultural, and historical context.

G5 Q1 CONNECT DOMAIN RESOURCE LIST

SOM=Spotlight On Music

STM=Share the Music

SBMM=Silver Burdett Making Music

RR=Recorder Routes

RM=Rhythmically Moving

WMD=World Music Drumming

OS=Orff Source

www.dsokids.com (Dallas Symphony Orchestra)

www.sfskids.org (San Francisco Symphony)

<http://www.nyphilkids.org/main.phtml>

(New York Philharmonic)

<http://www.classicsforkids.com/>

<https://kids.usa.gov/art-and-music/index.shtml>

<http://teachingwithorff.com/>

QUARTER 1

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
Cn1.A Music and Personal Experiences	Discuss as a class why patriotic music might be important to people.	Observe students' discussion	"Fifty Nifty United States" SOM Gr. 5, STM Gr. 5	5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage

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Fifth Grade

QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as identifying pieces of music that are important to one's family or how music is used in daily life).			<p>"God Bless America" SOM Gr. 5</p> <p>"When Johnny Comes Marching Home" SOM Gr. 5</p> <p>"The Caissons Go Rolling Along" SOM Gr. 5</p> <p>"Star Spangled Banner," "America," "America the Beautiful" SBMM Gr. 5</p>	effectively with varied partners, building on others' ideas and expressing their own ideas clearly
<p>Cn2.A Society, Culture and History</p> <p>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as comparing how music is</p>	Perform songs and dances from various cultures and historical periods	Observe student performance of folk dances and assess using teacher-created or district-provided rubric .	<p>Mechol Hagat (<i>Cherkessiya step</i>)</p> <p>(Cherkessiya tutorial)</p>	<p>Comprehension: Author's Purpose Perform Mechol Hagat as a celebration dance at the end of the story <i>The Magic Pomegranate</i> by Peninnah Schram (<i>Ready to Tell Tales</i> by Holt and Mooney). How do music, dance and folk tales help cultures preserve their identity?</p>

Instructional Map Music

Orff

Fifth Grade

QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
used in various cultures and performing it).				5.RI.IKI.7 Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.

DOMAIN: PERFORM

Foundations

- P1:** Select, analyze and interpret artistic work for performance.
- P2:** Develop and refine artistic techniques and work for performance.
- P3:** Convey and express meaning through the presentation of artistic work.

G5 Q2 PERFORM DOMAIN RESOURCE LIST

SOM=Spotlight On Music
 STM=Share the Music
 SBMM=Silver Burdett Making Music
 RR=Recorder Routes
 RM=Rhythmically Moving
 WMD=World Music Drumming
 OS=Orff Source
www.dsokids.com (Dallas Symphony Orchestra)
www.sfskids.org (San Francisco Symphony)
<http://www.nyphilkids.org/main.phtml>
 (New York Philharmonic)
<http://www.classicsforkids.com/>
<https://kids.usa.gov/art-and-music/index.shtml>
<http://teachingwithorff.com/>

Instructional Map

Music

Orff

Fifth Grade

QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>P1.A Musical Concepts</p> <p>Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context and technical skill.</p>	<p>Determine what piece of music would be suitable for a performance based on context and skill</p>	<p>Observe student input as they plan their own in class or school performance. Students can decide how pieces might be introduced, order of pieces, etc. Assess group discussion using a teacher-created or district-provided rubric.</p>	<p>Hava Nagila" <i>SOM Gr. 5</i> "Singabahamabayo" <i>SOM Gr. 5</i> "Mango Walk" <i>SOM Gr. 5</i> Land of the Silver Birch <i>OS</i> Debka Hora" <i>Highlighting the Holidays</i> -VII: "Noël Nouvelet" <i>Highlighting the Holidays</i> I-V: "Sweet Potatoes/Mango Walk" <i>STM Gr. 5</i> (Activity, See Appendix) "Mah Kah Way" (See Appendix) Market Song <i>RR</i> C'-C: Silly Duet <i>RR</i></p>	<p>5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</p>
<p>P1.B Musical Contrasts</p>	<p>Perform a simple 2-chord accompaniment (I-V; I-VII; I-iii; I-VI) for a</p>	<p>Observe students' ability to perform a simple two-chord</p>	<p>-VII: "Noël Nouvelet" <i>Highlighting the Holidays</i></p>	<p>Vocabulary: Idioms When learning a song, discuss the meaning of</p>

Instructional Map

Music

Orff

Fifth Grade

QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
Demonstrate understanding of the structure and elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.	melody on barred instruments.	accompaniment and assess using a teacher-created or district-provided rubric .	I-V: Siyahamaba OS3 "Sweet Potatoes/Mango Walk" <i>STM</i> Gr. 5 (Activity, See Appendix) "Mah Kah Way" (See Appendix) "Pay Me My Money Down" <i>Silver Burdett Making Music</i> Gr. 4 "The Old Ark's A Moverin'" <i>As American As Apple Pie</i> "Little Jack Horner" <i>3rd Rhyme's the Charm</i>	the idioms in the text of a song such as "Mango Walk" (number 'leven= best quality). 5.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone. 5.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.
P1.C Musical Context	Describe the differences in performing two different pieces of music	Observe students' discussion of how they	Lady in the Graveyard OS	5.RI.CS.4 Determine the meaning of words and phrases as they are used

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Fifth Grade

QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>Explain how context (such as social, cultural, and historical) informs performances.</p>		<p>performed the two pieces differently</p>	<p>"Sweet Potatoes/Mango Walk" <i>STM</i> Gr. 5 (Activity, See Appendix)</p>	<p>in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings. 5.RI.CS.6 Analyze the similarities and differences in points of view of multiple accounts of the same event or topic.</p>
<p>P1.D Notation</p> <p>When analyzing selected music, read and perform using standard notation in treble clef with voice, body percussion, and/or instruments.</p>	<p>Read and perform traditional notation for melody and rhythm using whole, half, eighth, and sixteenth notes, syncopation, and whole, half, and quarter rests.</p>	<p>Observe and assess student performance of recorder performance and melodic/rhythmic reading skills using teacher-created or district-provided rubric</p> <p>Observe students' performance of notated melodic patterns using a teacher-created or district-provided rubric.</p>	<p>Hava Nagila" <i>SOM</i> Gr. 5 "Singabahamabayo" <i>SOM</i> Gr. 5 "Mango Walk" <i>SOM</i> Gr. 5 "Southern Nights" <i>SOM</i> Gr. 5 "Funga Alafia" <i>SBMM</i> Gr. 5 "Shake the Papaya Down" <i>SBMM</i> Gr. 4 "Syncopotato" (See Appendix)</p>	<p>Phonics/Word Work: Matching Game Create a set of cards that has notated rhythmic and/or melodic fragments from a song and a set of cards that has the corresponding lyrics. Challenge students or teams of students to match the most correct pairs.</p>

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	Read and perform rhythm patterns using combinations of one eighth-two sixteenths and two sixteenths-one eighth	Observe and assess student performance of rhythms and/or rhythm reading using teacher-created or district-provided rubric .	<p>"Uskudar" <i>SOM</i> Gr. 5</p> <p>"Joshua Fit the Battle of Jericho" <i>SOM</i> Gr. 5</p> <p>"Simple Gifts" <i>SOM</i> Gr. 5</p> <p>"See Saw Sacradown" <i>SBMM</i> Gr. 2 (Trad.)</p> <p>"Hill and Gully" <i>SOM</i> Gr. 5</p> <p>"Mango Walk" <i>SOM</i> Gr. 5</p> <p>"Chorus of Villagers" <i>SOM</i> Gr. 5</p> <p>"Double Barreled Canon" Playtime</p> <p>"Canon for Mallets" (See Appendix)</p> <p>"Who Can Retell?" <i>STM</i> Gr. 5 (See Appendix Also)</p> <p>"The Cliffs of Doneen" <i>SOM</i> Gr. 5</p> <p>"Arirang" <i>SOM</i> Gr. 5</p>	5.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.

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Fifth Grade

QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
			Transitioning from Iconic to Traditional Notation Land of the Silver Birch OS Debka Hora" <i>Highlighting the Holidays</i> "Who Can Retell?" STM Gr. 5 (See Appendix Also)	
P2.A Apply Feedback Apply established criteria to judge student rehearsal and/or performance.	Exhibit skill in playing simple orchestrations on pitched and unpitched instruments using correct technique.	Observe students playing simple orchestrations on pitched and unpitched instruments and assess using an applicable teacher-created or district-provided rubric. SCS Unpitched Percussion Instrument Rubric SCS Pitched Percussion Instrument Rubric	"Alexander and the Terrible, Horrible, No Good, Very Bad Day" <i>Creative Bits with Children's Lit</i> "Rumble in the Jungle" <i>Mallet Madness</i>	When listening to feedback, apply ELA standard 5.SL.CC.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

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Fifth Grade

QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	Use self-assessment, peer or teacher feedback to improve a performance.	Assess as students restate and apply appropriate feedback using teacher-created or district-provided rubric.		
<p>P2.B Rehearse and Refine</p> <p>Rehearse to refine technical accuracy and expressive qualities, and address performance challenges, showing improvement.</p>	Following teacher's model and referring to teacher-created rubric, prepare for Low C on recorder.	Over time, have students monitor their progress to a higher level of success. Assess progress using a teacher-created or district-provided rubric.	E-D-C: Revisit "Hot Cross Buns" Market Song RR C'-C: Silly Duet RR "Funga Alafia" "Lil' Liza Jane" RR "Sanctuary" & More	Give an in-class performance complete with a verbal introduction of the piece. 5.SL.PKI.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
<p>P3.A Singing</p> <p>Sing alone and with others, with expression, technical accuracy, and</p>	Sing two- and three-part canons	Observe students singing in two vocal parts in small groups and assess using teacher-created or district-provided rubric.	"By the Singing Water" SOM Gr. 5 "Dance for the Nations" SOM Gr. 5 "Ah, Poor Bird" SBMM Gr. 4	Comprehension: Lyricist's Purpose What do the lyrics of each song tell you about how each song is to be performed in terms of

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Fifth Grade

QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>appropriate interpretation.</p> <p>Specified Fifth Grade skills: Pitch matching games, extended scales/modes, questions/answers, in circle formation, in major/minor, in canon, partner songs, and with proper posture/diction/tone/ breath support/placement/enu nciation).</p>			<p>"Lift Up Your Voices" SOM Gr. 5</p> <p>"Tzena, Tzena" SOM Gr. 5</p> <p>"Sweet Music" SOM Gr. 5</p> <p>"Mi Gallo" SOM Gr. 5</p>	<p>phrasing, dynamics, movement, style, etc.?</p> <p>5.RL.CS.6 Describe how a narrator's or speaker's point of view influences how events are described.</p>
<p>P3.B Instruments and Body Percussion</p> <p>Using body percussion or instruments, perform instrumentally (pitched/unpitched), alone and with others,</p>	<p>Perform easy instrumental canon</p>	<p>Observe students playing instrumental canon and assess using teacher-created or district-provided rubric.</p>	<p>"Double Barreled Canon" <i>Playtime</i></p> <p>"Canon for Mallets" (See Appendix)</p> <p>"Canon" <i>Strike It Rich!</i></p> <p>"Rocky Dan" As <i>American As Apple Pie</i></p>	<p>Phonics and Word Recognition: For songs like "Kokoleoko" and "Funga Alafia", present students with text broken down by phrases. Echo-clap the rhythm of each line as students silently read</p>

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Music

Orff

Fifth Grade

QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>with expression, technical accuracy, and appropriate interpretation.</p> <p>Specified Fifth Grade skills: Standard notation, ascending/descending, canon, a pitched accompaniment, a chord/broken chord/level bordun, extended rhythm patterns, appropriate technique (mallet technique, tone, etc.), with a teacher/student conductor in various tempi/dynamics, and a melody.</p>	<p>Read and perform C'-B-A-G-E-D-C patterns on recorder from a combination of traditional and iconic notation.</p>	<p>Observe and assess student performance of recorder performance and melodic/rhythmic reading skills using teacher-created or district-provided rubric</p>	<p>C' - Silly Song <i>RR</i> E-D-C: Revisit "Hot Cross Buns" Market Song <i>RR</i> C'-C: Silly Duet <i>RR</i> "Funga Alafia" "Lil' Liza Jane" <i>RR</i> "Sanctuary" <i>8 More</i> "Deidre's Dream" <i>Easy 8</i> Transitioning from Iconic to Traditional Notation (Resource)</p>	<p>text. Echo-clap again while speaking text to encourage fluency in decoding unfamiliar multisyllabic words out of context or challenge students by having the teacher only clap and the students clap and speak.</p> <p>5.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p>
<p>P3.C Performance Etiquette</p> <p>Perform appropriately for the audience and</p>	<p>Display grade-level appropriate applications of performance etiquette skills including watching the conductor,</p>	<p>Observe student performance etiquette assess using teacher-created or district-provided rubric.</p>	<p>Concert Etiquette Video 1 (General) Concert Etiquette Video 2 (Choral)</p>	<p>5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied</p>

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Fifth Grade

QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
context; demonstrate appropriate posture, and evaluate performance etiquette.	responding to non-verbal cues, maintaining appropriate posture, remaining on-task, refraining from distracting others, and properly acknowledging the audience.		Ten Performance Etiquette Tips for Musicians Performance Practices by Grade Level	partners, building on others' ideas and expressing their own ideas clearly. 5.SL.CC.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
P3.D Audience Etiquette Demonstrate appropriate audience behavior, and evaluate student behavior during a performance.	Demonstrate proper audience etiquette and evaluate audience behavior during performances	Observe student behavior during performances and assess using a teacher-created or district-provided rubric .	Audience Etiquette Self-Evaluation Audience Etiquette Video List of live, local, free or low-cost events, field trip grants and how to apply for them.	5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly. 5.SL.CC.3 Summarize the points a speaker makes and explain how each claim is supported

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Fifth Grade

QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				by reasons and evidence.

<p>DOMAIN: CREATE Foundations Cr1: Generate and conceptualize artistic ideas and work. Cr2: Organize and develop artistic ideas and work. Cr3: Refine and complete artistic work.</p>	<p>G5 Q2 CREATE DOMAIN RESOURCE LIST SOM=Spotlight On Music STM=Share the Music SBMM=Silver Burdett Making Music RR=Recorder Routes RM=Rhythmically Moving WMD=World Music Drumming OS=Orff Source www.dsokids.com (Dallas Symphony Orchestra) www.sfskids.org (San Francisco Symphony) http://www.nyphilkids.org/main.phtml (New York Philharmonic) http://www.classicsforkids.com/ https://kids.usa.gov/art-and-music/index.shtml http://teachingwithorff.com/</p>
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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
Cr1. A Musical Concepts	With partners, create movement questions and answers	Observe pairs of students creating question-answer phrases and assess using	"Sweet Potatoes/Mango Walk" Share the Music Gr. 5 (Activity, See Appendix)	Public Speaking: Review good "interviewing" skills of asking meaningful questions

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Fifth Grade

QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
Use modal/scale based melodies in major/minor, simple/complex rhythms, and accompaniments to improvise rhythmic, melodic, harmonic, and/or movement ideas within a context (such as social, cultural, historical, etc.).	Improvise using a limited set of pitches from a major/minor scale or mode	teacher-created or district-provided rubric . Observe students improvising individually or in a class setting.	"Linstead Market" <i>SBMM</i> Gr. 5 Clickbeetle Clackbeetle" <i>Silver Burdett Making Music</i> Gr. 4 Lady in the Graveyard <i>OS</i> (see extended activity)	and giving relevant answers. Relate to musical Q and A, making sure that answers are related to the questions asked and that both are of appropriate length. 5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
Cr1.B Varied Timbres Use parameters such as improvising/composing a 2-4 measure musical idea, a modal melody, or an extended rhythm	Create a 7-beat movement phrase to answer the teacher's 8-beat movement question.	Observe pairs of students creating question-answer phrases and assess using teacher-created or district-provided rubric .	"Sweet Potatoes/Mango Walk" Share the Music Gr. 5 (Activity, See Appendix) "Linstead Market" <i>SBMM</i> Gr. 5	Public Speaking: Review good "interviewing" skills of asking meaningful questions and giving relevant answers. Relate to musical Q and A, making sure that answers are

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Music

Orff

Fifth Grade

QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>pattern using grade-appropriate note values in various forms to generate musical ideas within a given tonality, form, and/or rhythmic set</p>			<p>Clickbeetle Clackbeetle" Silver Burdett Making Music Gr. 4</p>	<p>related to the questions asked and that both are of appropriate length. 5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</p>
<p>Cr2.A Selecting Musical Ideas</p> <p>Using musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas for arrangement, improvisation, or composition.</p>	<p>Use question and answer ideas to create an introduction for a piece of music, using unpitched percussion</p>	<p>Observe students' question answer performances using a class-created rubric</p>	<p>Siyahamaba OS3 Funga Alafia</p>	<p>Create intro, interlude and coda to help sequence a piece of music for performance. 5.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p>

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Music

Orff

Fifth Grade

QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>Cr2.B Notating Ideas</p> <p>Use notation and/or recording technology to document personal musical ideas (such as grade-appropriate rhythm/melodic pattern, two-chord harmonies, introduction, coda, interlude, etc.).</p>	<p>Explore creating a simple two-chord accompaniment as a class. Use an iconic notation to indicate chord changes</p>	<p>Sing a song over a one chord so that students can identify places the chords don't fit and they need to move to a different chord. Assist students to figure out the best way to play these chords using pitched percussion and/or recorders</p>	<p>-VII: "Noël Nouvelet" <i>Highlighting the Holidays</i> I-V: Siyahamaba OS3 "Sweet Potatoes/Mango Walk" <i>STM</i> Gr. 5 (Activity, See Appendix "Mah Kah Way" (See Appendix) "Pay Me My Money Down" <i>Silver Burdett Making Music</i> Gr. 4 "The Old Ark's A Moverin'" <i>As American As Apple Pie</i> "Little Jack Horner" <i>3rd Rhyme's the Charm</i></p>	<p>Create a 1-3 sentence "composer's statement" about the class' reason for selection of the chord progression. 5.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>Cr3.A Refining Musical Ideas</p> <p>Interpret and apply collaboratively developed feedback to revise personal music</p>	<p>As a group, work to refine the creation of an introduction so that fits a piece of music.</p>	<p>Assess students as they work together to create an idea</p>	<p>Siyahamaba OS3 Funga Alafia</p>	<p>5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>

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Music

Orff

Fifth Grade

QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
over time, such as the efficacy of a created introduction, sequence, or coda, use of form, two-part composition, or other characteristics of a created piece of music.				
<p>Cr3.B Demonstrate Musical Ideas</p> <p>Demonstrate a final version of personal musical ideas using created vocal, instrumental, movement, or two-part created pieces through performance.</p>	Perform the final introduction as part of the whole piece.	Observe students' performance of their introduction	Siyahamaba OS3 Funga Alafia	5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

DOMAIN: RESPOND

Foundations

R1: Perceive and analyze artistic work.

G5 Q2 RESPOND DOMAIN RESOURCE LIST

SOM=Spotlight On Music

STM=Share the Music

SBMM=Silver Burdett Making Music

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Fifth Grade

R2: Interpret intent and meaning in artistic work.
R3: Apply criteria to evaluate artistic work.

RR=Recorder Routes
 RM=Rhythmically Moving
 WMD=World Music Drumming
 OS=Orff Source
www.dsokids.com (Dallas Symphony Orchestra)
www.sfskids.org (San Francisco Symphony)
<http://www.nyphilkids.org/main.phtml>
 (New York Philharmonic)
<http://www.classicsforkids.com/>
<https://kids.usa.gov/art-and-music/index.shtml>
<http://teachingwithorff.com/>

QUARTER 2

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>R1.A Musical Preferences</p> <p>Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p>	<p>Cite evidence to describe why a holiday song belongs to a certain holiday</p>	<p>Observe a group discussion using a teacher-created or district-provided rubric</p>	<p>Seasonal Music in <i>SOM</i> Gr. 5 found on pp.386-429</p>	<p>Writing: Have students write a short paragraph introducing a holiday song that includes at least three relevant details about the song and its culture/historical period. and read it as if they were presenting it at your holiday program. When speaking, emphasize expression, vocal</p>

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				<p>projection and clear, slow speech.</p> <p>5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>5.SL.PKI.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>
<p>R1.B Musical Concepts</p> <p>Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and</p>	<p>Demonstrate how knowledge of the music's form helps to perform movement</p>	<p>Observe and assess as students use movement to demonstrate form using a teacher-created or a district-provided rubric.</p>	<p>"Pop! Goes the Weasel" pp. 112-3 <i>SOM</i> Gr. 5 (English)</p> <p>"Mayim" 5</p> <p>"Tzena, Tzena" <i>SOM</i> Gr.</p>	<p>5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p>

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
context (such as social, cultural, and historical) through various means such as manipulatives, movement, and/or pictorial representation).				
<p>R1.C Describing Elements of Music</p> <p>Demonstrate an understanding of the elements of music applied to a listening example using teacher-given vocabulary (such as different sections of complex forms, teacher-selected orchestral instruments, etc.).</p>	Compare and contrast listening examples using correct music vocabulary.	Students sing or listen to two teacher-selected songs and compare them songs using a Venn Diagram. Assess student understanding using a teacher-created or district-provided rubric .	“Funiculi, Funicula”/“Nessun dorma” <i>SOM</i> Gr. 5	<p>Vocabulary: Using the graphic organizer provided in the appendix or one of your own, ask students to describe various elements of “Funiculi, Funicula” and “Nessun Dorma”.</p> <p>5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast,</p>

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Music

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				addition, and other logical relationships.
<p>R2.A Musical Characteristics</p> <p>Demonstrate and explain how music concepts are used by performers to reflect intent (such as instrument selection by a composer/arranger).</p>	<p>Describe why a composer would use a recorder or xylophone to play or improvise a melody or sound carpet</p>	<p>Use a venn diagram to separate the timbral qualities of both instruments.</p> <p>Assess students' ability to describe reasons for musical choices using a teacher-created or district-provided rubric.</p>	<p>Lady in the Graveyard OS (see extended activity)</p> <p>"Canon for Mallets" (See Appendix)</p> <p>"Funga Alafia"</p>	<p>5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>5.RI.KID.3 Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.</p>
<p>R3.A Evaluating Artistic Work</p> <p>Evaluate musical works and performances, applying established</p>	<p>Evaluate music performances based on age-appropriate criteria</p>	<p>Guide students to create a rubric for evaluating music performances and ask them to formally assess a live or recorded performance. Assess</p>	<p>List of live, local, free or low-cost events, field trip grants and how to apply for them.</p> <p>Recorded MCS/SCS All City performance DVDS</p>	<p>Writing:</p> <p>Guide students to create a performance rubric for recorder or singing and use it to evaluate their own performance. Include</p>

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
criteria, citing evidence from the elements of music; with teacher guidance, create a rubric for evaluating music performances.		students' formal evaluations of music performances using a teacher-created or district-provided rubric .	Student Orff Ensemble performances from YouTube, including but not limited to: Sample Ensemble 1 Sample Ensemble 2 Sample Ensemble 3	short answer descriptions as well as number scale in the self-evaluations. 5.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

DOMAIN: CONNECT

Foundations

Cn1: Synthesize and relate knowledge and personal experiences to artistic endeavors.

Cn2: Relate artistic ideas and works with societal, cultural, and historical context.

G5 Q2 CONNECT DOMAIN RESOURCE LIST

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Instructional Map

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Fifth Grade

<http://teachingwithorff.com/>

QUARTER 2

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>Cn1.A Music and Personal Experiences</p> <p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as identifying pieces of music that are important to one's family or how music is used in daily life).</p>	<p>Listen to, sing, and classify various holiday songs and have students identify how they are familiar with them.</p>	<p>Students describe a context where they might be familiar with a holiday song.</p>	<p>Seasonal Music in <i>SOM</i> Gr. 5 found on pp.386-429</p>	<p>Writing: Have students write a short paragraph introducing a holiday song that includes at least three relevant details about the song and its culture/historical period. and read it as if they were presenting it at your holiday program. When speaking, emphasize expression, vocal projection and clear, slow speech.</p> <p>5.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p>
<p>Cn2.A Society, Culture and History</p>	<p>Perform songs and dances from various cultures and historical</p>	<p>Assess student performances of songs and dances from varied</p>	<p>"Pop! Goes the Weasel" pp. 112-3 <i>SOM</i> Gr. 5 (English)</p>	<p>Writing: Have students write a short paragraph introducing a dance and</p>

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	<p>periods (Israel or other culture/historical period).</p> <p>Classify music from various cultures and historical periods.</p>	<p>cultures and historical periods using teacher-created or district-provided rubrics:</p> <p>Folk Dance Rubric Singing Rubric (Perform) Singing Rubric (World Music) Unpitched Percussion Rubric (Perform) Unpitched Percussion Rubric (World Music)</p> <p>Identify (classify) and discuss music from different genres and cultures using a graphic organizer. Assess student understanding using a teacher-created or district-provided rubric.</p>	<p>"Mayim" 5 "Tzena, Tzena" <i>SOM</i> Gr. 5</p> <p>Writing About World Music Graphic Organizer</p>	<p>read it as if they were presenting it at a school program. The paragraph should include at least three relevant details about the dance and its culture/historical period. When speaking, emphasize expression, vocal projection and clear, slow speech.</p> <p>5.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p>

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DOMAIN: PERFORM

Foundations

- P1:** Select, analyze and interpret artistic work for performance.
P2: Develop and refine artistic techniques and work for performance.
P3: Convey and express meaning through the presentation of artistic work.

G5 Q3 PERFORM DOMAIN RESOURCE LIST

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QUARTER 3

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
P1.A Musical Concepts Demonstrate and explain how the selection of music to perform is influenced by	Identify and share personal interest and/or knowledge about spirituals	Observe a class discussion	Group Discussion Rubric Follow the Drinkin' Gourd <i>SOM Gr. 5, As American As Apple Pie</i> Wade in the Water (Listening Example) <i>SOM Gr. 5, OS 3</i>	5.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
personal interest, knowledge, context and technical skill.				range of strategies. i. Use context as a clue to the meaning of a word or phrase.
<p>P1.B Musical Contrasts</p> <p>Demonstrate understanding of the structure and elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.</p>	Identify steps, skips, and repeated notes in a notated melody	Assess as students identify skips, steps and repeated notes in a notated melody using a teacher-created or district-provided rubric .	<p>"Mango Walk/Jamaican Rumba (Counter melody)" <i>SOM Gr. 5</i></p> <p>"Surfin' USA" <i>SOM Gr. 5</i></p> <p>Tikki Tikki Tembo (See Appendix)</p> <p>"Chinese Fisherman's Song (<i>Wang Ü Ger</i>)" <i>STMGr. 3</i> (Find a poem for B section)</p> <p>"Somebody's Knockin' at Your Door" <i>SBMM Gr. 4</i></p> <p>"O Desayo" <i>SBMMGr. 5</i></p> <p>Skips, Steps and Repeated Tones Resource</p>	<p>Comprehension: Using the process outlined in the appendix, guide students to use Orff process to create an orchestration that adds tone color to key ideas and details.</p> <p>5.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.</p>

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	Perform a piece in rondo form, incorporating rhythmic questions and answers in the B, C, and D sections.	Observe students as they demonstrate understanding of form by performing contrasting musical ideas to represent the B, C (and D) sections of a rondo. Assess using a teacher-created or district-provided rubric .	"The Lobsters and the Fiddler Crab" <i>Random House Book of Poetry for Children</i> "Swing Ol' Liza" <i>Strike it Rich!</i> Play That Rhythm musicplayonline.com	Comprehension: Literary Devices Ask students to identify personification (anthropomorphism) and alliteration in the poem "The Lobsters and the Fiddler Crab". Challenge students to create contrasting rhythm sections by creating word chains of alliteration. 5.RL.KID.2 Determine a theme or central idea of a story, drama, or poem from details in the text; summarize the text.
P1.C Musical Context Explain how context (such as social, cultural,	Sing and classify songs as spirituals.	Identify (classify) and discuss music from different genres and cultures using a graphic organizer. Assess student understanding	"In That Great Gittin' Up Mornin" <i>SOM Gr. 5</i> "Joyful, Joyful" <i>SOM Gr. 5</i> "Joshua Fit the Battle of Jericho" <i>SOM Gr. 5</i>	5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
and historical) informs performances.		using a teacher-created or district-provided rubric	<p>"When the Saints Go Marchin' in" <i>SOM Gr. 5</i> "Dry Bones" <i>SOM Gr. 5/STMGr. 4</i> "Somebody's Knockin' at Your Door" <i>SOM Gr. 5/SBMM Gr. 4</i>, "Wade in the Water" OS 3/<i>SBMMGr. 4</i> "Ezekiel Saw the Wheel" <i>As American As Apple Pie</i> "Spiritual Trio" OS 3</p>	<p>that signal contrast, addition, and other logical relationships.</p> <p>5.SL.CC.2 Summarize a text presented in diverse media such as visual, quantitative, and oral formats.</p>
<p>P1.D Notation</p> <p>When analyzing selected music, read and perform using standard notation in treble clef with voice, body percussion, and/or instruments.</p>	<p>Read, perform, and notate previously learned rhythms using traditional notation.</p>	<p>Observe as students read, perform and/or notate rhythms using traditional notation. Assess reading and performing using a teacher-created or district-provided rubric. Assess notation using a teacher-created or district-provided rubric</p>	<p>"Ezekiel Saw the Wheel" <i>As American As Apple Pie</i></p> <p>Ho Ho Watanany muisctplayonline.com</p>	<p>5.FL.VA.7b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. iii. Use the relationship between particular words to better understand each of the words.</p>

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				5.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.
<p>P2.A Apply Feedback</p> <p>Apply established criteria to judge student rehearsal and/or performance.</p>	<p>Use a rubric to monitor student progress in performing partner songs</p>	<p>Have the class decide as group how well they performed and compare the class score with a teacher given score.</p>	<p>"Mango Walk/Jamaican Rumba (Counter melody)" <i>SOM Gr. 5</i> "Sweet Potatoes/Mango Walk" STM Gr. 5 (Activity, See Appendix) "Shake the Papaya Down" <i>SBMM Gr. 4</i> "Hallelujah/Get on Board" <i>SOM Gr. 5</i> "Pick A Little/Good Night, Ladies" <i>SOM Gr. 5</i> "Spiritual Trio" OS 3</p>	<p>5.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.</p>

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>P2.B Rehearse and Refine</p> <p>Rehearse to refine technical accuracy and expressive qualities, and address performance challenges, showing improvement.</p>	<p>Refine a performance of a partner song to add expressive qualities</p>	<p>Observe students making changes to their performance based on teacher feedback</p>	<p>"Mango Walk/Jamaican Rumba (Counter melody)" <i>SOM Gr. 5</i> "Sweet Potatoes/Mango Walk" STM Gr. 5 (Activity, See Appendix) "Shake the Papaya Down" <i>SBMM Gr. 4</i> "Hallelujah/Get on Board" <i>SOM Gr. 5</i> "Pick A Little/Good Night, Ladies" <i>SOM Gr. 5</i> "Spiritual Trio" OS 3</p>	<p>5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</p>
<p>P3.A Singing</p> <p>Sing alone and with others, with expression, technical accuracy, and appropriate interpretation. Specified Fifth Grade skills: Pitch matching</p>	<p>Sing partner songs to create vocal harmony, using proper vocal technique</p>	<p>Observe students as they sing a partner song and assess their mastery using a teacher-created or district-provided rubric.</p>	<p>"Mango Walk/Jamaican Rumba (Counter melody)" <i>SOM Gr. 5</i> "Sweet Potatoes/Mango Walk" STM Gr. 5 (Activity, See Appendix) "Shake the Papaya Down" <i>SBMM Gr. 4</i></p>	<p>Writing: Compare and Contrast In what ways are the paired partner songs different? In what ways are they similar? List on the whiteboard or complete a Venn diagram.</p>

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Music

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Fifth Grade

QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>games, extended scales/modes, questions/answers, in circle formation, in major/minor, in canon, partner songs, and with proper posture/diction/tone/ breath support/placement/enu nciation).</p>			<p>"Hallelujah/Get on Board" <i>SOM Gr. 5</i> "Pick A Little/Good Night, Ladies" <i>SOM Gr. 5</i> "Spiritual Trio" OS 3</p>	<p>5.RI.IKI.9 Integrate information from two or more texts on the same topic in order to build content knowledge.</p> <p>5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</p>
<p>P3.B Instruments and Body Percussion</p> <p>Using body percussion or instruments, perform instrumentally (pitched/unpitched), alone and with others,</p>	<p>On recorder, read and perform songs that include D'-C'-B-A-G-F#-E-D-C using a combination of iconic and traditional notation.</p>	<p>Observe students as they play the recorder and assess mastery using a teacher-created or district-provided rubric.</p>	<p>"When the Saints Go Marchin' in" <i>SOM Gr. 5</i> "Joyful, Joyful, We Adore Thee" <i>SOM Gr. 5</i> F#: "Praise the Fire" (See Appendix) D': "One More River" <i>RR</i> Haunted House <i>RR</i></p>	<p>5.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.</p>

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Music

Orff

Fifth Grade

QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>with expression, technical accuracy, and appropriate interpretation.</p> <p>Specified Fifth Grade skills: Standard notation, ascending/descending, canon, a pitched accompaniment, a chord/broken chord/level bordun, extended rhythm patterns, appropriate technique (mallet technique, tone, etc.), with a teacher/student conductor in various tempi/dynamics, and a melody.</p>	<p>Continue to perform accompaniments that include changing chords</p>		<p>D': "Scotland's Burning" <i>RR</i></p> <p>Tombstone Territory <i>RR</i></p> <p>"Movin' On" <i>Easy 8</i></p> <p>"New Morning" <i>Easy 8</i></p> <p>"Island Dance" <i>8 More</i></p> <p>"Every Day of the Year" <i>8 More</i></p> <p><i>Concert Suite</i> (Intermediate Option)</p> <p>Don Muro</p> <p>Take Time in Life <i>OS 3</i></p> <p>Spiritual Trio <i>OS 3</i></p> <p>Shenandoah <i>OS 3</i></p>	
<p>P3.C</p> <p>Performance Etiquette</p> <p>Perform appropriately for the audience and</p>	<p>Display grade-level appropriate applications of performance etiquette skills including watching the conductor,</p>	<p>Observe student performance etiquette assess using teacher-created or <u>district-provided rubric.</u></p>	<p>Concert Etiquette Video 1 (General)</p> <p>Concert Etiquette Video 2 (Choral)</p>	<p>5.FL.VA.7b Demonstrate understanding of figurative language, word relationships, and nuances in word</p>

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Orff

Fifth Grade

QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
context; demonstrate appropriate posture, and evaluate performance etiquette.	responding to non-verbal cues, maintaining appropriate posture, remaining on-task, refraining from distracting others, and properly acknowledging the audience.		Ten Performance Etiquette Tips for Musicians Performance Practices by Grade Level	meanings.
P3.D Audience Etiquette Demonstrate appropriate audience behavior, and evaluate student behavior during a performance.	Demonstrate proper audience etiquette and evaluate audience behavior during performances	Observe student behavior during performances and assess using a teacher-created or district-provided rubric .	Audience Etiquette Self-Evaluation Audience Etiquette Video List of live, local, free or low-cost events, field trip grants and how to apply for them.	Writing: Students review concert etiquette rubric and take turns being a poor audience member while teacher performs. Then, students to write a letter to an (imaginary) unruly audience member, describing what the audience member did and how it impacted the performance. Writing: Author's purpose Create a poster to remind audience

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Fifth Grade

QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				<p>members of how and why to behave during a formal performance. Include text that is brief and persuasive.</p> <p>5.RL.CS.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p>

DOMAIN: CREATE

Foundations

- Cr1:** Generate and conceptualize artistic ideas and work.
- Cr2:** Organize and develop artistic ideas and work.
- Cr3:** Refine and complete artistic work.

G5 Q3 CREATE DOMAIN RESOURCE LIST

- SOM=Spotlight On Music
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Fifth Grade

QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>Cr1. A Musical Concepts</p> <p>Use modal/scale based melodies in major/minor, simple/complex rhythms, and accompaniments to improvise rhythmic, melodic, harmonic, and/or movement ideas within a context (such as social, cultural, historical, etc.).</p>	<p>Create complementary rhythmic ostinati</p>	<p>Observe student complementary rhythmic creations using varied timbres</p>	<p>Rhythm Complements Breakout/Unit 3 <i>WMD</i></p>	<p>5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</p>
<p>Cr1. B Varied Timbres</p> <p>Use parameters such as improvising/composing a 2-4 measure musical idea, a modal melody, or an extended rhythm</p>	<p>Perform question and answer patterns on xylophone and recorder, defining the given phrase length for each part and identifying the</p>	<p>Observe student performances of melodic questions and answers and assess mastery using a teacher-created or district-provided rubric.</p>	<p>"Ice Cream Soda" <i>Recorder Routes</i> Terrace Tunes <i>Recorder Routes</i> "Swing Ol' Liza" <i>Strike it Rich!</i></p>	<p>Public Speaking: Review good "interviewing" skills of asking meaningful questions and giving relevant answers. Relate to musical Q and A, making sure that</p>

Instructional Map

Music

Orff

Fifth Grade

QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>pattern using grade-appropriate note values in various forms to generate musical ideas within a given tonality, form, and/or rhythmic set</p>	<p>home tone of the pentatonic</p>			<p>answers are related to the questions asked and that both are of appropriate length.</p> <p>5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</p>
<p>Cr2.A Selecting Musical Ideas</p> <p>Using musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas for arrangement,</p>	<p>Identify starting and stopping pitches for melodic question and answer</p>	<p>As a class, use a pitch stack to circle starting pitches in one color and stopping pitches in a different color for the question. Use a different pitch stack and do the same for the answer.</p>	<p>"Ice Cream Soda" <i>Recorder Routes</i> "Swing Ol' Liza" <i>Strike it Rich!</i></p>	<p>Public Speaking: Review good "interviewing" skills of asking meaningful questions and giving relevant answers. Relate to musical Q and A, making sure that answers are related to</p>

Instructional Map

Music

Orff

Fifth Grade

QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
improvisation, or composition.				<p>the questions asked and that both are of appropriate length.</p> <p>5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</p>
<p>Cr2.B Notating Ideas</p> <p>Use notation and/or recording technology to document personal musical ideas (such as grade-appropriate rhythm/melodic pattern, two-chord</p>	<p>Create (notate or record) and perform melody that includes steps, skips, and repeated notes on barred instruments and/or recorder</p>	<p><i>SOM</i> Grade 3 Resource Master 4•9 "Repeated Notes, Steps, Skips" Observe student performances of created melodies using steps, skips and repeated notes.) Use an appropriate teacher-created or district-</p>	<p>"Compose a Pentatonic Melody" <i>SOM</i> Gr. 5, p. 247</p> <p>Pentatonic Melody Composition</p>	<p>5.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p>

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Orff

Fifth Grade

QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
harmonies, introduction, coda, interlude, etc.).		provided rubric for composed melodies that contain skips, steps and repeated tones.		b. Organize an event sequence that unfolds naturally and logically. e. Provide a conclusion that follows from the narrated experiences or events.
<p>Cr3.A Refining Musical Ideas</p> <p>Interpret and apply collaboratively developed feedback to revise personal music over time, such as the efficacy of a created introduction, sequence, or coda, use of form, two-part composition, or other characteristics of a created piece of music.</p>	Using knowledge of steps, skips, and repeated notes, work with a partner to give feedback on a created melody.	Observe students given feedback using musical vocabulary	<p>“Compose a Pentatonic Melody” <i>SOM</i> Gr. 5, p. 247</p> <p>Pentatonic Melody Composition</p>	5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing their own ideas clearly.

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>Cr3.B Demonstrate Musical Ideas</p> <p>Demonstrate a final version of personal musical ideas using created vocal, instrumental, movement, or two-part created pieces through performance.</p>	<p>Perform a created pentatonic melody</p>	<p>Observe students' performance</p>	<p>“Compose a Pentatonic Melody” <i>SOM</i> Gr. 5, p. 247</p> <p>Pentatonic Melody Composition</p>	<p>5.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <p>b. Organize an event sequence that unfolds naturally and logically.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>

DOMAIN: RESPOND

Foundations

- R1:** Perceive and analyze artistic work.
- R2:** Interpret intent and meaning in artistic work.
- R3:** Apply criteria to evaluate artistic work.

G5 Q3 RESPOND DOMAIN RESOURCE LIST

- SOM=Spotlight On Music
- STM=Share the Music
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- RR=Recorder Routes
- RM=Rhythmically Moving
- WMD=World Music Drumming
- OS=Orff Source
- Musicplayonline.com

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www.dsokids.com (Dallas Symphony Orchestra)
www.sfskids.org (San Francisco Symphony)
<http://www.nyphilkids.org/main.phtml>
 (New York Philharmonic)
<http://www.classicsforkids.com/>
<https://kids.usa.gov/art-and-music/index.shtml>
<http://teachingwithorff.com/>

QUARTER 3

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>R1.A Musical Preferences</p> <p>Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p>	<p>While listening to music to identify instruments of the band and orchestra, explain why people may have a preference for one instrument or family of instrument over another.</p>	<p>Observe students' participating in a pair-share about their preferences.</p>	<p>"Dance for Piccolo, Oboe, Bassoon and Side Drum" <i>SOM Gr. 5</i> "Chamber Ensemble Montage" <i>SOM Gr. 5</i> Sound Bank <i>SBMM (various grade levels)</i> Band Examples: Sousa: Stars and Stripes Forever <i>SBMM Gr.1</i> (Marine Band Performance video) Holst: Mars from The Planets <i>SBMM Gr. 4</i> Grainger: Irish Tune from County Derry <i>SBMM Gr. 4</i></p>	<p>5.RL.IK1.7 Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.</p>

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
			<p>Malaguena <i>SBMM</i> Gr. 5 Orchestra Examples: J.S. Bach: Brandenburg Concerto No. 4: Allegro <i>SBMM</i> Gr. 5 Stravinsky: Firebird Suite: Infernal Dance <i>SBMM</i> Gr. 5 (San Francisco Symphony Performance video) Haydn: Symphony in G, No. 88, Mvt. 4 <i>SBMM</i> Gr. 2</p>	
<p>R1.B Musical Concepts</p> <p>Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical)</p>	<p>Explain, citing evidence, how rhythmic questions and answers can be used to create the B, C, and D sections of a rondo</p>	<p>Observe students as they demonstrate understanding of form during a class discussion.</p>	<p>"The Lobsters and the Fiddler Crab" <i>Random House Book of Poetry for Children</i> "Swing Ol' Liza" <i>Strike it Rich!</i> Play that Rhythm musicplayonline.com</p>	<p>Comprehension: Literary Devices Ask students to identify personification (anthropomorphism) and alliteration in the poem "The Lobsters and the Fiddler Crab". Challenge students to create contrasting rhythm sections by</p>

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
through various means such as manipulatives, movement, and/or pictorial representation).				creating word chains of alliteration. 5.RI.KID.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<p>R1.C Describing Elements of Music</p> <p>Demonstrate an understanding of the elements of music applied to a listening example using teacher-given vocabulary (such as different sections of complex forms, teacher-selected orchestral instruments, etc.).</p>	Identify individual instruments of the orchestra/band visually and aurally and discuss the tone colors of individual instruments and their families	Assess as students visually and aurally identify instruments. Assess using a teacher-created or district-provided rubric .	<p>“Dance for Piccolo, Oboe, Bassoon and Side Drum” <i>SOM Gr. 5</i></p> <p>“Chamber Ensemble Montage” <i>SOM Gr. 5</i></p> <p>Sound Bank <i>SBMM (various grade levels)</i></p> <p>Band Examples:</p> <p>Sousa: Stars and Stripes Forever <i>SBMM Gr.1</i></p> <p>(Marine Band Performance video)</p> <p>Holst: Mars from The Planets <i>SBMM Gr. 4</i></p>	<p>Writing: Vocabulary and Spelling</p> <p>Develop students’ musical academic vocabulary by emphasizing proper spelling of instrument and instrument family names.</p> <p>5.RL.IKI.7 Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia</p>

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
			<p>Grainger: Irish Tune from County Derry <i>SBMM Gr. 4</i></p> <p>Malaguena <i>SBMM Gr. 5</i></p> <p>Orchestra Examples: J.S. Bach: Brandenburg Concerto No. 4: Allegro <i>SBMM Gr. 5</i></p> <p>Stravinsky: Firebird Suite: Infernal Dance <i>SBMM Gr. 5</i> (San Francisco Symphony Performance video)</p> <p>Haydn: Symphony in G, No. 88, Mvt. 4 <i>SBMM Gr. 2</i></p> <p>What is Tone Color?</p> <p>How Musical Instruments are Classified</p>	<p>presentation, or fiction, folktale, myth, or poem.</p> <p>5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p>
R2.A Musical Characteristics	Describe an instrument's sound characteristics and why a composer	Observe students using musical vocabulary to	What is Tone Color?	5.FL.VA.7a Determine or clarify the meaning of unknown and multiple-

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
Demonstrate and explain how music concepts are used by performers to reflect intent (such as instrument selection by a composer/arranger).	might use it to play a unique melody based on it's tone color/timbre	discuss the composer's intent	How Musical Instruments are Classified Holst: Mars from The Planets <i>SBMM Gr. 4</i> Grainger: Irish Tune from County Derry <i>SBMM Gr. 4</i> J.S. Bach: Brandenburg Concerto No. 4: Allegro <i>SBMM Gr. 5</i> Stravinsky: Firebird Suite: Infernal Dance <i>SBMM Gr. 5</i> (San Francisco Symphony Performance video)	meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
R3.A Evaluating Artistic Work Evaluate musical works and performances, applying established criteria, citing evidence	Evaluate music performances based on age-appropriate criteria	Guide students to create a rubric for evaluating music performances and ask them to formally assess a live or recorded performance. Assess	List of live, local, free or low-cost events, field trip grants and how to apply for them. Recorded MCS/SCS All City performance DVDS	Writing: If using this skill for a portfolio evidence collection, allow students to view their performance from the pre-assessment in Quarter 1 or 2 and

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
from the elements of music; with teacher guidance, create a rubric for evaluating music performances.		students' formal evaluations of music performances using a teacher-created or district-provided rubric .		<p>compare it to a video of a recent performance.</p> <p>5.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>5.W.RW.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.</p>

DOMAIN: CONNECT

Foundations

Cn1: Synthesize and relate knowledge and personal experiences to artistic endeavors.

Cn2: Relate artistic ideas and works with societal, cultural, and historical context.

G5 Q3 CONNECT DOMAIN RESOURCE LIST

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OS=Orff Source
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 (New York Philharmonic)
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<http://teachingwithorff.com/>

QUARTER 3

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>Cn1.A Music and Personal Experiences</p> <p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as identifying pieces of music that are important to one's family or how music is used in daily life).</p>	<p>Reflect upon which instrument you might most want to learn to play</p>	<p>Observe class discussion</p>	<p>www.dsokids.com (Dallas Symphony Orchestra) www.sfskids.org (San Francisco Symphony)</p>	<p>5.RI.CS.6 Analyze the similarities and differences in points of view of multiple accounts of the same event or topic.</p> <p>5.SL.PKI.4 Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas.</p>

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>Cn2.A Society, Culture and History</p> <p>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as comparing how music is used in various cultures and performing it).</p>	<p>Perform songs and dances from various cultures and historical periods (Such as Bolivia if using the suggested resource)</p>	<p>Assess student performances of songs and dances from varied cultures and historical periods using teacher-created or district-provided rubrics: Folk Dance Rubric (Perform) Singing Rubric (World Music) Unpitched Percussion Rubric (Perform) Unpitched Percussion Rubric (World Music)</p>	<p>"Carnavalito" <i>Rhythmically Moving 5</i></p>	<p>Writing: Have students write a short paragraph introducing a song or dance and read it as if they were presenting it at a school program. The paragraph should include at least three relevant details about the song/dance and its culture/historical period. When speaking, emphasize expression, vocal projection and clear, slow speech.</p> <p>5.SL.PKI.4 Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas.</p>

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<p>DOMAIN: PERFORM Foundations P1: Select, analyze and interpret artistic work for performance. P2: Develop and refine artistic techniques and work for performance. P3: Convey and express meaning through the presentation of artistic work.</p>	<p>G5 Q4 PERFORM DOMAIN RESOURCE LIST SOM=Spotlight On Music STM=Share the Music SBMM=Silver Burdett Making Music RR=Recorder Routes RM=Rhythmically Moving WMD=World Music Drumming OS=Orff Source www.dsokids.com (Dallas Symphony Orchestra) www.sfskids.org (San Francisco Symphony) http://www.nyphilkids.org/main.phtml (New York Philharmonic) http://www.classicsforkids.com/ https://kids.usa.gov/art-and-music/index.shtml http://teachingwithorff.com/</p>
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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>P1.A Musical Concepts Demonstrate and explain how the selection of music to perform is influenced by personal interest,</p>	<p>Listen to, play, and sing music in different modes and scales and explain which mode or scale matches their personal interest in music</p>	<p>Observe class discussion using musical vocabulary to describe which scale or mode matched their personal interest.</p>	<p>“Chumbara” <i>STM</i>Gr. 5 (Also See Appendix) The Crane <i>OS2</i></p>	<p>5.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
knowledge, context and technical skill.				
<p>P1.B Musical Contrasts</p> <p>Demonstrate understanding of the structure and elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.</p>	Perform (sing/play) and conduct songs in 2/4, 3/4, and 4/4 meter	Observe students performing in multiple meters such as in the hand-clapping game (SOM Gr. 4, p. 185). Assess using teacher-created or district-provided rubric .	<p>Tumbalalaika OS 3</p> <p>Hey Ho Nobody Home OS</p> <p>"Dance for the Nation" SOM Gr. 5</p> <p>"Loch Lomond" SOM Gr. 5</p> <p>"What the World Needs Now" SOM Gr. 5</p> <p>"Music Alone Shall Live" SBMM Gr. 5</p> <p>"Ban Dal" SOM Gr. 4</p> <p>"Sweet Music" SOM Gr. 5</p> <p>"The Cliffs of Doneen" SOM Gr. 5</p>	<p>Comprehension: Fluency Through movement and speech/singing, add a physical and gently audible emphasis to the strong beats in a given meter. Ask students to consider how the important words in the text match or do not match with this emphasis.</p> <p>5.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p>
<p>P1.C Musical Context</p> <p>Explain how context (such as social, cultural,</p>	Sing and classify songs as Blues	Singing rubric Classify songs by genre	<p>"Good Mornin', Blues" SOM Gr. 5</p> <p>"Backwater Blues" SOM Gr. 5</p> <p>"Hound Dog", SBMMGr. 5 or other recording</p>	<p>RI.5.3- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical,</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
and historical) informs performances.				scientific, or technical text based on specific information in the text.
<p>P1.D Notation</p> <p>When analyzing selected music, read and perform using standard notation in treble clef with voice, body percussion, and/or instruments.</p>	<p>Perform patterns using a dotted half note (sounds lasting three beats)</p> <p>Find dotted half notes in the notation of a song</p>	<p>Observe as students read, perform and/or notate rhythms using traditional notation. Assess reading and performing using a teacher-created or district-provided rubric. Assess notation using a teacher-created or district-provided rubric.</p>	<p>“Music Alone Shall Live” <i>Silver Burdett Making Music Gr. 5</i> “The Cliffs of Doneen” <i>SOM Gr. 5</i> Tumbalalaika OS 3</p>	<p>Writing: Conventions of Writing Examine the text and music of a multi-verse song such as “The Cliffs of Doneen”. What line(s) do you sing first? Why has the publisher chosen to notate the music in this manner rather than pairing only one line of text with each line of music? SL.5.4-Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes, speak</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				clearly at an understandable pace.
<p>P2.A Apply Feedback</p> <p>Apply established criteria to judge student rehearsal and/or performance.</p>	<p>Reflect on a rehearsal of a blues piece</p>	<p>Students' self-assess their rehearsal using a teacher or student created rubric</p>	<p>"Backwater Blues" <i>SOM</i> Gr. 5 "Every Day I Have the Blues" <i>SOM</i> Gr. 5 "City Blues" <i>SOM</i> Gr. 5/<i>STM</i>Gr. 5 "Good Morning Blues" <i>SOM</i> Gr.5/<i>STM</i>Gr. 5</p>	<p>SL.5.3- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
<p>P2.B Rehearse and Refine</p> <p>Rehearse to refine technical accuracy and expressive qualities, and address performance challenges, showing improvement.</p>	<p>Refine performance of chord changes in a blues accompaniment</p>	<p>Observe student rehearsal and monitor as they improve.</p>	<p>"Backwater Blues" <i>SOM</i> Gr. 5 "Every Day I Have the Blues" <i>SOM</i> Gr. 5 "City Blues" <i>SOM</i> Gr. 5/<i>STM</i>Gr. 5 "Good Morning Blues" <i>SOM</i> Gr.5/<i>STM</i>Gr. 5</p>	<p>RI.5.8- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>
<p>P3.A Singing</p> <p>Sing alone and with others, with expression,</p>	<p>Sing diatonic melodies that include Fa and Ti scale steps, Using proper vocal technique.</p>	<p>Pre-test: Listen to students sing America Pitch Matching - Listen to students individually sing phrases using</p>	<p>Turn the World Around" <i>SOM</i> Gr. 5 "Chumbara" <i>STM</i>Gr. 5 (Also See Appendix)</p>	<p>Comprehension: Fluency Have students use "Magic Lips" (move lips while silently reading) while they listen to a</p>

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Fifth Grade

QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>technical accuracy, and appropriate interpretation. Specified Fifth Grade skills: Pitch matching games, extended scales/modes, questions/answers, in circle formation, in major/minor, in canon, partner songs, and with proper posture/diction/tone/breath support/placement/enunciation).</p>	<p>Perform a 3-part vocal canon</p>	<p>pentatonic or diatonic patterns Assess using teacher-created or district-provided rubric.</p> <p>Have students sing one phrase or verse substituting pitch-syllable names for the words of the song. Assess solfege fluency using the following teacher-created or district-provided rubric.</p> <p>Observe as students sing a 3-part vocal canon and assess mastery using a teacher-created or district-provided rubric.</p>	<p>Bound for the Promised Land” <i>American As Apple Pie</i> “Frog Went A-Courtin” <i>American As Apple Pie</i></p> <p>Hey Ho Nobody Home <i>OS</i> "Music Alone Shall Live" <i>SBMM Gr. 5</i> “Tzena, Tzena” <i>SOM Gr. 5</i></p>	<p>recorded song for the first time to encourage fluency and internalization of the text.</p> <p>RI.5.4- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>Phonics: “Mi Gallo” Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
			<p>"Mi Gallo" <i>SOM</i> Gr. 5 "Sweet Music" <i>SOM</i> Gr. 5 "Lift Up Your Voices" <i>SOM</i> Gr. 5</p>	<p>multisyllabic words in multiple languages. RF.5.3a- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
<p>P3.B Instruments and Body Percussion</p> <p>Using body percussion or instruments, perform instrumentally (pitched/unpitched), alone and with others, with expression, technical accuracy, and</p>	<p>Identify F in a given notated melodic pattern</p> <p>Play and read from a combination of iconic and traditional notation easy patterns on recorder that include low F, F#, and D'</p>	<p>Observe students as they play the recorder and assess mastery using a teacher-created or district-provided rubric.</p>	<p>F-G-A-C'-C: Goin' Down to Cairo" <i>RR</i> Antonio <i>RR</i> The Headless Horseman <i>RR</i></p> <p>Transitioning from Iconic to Traditional Notation Resource</p>	<p>RF.5.4- Read with sufficient accuracy and fluency to support comprehension</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>appropriate interpretation.</p> <p>Specified Fifth Grade skills: Standard notation, ascending/descending, canon, a pitched accompaniment, a chord/broken chord/level bordun, extended rhythm patterns, appropriate technique (mallet technique, tone, etc.), with a teacher/student conductor in various tempi/dynamics, and a melody.</p>	<p>Play, on pitched percussion, diatonic melodies that include Fa and Ti scale steps</p> <p>Perform a simple I-IV-V harmonic accompaniment for a song</p> <p>Perform roots of the chords in 12-bar blues progression (I I I I IV IV I I V IV I I)</p>	<p>Observe students as they play the melody with Fa and Ti and assess mastery using a class-created rubric</p> <p>Observe students' performance of I-IV-V accompaniment. Assess mastery using a teacher-created or district-provided rubric.</p>	<p>"Chumbara" <i>STM</i> Gr. 5 (Also See Appendix) "Round Robin Rondo" <i>Strike it Rich!</i> "Bound for the Promised Land" <i>American As Apple Pie</i> "Frog Went A-Courtin" <i>American As Apple Pie</i></p> <p>Tzena, Tzena" <i>SOM</i> Gr. 5 "Old Dan Tucker" <i>SBMM</i> Gr. 4 "The Lion Sleeps Tonight" <i>SBMM</i> Gr. 4 "Backwater Blues" <i>SOM</i> Gr. 5 "Every Day I Have the Blues" <i>SOM</i> Gr. 5 "Missy-La, Massa-La" <i>SBMM</i> Gr. 4</p>	<p>SL 5.2- Summarize a written text read aloud or information presented in diverse formats, including visually, quantitatively, and orally.</p> <p>Comprehension: Cause and Effect After learning 12-bar blues progression, have students examine blues lyrics for cause and effect relationship between first two phrases and third phrase. Have students write their own 12 bar blues lyrics following</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
			"Kokoleoko" <i>SBMM</i> Gr. 5 "City Blues" <i>SOM Gr. 5/STM</i> Gr. 5 "Good Morning Blues" <i>SOM Gr.5/STM</i> Gr. 5	this pattern and perform them with class accompaniment. W.5.1c - Link opinion and reasons that are supported by facts and details.
P3.C Performance Etiquette Perform appropriately for the audience and context; demonstrate appropriate posture, and evaluate performance etiquette.	Display grade-level appropriate applications of performance etiquette skills including watching the conductor, responding to non-verbal cues, maintaining appropriate posture, remaining on-task, refraining from distracting others, and properly acknowledging the audience.	Observe student performance etiquette assess using teacher-created or district-provided rubric .	Concert Etiquette Video 1 (General) Concert Etiquette Video 2 (Choral) Ten Performance Etiquette Tips for Musicians Performance Practices by Grade Level	5.FL.VA.7b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
P3.D Audience Etiquette	Demonstrate proper audience etiquette and evaluate audience	Observe student behavior during performances and assess using a teacher-	Audience Etiquette Self-Evaluation	Writing: Students review concert etiquette rubric and take turns being a poor audience member

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
Demonstrate appropriate audience behavior, and evaluate student behavior during a performance.	behavior during performances	created or district-provided rubric.	Audience Etiquette Video List of live, local, free or low-cost events, field trip grants and how to apply for them.	while teacher performs. Then, students to write a letter to an (imaginary) unruly audience member, describing what the audience member did and how it impacted the performance. Writing: Author's purpose Create a poster to remind audience members of how and why to behave during a formal performance. Include text that is brief and persuasive. 5.RL.CS.6 Describe how a narrator's or speaker's point of view influences how events are described.

DOMAIN: CREATE

G5 Q4 CREATE DOMAIN RESOURCE LIST

Instructional Map Music

Orff

Fifth Grade

Foundations

Cr1: Generate and conceptualize artistic ideas and work.

Cr2: Organize and develop artistic ideas and work.

Cr3: Refine and complete artistic work.

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QUARTER 4

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>Cr1. A Musical Concepts</p> <p>Use modal/scale based melodies in major/minor, simple/complex rhythms, and accompaniments to improvise rhythmic, melodic, harmonic,</p>	<p>Create instrumental improvisations in different modes and scales</p>	<p>Assess student mastery of creating modal and diatonic melodies using a teacher-created or district-provided rubric.</p>	<p>Tumbalalika OS 3 (see creative ideas) Hey Ho Nobody Home OS The Crane OS2 "Every Day I Have the Blues" SOM Gr. 5 "City Blues" SOM Gr. 5/STMGr. 5 "Good Morning Blues" SOM Gr.5/STMGr. 5</p>	<p>W.5.1c Link opinion and reasons that are supported by facts and details.</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
and/or movement ideas within a context (such as social, cultural, historical, etc.).				
<p>Cr1.B Varied Timbres</p> <p>Use parameters such as improvising/composing a 2-4 measure musical idea, a modal melody, or an extended rhythm pattern using grade-appropriate note values in various forms to generate musical ideas within a given tonality, form, and/or rhythmic set</p>	<p>Improvise a melodic interlude over a 12 bar blues accompaniment on pitched percussion or recorder</p>	<p>Assign groups of students a chord to improvise over. Assess the class' improvisation</p>	<p>"Every Day I Have the Blues" <i>SOM Gr. 5</i> "City Blues" <i>SOM Gr. 5/STMGr. 5</i> "Good Morning Blues" <i>SOM Gr.5/STMGr. 5</i></p>	<p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
<p>Cr2.A Selecting Musical Ideas</p> <p>Using musical ideas to be performed,</p>	<p>Describe the purpose behind using repeated notes in a blues improvisation</p>	<p>Observe student discussion on their improvisations</p>	<p>"Every Day I Have the Blues" <i>SOM Gr. 5</i> "City Blues" <i>SOM Gr. 5/STMGr. 5</i></p>	<p>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
demonstrate and discuss personal reasons for selecting musical ideas for arrangement, improvisation, or composition.			"Good Morning Blues" <i>SOM Gr.5/STMGr. 5</i>	relevant to a grade 5 topic or subject area.
<p>Cr2.B Notating Ideas</p> <p>Use notation and/or recording technology to document personal musical ideas (such as grade-appropriate rhythm/melodic pattern, two-chord harmonies, introduction, coda, interlude, etc.).</p>	Audio or video record student blues, diatonic, or modal improvisations	Assist students in recording their musical ideas	Tumbalalika OS 3 (see creative ideas) Hey Ho Nobody Home OS The Crane OS2	WL.5.1b Provide logically ordered reasons that are supported by facts and details.
<p>Cr3.A Refining Musical Ideas</p> <p>Interpret and apply collaboratively</p>	Work with a partner to improve diatonic or modal improvisations	Observe students giving each other feedback	Tumbalalika OS 3 (see creative ideas) Hey Ho Nobody Home OS	SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
developed feedback to revise personal music over time, such as the efficacy of a created introduction, sequence, or coda, use of form, two-part composition, or other characteristics of a created piece of music.				
<p>Cr3.B Demonstrate Musical Ideas</p> <p>Demonstrate a final version of personal musical ideas using created vocal, instrumental, movement, or two-part created pieces through performance.</p>	Perform diatonic or modal improvisations as part of a larger work	Observe students improvising in transitions of a larger piece.	Tumbalalika OS 3 (see creative ideas) Hey Ho Nobody Home OS	SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task or situation.

DOMAIN: RESPOND

G5 Q4 RESPOND DOMAIN RESOURCE LIST

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Foundations

- R1:** Perceive and analyze artistic work.
R2: Interpret intent and meaning in artistic work.
R3: Apply criteria to evaluate artistic work.

SOM=Spotlight On Music
 STM=Share the Music
 SBMM=Silver Burdett Making Music
 RR=Recorder Routes
 RM=Rhythmically Moving
 WMD=World Music Drumming
 OS=Orff Source
www.dsokids.com (Dallas Symphony Orchestra)
www.sfskids.org (San Francisco Symphony)
<http://www.nyphilkids.org/main.phtml>
 (New York Philharmonic)
<http://www.classicsforkids.com/>
<https://kids.usa.gov/art-and-music/index.shtml>
<http://teachingwithorff.com/>

QUARTER 4

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>R1.A Musical Preferences</p> <p>Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p>	<p>Rewrite the verse to a blues song to reflect student experiences</p>	<p>Observe student performance of created verses</p>	<p>"Every Day I Have the Blues" <i>SOM Gr. 5</i> "City Blues" <i>SOM Gr. 5/STMGr. 5</i> "Good Morning Blues" <i>SOM Gr.5/STMGr. 5</i></p>	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>SL.5.4 Report on a topic or text or present an</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes, speak clearly at an understandable pace
<p>R1.B Musical Concepts</p> <p>Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical) through various means such as manipulatives, movement, and/or pictorial representation).</p>	<p>Use movement to demonstrate understanding of the chord changes for a 12 bar blues piece</p>	<p>Observe as students change their movement with the chord changes in song. (For example, for I students will walk forward, for IV they walk backwards, and for V the perform student created movement.)</p>	<p>"Backwater Blues" <i>SOM Gr. 5</i> "Every Day I Have the Blues" <i>SOM Gr. 5</i> "City Blues" <i>SOM Gr. 5/STMGr. 5</i> "Good Morning Blues" <i>SOM Gr.5/STMGr. 5</i></p>	<p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>R1.C Describing Elements of Music</p> <p>Demonstrate an understanding of the elements of music applied to a listening example using teacher-given vocabulary (such as different sections of complex forms, teacher-selected orchestral instruments, etc.).</p>	<p>Listen to a song in blues form and locate chord progression.</p>	<p>Observe as students recognize the chord changes in the music through movement or use of manipulatives</p>	<p>"Backwater Blues" <i>SOM</i> Gr. 5 "Every Day I Have the Blues" <i>SOM</i> Gr. 5 "City Blues" <i>SOM</i> Gr. 5/<i>STM</i>Gr. 5 "Good Morning Blues" <i>SOM</i> Gr.5/<i>STM</i>Gr. 5</p>	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>
<p>R2.A Musical Characteristics</p> <p>Demonstrate and explain how music concepts are used by</p>	<p>Describe how a performer may use crescendo or decrescendo to express emotion</p>	<p>Observe students performing a piece using dynamic contrast</p>	<p>Tzena, Tzena" <i>SOM</i> Gr. 5 "Old Dan Tucker" <i>SBMM</i> Gr. 4 "The Lion Sleeps Tonight" <i>SBMM</i> Gr. 4</p>	<p>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
performers to reflect intent (such as instrument selection by a composer/arranger).			<p>"Backwater Blues" <i>SOM</i> Gr. 5</p> <p>"Every Day I Have the Blues" <i>SOM</i> Gr. 5</p> <p>"Missy-La, Massa-La" <i>SBMM</i> Gr. 4</p> <p>"Kokoleoko" <i>SBMM</i> Gr. 5</p> <p>"City Blues" <i>SOM</i> Gr. 5/<i>STM</i>Gr. 5</p> <p>"Good Morning Blues" <i>SOM</i> Gr.5/<i>STM</i>Gr. 5</p>	relevant to grade 5 topic or subject area.
<p>R3.A</p> <p>Evaluating Artistic Work</p> <p>Evaluate musical works and performances, applying established criteria, citing evidence from the elements of music; with teacher guidance, create a</p>	Evaluate music performances based on age-appropriate criteria	Guide students to create a rubric for evaluating music performances and ask them to formally assess a live or recorded performance. Assess students' formal evaluations of music performances using a teacher-created or district-provided rubric.	<p>List of live, local, free or low-cost events, field trip grants and how to apply for them.</p> <p>Recorded MCS/SCS All City performance DVDS</p>	<p>Writing:</p> <p>Write a review of a student performance or a recorded performance found on YouTube using a student created rubric. Include at least two facts and one opinion.</p> <p>W.5.2 Write informative/explanatory texts to examine a topic</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
rubric for evaluating music performances.				and convey ideas and information clearly.

<p>DOMAIN: CONNECT Foundations Cn1: Synthesize and relate knowledge and personal experiences to artistic endeavors. Cn2: Relate artistic ideas and works with societal, cultural, and historical context.</p>	<p>G5 Q4 CONNECT DOMAIN RESOURCE LIST SOM=Spotlight On Music STM=Share the Music SBMM=Silver Burdett Making Music RR=Recorder Routes RM=Rhythmically Moving WMD=World Music Drumming OS=Orff Source www.dsokids.com (Dallas Symphony Orchestra) www.sfskids.org (San Francisco Symphony) http://www.nyphilkids.org/main.phtml (New York Philharmonic) http://www.classicsforkids.com/ https://kids.usa.gov/art-and-music/index.shtml http://teachingwithorff.com/</p>
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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
Cn1.A Music and Personal Experiences	Compare and contrast previously studied styles (Patriotic, Holiday, Spiritual, Blues) and	Assess student understanding of musical genres through comparison and		Writing: Create a Venn Diagram Students use musical terminology and other

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as identifying pieces of music that are important to one's family or how music is used in daily life).	relate them to students' personal interests	contrast of two previously studied genres using a teacher-created or district-provided rubric .		vocabulary to compare and contrast the characteristics of familiar pieces from two or more genres using Venn Diagrams. Online resource: http://www.readwritethink.org/files/resources/interactives/venn_diagrams/ (Post Assessment from Quarter 1 activity) W.5.1b Provide logically ordered reasons that are supported by facts and details. W.5.1c Link opinion and reasons that are supported by facts and details.
Cn2.A Society, Culture and History	Create movements in calypso style	Assess student understanding of musical genres using a	"Under the Sea" <i>SBMM</i> Gr. 5 (Calypso)	Public Speaking: When performing a student-created dance,

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as comparing how music is used in various cultures and performing it).	Perform/create a line dance	teacher-created rubric or the district-provided rubric most appropriate to your stated objective: Create movements/a dance in a specified style. Perform a line dance	Suggestions, See Appendix "Stand By Me" SBMMGr. 5	assign one member of each group to introduce the performers and the dance. SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.