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.

DOMAIN: PERFORM	G5 Q1 PERFORM DOMAIN RESOURCE LIST
<u>Foundations</u>	SOM=Spotlight On Music
P1: Select, analyze and interpret artistic work for performance.	STM=Share the Music
P2: Develop and refine artistic techniques and work for performance.	SBMM=Silver Burdett Making Music
P3: Convey and express meaning through the presentation of artistic work.	RR=Recorder Routes
	RM=Rhythmically Moving
	WMD=World Music Drumming
	OS=Orff Source
	<u>www.dsokids.com</u> (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	Choose preferred bordun	Observe and assess	"Shortnin' Bread"	Comprehension and	
Musical Concepts	to accompany a	student choice of	SBMMGr.1	Writing:	
	pentatonic song	bordun using teacher	"Whitewater Rafting"	"Hector Protector": Use	
Demonstrate and		or student created	(See appendix)	questioning about the	
explain how the		rubric.	"Lil' Liza Jane" <i>American</i>	text details to help	
selection of music to			As Apple Pie	students learn lyrics.	
perform is influenced by			"No One In the House"	Have Ss brainstorm	
personal interest,			American As Apple Pie	ideas about why Hector	
knowledge, context and			"Hector Protector" 3rd	was sent away to create	
technical skill.			Rhyme's the Charm	a B section, following	

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

QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
rhythm, pitch, form, and			(Arrangement, See	Africa". Use these words
harmony) in music			Appendix)	to create a sound carpet
selected for			"A Modern Dragon"	or orchestration of the
performance.			SOM Gr. 4	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	Explain how	Observe Class	"Fifty Nifty United	Writing: Compare and
Musical Context	performances of	discussion on	States" SOM Gr. 5, STM	Contrast
	patriotic might be	performance practice	Gr. 5	Create a Venn diagram
Explain how context	presented differently		"God Bless America"	to compare and contrast
(such as social, cultural,	than other performances		SOM Gr. 5	patriotic songs with one

QUARTER 1					
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS	
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,	

	QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS	
				applying grade 5 standards for reading	
P1.D Notation When analyzing selected music, read and perform using standard notation in treble clef with voice, body percussion, and/or instruments.	Read and perform rhythm patterns using whole, half, quarter, eighth, and sixteenth notes, syncopation, and whole, half, and quarter rests	Observe and assess student performance of rhythms using teacher-created or district-provided rubric.	"No One In the House" American As Apple Pie" "Whitewater Rafting" (See appendix) "Funga Alafia" SOM Gr. 5 "Way Down Yonder in the Brick Yard" SOM Gr. 5 "Lil' Liza Jane" American As Apple Pie	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. 5.SL.PKI.4 Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive	

	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	Use an assessment from a rubric to guide rehearsal of piece with	Observe students using the indicators from the rubric to improve their	"Agahu" (Listening Playalong) <i>SOM</i> Gr. 5 "The River" (See	5.RL.KID.1 Quote accurately from a text when explaining what a		
Apply established criteria to judge student	an ostinato	performance	Appendix) "Mississippi River Chant" SBMM Gr. 2	text says explicitly and when drawing		

	QUARTER 1					
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS		
rehearsal and/or performance. P2.B Rehearse and Refine Rehearse to refine technical accuracy and expressive qualities, and address performance challenges, showing improvement.	Continue to sing pentatonic and diatonic melodies using proper vocal technique		"Hill an'Gully" SOM Gr. 5 "In that Great Git'in up Mornin'" SOM Gr. 5 "Funga Alafia" SOM Gr. 5 "Way Down Yonder in the Brick Yard" SOM Gr. 5 "Whitewater Rafting"	inferences from the text. 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 Finlandia by Jen		
improvement.			(See appendix) "Lil' Liza Jane" American As Apple Pie "America" SOM Gr. 4 "Aquaqua" SOM Gr. 5 "Song of Peace" SOM Gr. 5	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		

Instructional Map Music

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	QUARTER 1					
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS		
	Play chord, broken chord, level, and crossover bordun accompaniments with pentatonic songs.	Observe and assess student performance of bordun accompaniments using teacher-created or district-provided rubric.	"Shortnin' Bread" SBMMGr.1 "Whitewater Rafting" (See appendix) "Lil' Liza Jane" American As Apple Pie "No One In the House" American As Apple Pie "Hector Protector" 3rd Rhyme's the Charm	points in a text, identifying which reasons and evidence support which points. 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 3 rd Rhyme's the Charm. 5.RI.IKI.9 Integrate information from two or more texts on the same topic in order to build content knowledge.		

	QUARTER 1					
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS		
P3.A Singing 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/br eath support/placement/enu nciation).	Use good vocal technique to sing a patriotic song	Observe and assess student vocal performance using teacher-created or district-provided rubric.	"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	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". 5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.		
P3.B Instruments and Body	Play unpitched Orff instruments with	Observe student technique while playing	"Hector Protector" 3rd Rhyme's the Charm	Comprehension: Fluency Ask student/Discuss as a		
Percussion		instruments and assess		class how the		

		QUARTER 1		
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
tempi/dynamics, and a melody.	Perform patterns using B-A-G-E-D on soprano recorder		Red Sails Recorder Routes	context or using the dictionary. Ask students to assign dynamics to the poem based upon the lyrics. 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. 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

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

QUARTER 1					
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS	
P3.D Audience Etiquette Demonstrate appropriate audience behavior, and evaluate student behavior during a performance.	ACTIVITIES/OUTCOMES Demonstrate proper audience etiquette and evaluate audience behavior during performances		RESOURCES Audience Etiquette Self- Evaluation 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)	CORRELATIONS 5.RL.CS.6 Describe how a narrator's or speaker's point of view influences how events are described.	
			Audience Etiquette Video		

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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.		

DOMAIN: CREATE	G5 Q1 CREATE DOMAIN RESOURCE LIST
<u>Foundations</u>	SOM=Spotlight On Music
Cr1: Generate and conceptualize artistic ideas and work.	STM=Share the Music
Cr2: Organize and develop artistic ideas and work.	SBMM=Silver Burdett Making Music
Cr3: Refine and complete artistic work.	RR=Recorder Routes
GIOT Nettine and complete artistic work.	RM=Rhythmically Moving
	WMD=World Music Drumming
	OS=Orff Source
	<u>www.dsokids.com</u> (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	
Cr1. A	Compose a short	Assess student creation	Falling Leaves OS	Comprehension:	
Musical Concepts	melodic vocal or	of short melodic	"Cotton Eye Joe", SOM 4	Character Development	
	instrumental	introduction, interlude			

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	"Ding Dong Diggidiggidong", SBMM 3, Orff Volume 1 "Built My Lady a Fine Brick House", SOM 4 "Old Brass Wagon", SBMM 2 "This Train is Bound for Glory", SOM 4 "Lil' Liza Jane" American As Apple Pie "No One In the House" American As Apple Pie	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.
Cr1.B Varied Timbres Use parameters such as improvising/composing a 2-4 measure musical idea, a modal melody, or an extended rhythm pattern using gradeappropriate note values in various forms to	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	"Peach, Pear, Apple, Plum" Strike It Rich! "Jack-A-Nory" 3rd Rhyme's the Charm	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.

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

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

Instructional Map Music

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QUARTER 1					
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS	
efficacy of a created	teacher-given	or district-provided			
introduction, sequence,	parameters.	<u>rubric</u> .			
or coda, use of form,					
two-part composition,					
or other characteristics					
of a created piece of					
music.	-		# A A A A A A A A A A A A A A A A A A A		
Cr3.B	Present a final	Observe performances	"The Add-On Machine"	5.SL.PKI.4 Report on a	
Demonstrate Musical	performance of an	of student work	ALM SBMM	topic or text, or present	
Ideas	ostinato created in a			an opinion, sequencing	
	small group.			ideas logically and using	
Demonstrate a final				appropriate facts and	
version of personal				relevant, descriptive	
musical ideas using				details to support main	
created vocal,				ideas.	
instrumental,					
movement, or two-part					
created pieces through					
performance.					

DOMAIN: RESPOND	G5 Q1 RESPOND DOMAIN RESOURCE LIST
<u>Foundations</u>	SOM=Spotlight On Music
R1: Perceive and analyze artistic work.	STM=Share the Music
	SBMM=Silver Burdett Making Music

Instructional Map Music

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R2: Interpret intent and meaning in artistic work.	RR=Recorder Routes
R3: Apply criteria to evaluate artistic work.	RM=Rhythmically Moving
, , , , , , , , , , , , , , , , , , ,	WMD=World Music Drumming
	OS=Orff Source
	<u>www.dsokids.com</u> (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		
R1.A	Sing and classify a song	Sing or listen to two	"Fifty Nifty United	Writing: Compare and		
Musical Preferences	as patriotic using	teacher-selected songs,	States" SOM Gr. 5, STM	Contrast		
	teacher given	ask students to identify	Gr. 5	Create a Venn diagram		
Demonstrate and	vocabulary.	which is a patriotic song	"God Bless America"	to compare and contrast		
explain, citing evidence,		and which belongs to	SOM Gr. 5	patriotic songs with one		
how selected music		another genre. Ask	"When Johnny Comes	or more other genres		
connects to and is		students to compare	Marching Home" SOM	(e.g., folk songs, love		
influenced by specific		the two songs using a	Gr. 5	songs, gospel songs) or		
interests, experiences,		Venn Diagram. Assess	"The Caissons Go Rolling	to compare and contrast		
purposes, or contexts.		student understanding	Along" SOM Gr. 5	two specific songs, such		
		using a teacher-created	"Star Spangled Banner,"	as "Simple Gifts" and		
		or <u>district-provided</u>	"America," "America the	"America".		
		<u>rubric</u>	Beautiful" SBMM Gr. 5			

	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.		
R1.B	Describe complementary	Use movement to	"Agahu" (Listening	5.RI.IKI.8 Explain how		
Musical Concepts	rhythms and how they	demonstrate	Playalong) SOM Gr. 5	an author uses reasons		
	work	complementary	<u>"The River" (See</u>	and evidence to support		
Demonstrate and		movement and then	<u>Appendix)</u>	points in a text,		
explain, citing evidence,		assess student	<u>"Mississippi River</u>	identifying which		
how responses to music		understanding of how	Chant" SBMM Gr. 2	reasons and evidence		
are informed by the		the layered rhythms		support which points.		
structure, the use of the		work together.				
elements of music, and						
context (such as social,						
cultural, and historical)						
through various means						
such as manipulatives,						
movement, and/or						
pictorial						
representation).						

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

		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.
R3.A	Evaluate music	Guide students to	Recorded MCS/SCS All	Writing:
Evaluating Artistic Work	performances based on age-appropriate criteria	create a rubric for evaluating music	City performance DVDS	Guide students to create a performance rubric for
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 and ask them to formally assess a live or recorded performance. Assess students' formal evaluations of music performances using a teacher-created or	Student Orff Ensemble performances from YouTube including, but not limited to: Sample Ensemble 1 Sample Ensemble 2	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
performances.		district-provided rubric.	Sample Ensemble 3	evidence collection, record the students' performances now to be

Instructional Map Music

Orff

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



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

<u>www.dsokids.com</u> (Dallas Symphony Orchestra) <u>www.sfskids.org</u> (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	Discuss as a class why	Observe students'	"Fifty Nifty United	5.SL.CC.1 Prepare for
Music and Personal	patriotic music might be	discussion	States" SOM Gr. 5, STM	collaborative discussions
Experiences	important to people.		Gr. 5	on 5th grade level topics
				and texts; engage

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).			"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	effectively with varied partners, building on others' ideas and expressing their own ideas clearly
Cn2.A Society, Culture and History Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as	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.	Mechol Hagat (Cherkessiya step) (Cherkessiya tutorial)	Comprehension: Author's Purpose Perform Mechol Hagat as a celebration dance at the end of the story The Magic Pomegranate by Peninnah Schram (Ready to Tell Tales by Holt and Mooney). How do music, dance and folk tales help cultures

Instructional Map Music

Orff

Fifth Grade

QUARTER 1					
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS	
used in various cultures				5.RI.IKI.7 Locate an	
and performing it).				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/

QUARTER 2					
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.	Determine what piece of music would be suitable for a performance based on context and skill	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.	Hava Nagila" SOM Gr. 5 "Singabahamabayo" SOM Gr. 5 "Mango Walk" SOM Gr. 5 Land of the Silver Birch OS Debka Hora" Highlighting the Holidays -VII: "Noël Nouvelet" Highlighting the Holidays I-V: "Sweet Potatoes/Mango Walk" STM Gr. 5 (Activity, See Appendix) "Mah Kah Way" (See Appendix) Market Song RR	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.	
P1.B Musical Contrasts	Perform a simple 2- chord accompaniment (I-V; I-VII; I-iii; I-VI) for a	Observe students' ability to perform a simple two-chord	C'-C: Silly Duet RR -VII: "Noël Nouvelet" Highlighting the Holidays	Vocabulary: Idioms When learning a song, discuss the meaning of	

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" STM Gr. 5 (Activity, See Appendix) "Mah Kah Way" (See Appendix) "Pay Me My Money Down" Silver Burdett Making Music Gr. 4 "The Old Ark's A Moverin'" As American As Apple Pie "Little Jack Horner" 3rd Rhyme's the Charm	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

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

QUARTER 2					
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS	
KNOWLEDGE & SKILLS	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.	"Uskudar" SOM Gr. 5 "Joshua Fit the Battle of Jericho" SOM Gr. 5 "Simple Gifts" SOM Gr. 5 "See Saw Sacradown" SBMM Gr. 2 (Trad.) "HIll and Gully" SOM Gr. 5 "Mango Walk" SOM Gr. 5 "Chorus of Villagers" SOM Gr. 5 "Double Barreled Canon" Playtime "Canon for Mallets" (See Appendix) "Who Can Retell?" STM Gr. 5 (See Appendix Also) "The Cliffs of Doneen"	5.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.	
			SOM Gr. 5 "Arirang" SOM Gr. 5		

	QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS	
			Transitioning from Iconic to Traditional Notation Land of the Silver Birch OS Debka Hora" Highlighting the Holidays "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" Creative Bits with Children's Lit "Rumble in the Jungle" Mallet Madness	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.	

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.					
P2.B	Following teacher's	Over time, have	E-D-C: Revisit "Hot Cross	Give an in-class			
Rehearse and Refine	model and referring to	students' monitor their	Buns"	performance complete			
	teacher-created rubric,	progress to a higher	Market Song RR	with a verbal			
Rehearse to refine	prepare for Low C on	level of success. Assess	C'-C: Silly Duet RR	introduction of the			
technical accuracy and	recorder.	progress using a	"Funga Alafia"	piece. 5.SL.PKI.6 Adapt			
expressive qualities, and		teacher-created or	"Lil' Liza Jane" RR	speech to a variety of			
address performance		<u>district-provided rubric.</u>	"Sanctuary" 8 More	contexts and tasks,			
challenges, showing				using formal English			
improvement.				when appropriate to			
				task and situation.			
P3.A	Sing two- and three-part	Observe students	"By the Singing Water"	Comprehension:			
Singing	canons	singing in two vocal	SOM Gr. 5	Lyricist's Purpose			
		parts in small groups	"Dance for the Nations"	What do the lyrics of			
Sing alone and with		and assess using	SOM Gr. 5	each song tell you about			
others, with expression,		teacher-created or	"Ah, Poor Bird" SBMM	how each song is to be			
technical accuracy, and		district-provided rubric.	Gr. 4	performed in terms of			

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

QUARTER 2						
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS		
with expression, technical accuracy, and appropriate interpretation. 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.	Read and perform C'-B-A-G-E-D-C patterns on recorder from a combination of traditional and iconic notation.	Observe and assess student performance of recorder performance and melodic/rhythmic reading skills using teacher-created or district-provided rubric	C' - Silly Song RR E-D-C: Revisit "Hot Cross Buns" Market Song RR C'-C: Silly Duet RR "Funga Alafia" "Lil' Liza Jane" RR "Sanctuary" 8 More "Deidre's Dream" Easy 8 Transitioning from Iconic to Traditional Notation (Resource)	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. 5.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.		
P3.C	Display grade-level	Observe student	Concert Etiquette Video	5.SL.CC.1 Prepare for		
Performance Etiquette	appropriate applications	performance etiquette	1 (General)	collaborative discussions		
	of performance	assess using teacher-	Concert Etiquette Video	on 5th grade level topics		
Perform appropriately	etiquette skills including	created or <u>district-</u>	2 (Choral)	and texts; engage		
for the audience and	watching the conductor,	provided rubric.		effectively with varied		

	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 proper audience etiquette and evaluate audience	Observe student behavior during performances and	Audience Etiquette Self- Evaluation	5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics	
Demonstrate appropriate audience behavior, and evaluate student behavior during a performance.	behavior during performances	assess using a teacher-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.	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	

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

DOMAIN: CREATE	G5 Q2 CREATE DOMAIN RESOURCE LIST
<u>Foundations</u>	
Cr1: Generate and conceptualize artistic ideas and work.	SOM=Spotlight On Music
Cr2: Organize and develop artistic ideas and work.	STM=Share the Music
Cr3: Refine and complete artistic work.	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 2					
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS	
Cr1. A	With partners, create	Observe pairs of	"Sweet Potatoes/Mango	Public Speaking: Review	
Musical Concepts	movement questions	students creating	Walk" Share the Music	good "interviewing"	
	and answers	question-answer	Gr. 5 (Activity, See	skills of asking	
		phrases and assess using	Appendix)	meaningful questions	

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

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

QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
Cr2.B Notating Ideas Use notation and/or recording technology to document personal musical ideas (such as grade-appropriate rhythm/melodic pattern, two-chord harmonies, introduction, coda,	Explore creating a simple two-chord accompaniment as a class. Use an iconic notation to indicate chord changes	ASSESSMENTS 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	-VII: "Noël Nouvelet" Highlighting the Holidays I-V: Siyahamaba OS3 "Sweet Potatoes/Mango Walk" STM Gr. 5 (Activity, See Appendix) "Mah Kah Way" (See Appendix) "Pay Me My Money Down" Silver Burdett Making Music Gr. 4	CORRELATIONS 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.
interlude, etc.).			"The Old Ark's A Moverin'" As American As Apple Pie "Little Jack Horner" 3rd Rhyme's the Charm	purpose, and audience.
Cr3.A Refining Musical Ideas Interpret and apply collaboratively developed feedback to	As a group, work to refine the creation of an introduction so that fits a piece of music.	Assess students as they work together to create an idea	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
revise personal music				editing.

Instructional Map Music

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	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.						
Cr3.B	Perform the final	Observe students'	Siyahamaba OS3	5.W.PDW.5 With		
Demonstrate Musical	introduction as part of	performance of their	Funga Alafia	guidance and support		
Ideas	the whole piece.	introduction		from peers and adults,		
				develop and strengthen		
Demonstrate a final				writing as needed by		
version of personal				planning, revising, and		
musical ideas using				editing.		
created vocal,						
instrumental,						
movement, or two-part						
created pieces through						
performance.						

DOMAIN: RESPOND	G5 Q2 RESPOND DOMAIN RESOURCE LIST
<u>Foundations</u>	SOM=Spotlight On Music
R1: Perceive and analyze artistic work.	STM=Share the Music
	SBMM=Silver Burdett Making Music

R2: Interpret intent and meaning in artistic work.	RR=Recorder Routes
R3: Apply criteria to evaluate artistic work.	RM=Rhythmically Moving
, , , , , , , , , , , , , , , , , , ,	WMD=World Music Drumming
	OS=Orff Source
	<u>www.dsokids.com</u> (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
R1.A	Cite evidence to	Observe a group	Seasonal Music in SOM	Writing: Have students
Musical Preferences	describe why a holiday	discussion using a	Gr. 5 found on pp.386-	write a short paragraph
	song belongs to a	teacher-created or	429	introducing a holiday
Demonstrate and	certain holiday	district-provided rubric		song that includes at
explain, citing evidence,				least three relevant
how selected music				details about the song
connects to and is				and its
influenced by specific				culture/historical
interests, experiences,				period. and read it as if
purposes, or contexts.				they were presenting it
				at your holiday
				program. When
				speaking, emphasize
				expression, vocal

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

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

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

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

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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

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

<u>www.dsokids.com</u> (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
Cn1.A Music and Personal Experiences 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).	Listen to, sing, and classify various holiday songs and have students identify how they are familiar with them.	Students describe a context where they might be familiar with a holiday song.	Seasonal Music in SOM Gr. 5 found on pp.386- 429	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. 5.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.
Cn2.A	Perform songs and	Assess student	"Pop! Goes the	Writing: Have students
Society, Culture and	dances from various	performances of songs	Weasel" pp. 112-3 <i>SOM</i>	write a short paragraph
History	cultures and historical	and dances from varied	Gr. 5 (English)	introducing a dance and

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

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 Q3 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

Musicplayonline.com

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

		QUARTER 3		
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
personal interest, knowledge, context and technical skill.	Identify steps, skips, and	Assess as students	"Mango Walk/Jamaican	range of strategies. i. Use context as a clue to the meaning of a word or phrase. Comprehension: Using
Musical Contrasts Demonstrate understanding of the structure and elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.	repeated notes in a notated melody	identify skips, steps and repeated notes in a notated melody using a teacher-created or district-provided rubric.	Rumba (Countermelody)" SOM Gr. 5 "Surfin' USA" SOM Gr. 5 Tikki Tikki Tembo (See Appendix) "Chinese Fisherman's Song (Wang Ü Ger) STMGr. 3 (Find a poem for B section) "Somebody's Knockin' at Your Door" SBMM Gr. 4 "O Desayo" SBMMGr. 5 Skips, Steps and Repeated Tones Resource	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. 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.

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" Random House Book of Poetry for Children "Swing Ol' Liza" Strike it Rich! 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	Sing and classify songs as spirituals.	Identify (classify) and discuss music from	"In That Great Gittin' Up Mornin" SOM Gr. 5	5.FL.VA.7c Acquire and use accurately grade-		
Explain how context (such as social, cultural,		different genres and cultures using a graphic organizer. Assess student understanding	"Joyful, Joyful" SOM Gr. 5 "Joshua Fit the Battle of Jericho" SOM Gr. 5	appropriate general academic and domainspecific words and phrases, including those		

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

	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.			
P2.A	Use a rubric to monitor	Have the class decide as	"Mango Walk/Jamaican	5.RI.CS.4 Determine the			
Apply Feedback	student progress in	group how well they	Rumba	meaning of words and			
	performing partner	performed and compare	(Countermelody)" SOM	phrases as they are used			
Apply established	songs	the class score with a	Gr. 5	in a text relevant to a			
criteria to judge student		teacher given score.	"Sweet Potatoes/Mango	grade 5 topic or subject			
rehearsal and/or			Walk" STM Gr. 5	area, including			
performance.			(Activity, See Appendix)	figurative, connotative,			
			"Shake the Papaya	and technical meanings.			
			Down" <i>SBMM</i> Gr. 4				
			"Hallelujah/Get on				
			Board" SOM Gr. 5				
			"Pick A Little/Good				
			Night, Ladies" SOM Gr. 5				
			"Spiritual Trio" OS 3				

	QUARTER 3						
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS			
Rehearse and Refine Rehearse to refine technical accuracy and expressive qualities, and address performance challenges, showing improvement.	Refine a performance of a partner song to add expressive qualities	Observe students making changes to their performance based on teacher feedback	"Mango Walk/Jamaican Rumba (Countermelody)" SOM Gr. 5 "Sweet Potatoes/Mango Walk" STM Gr. 5 (Activity, See Appendix) "Shake the Papaya Down" SBMM Gr. 4 "Hallelujah/Get on Board" SOM Gr. 5 "Pick A Little/Good Night, Ladies" SOM Gr. 5 "Spiritual Trio" OS 3	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.			
P3.A Singing Sing alone and with others, with expression, technical accuracy, and appropriate interpretation. Specified Fifth Grade skills: Pitch matching	Sing partner songs to create vocal harmony, using proper vocal technique	Observe students as they sing a partner song and assess their mastery using a teacher-created or district-provided rubric.	"Mango Walk/Jamaican Rumba (Countermelody)" SOM Gr. 5 "Sweet Potatoes/Mango Walk" STM Gr. 5 (Activity, See Appendix) "Shake the Papaya Down" SBMM Gr. 4	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.			

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

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

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

QUARTER 3					
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS	
				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 Q3 CREATE DOMAIN RESOURCE LIST
<u>Foundations</u>	SOM=Spotlight On Music
Cr1: Generate and conceptualize artistic ideas and work.	STM=Share the Music
Cr2: Organize and develop artistic ideas and work.	SBMM=Silver Burdett Making Music
Cr3: Refine and complete artistic work.	RR=Recorder Routes
Cis. Nemic and complete artistic work.	RM=Rhythmically Moving
	WMD=World Music Drumming
	OS=Orff Source
	<u>www.dsokids.com</u> (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/

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

	QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS	
pattern using grade- appropriate note values in various forms to generate musical ideas within a given tonality, form, and/or rhythmic set	home tone of the pentatonic			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.	
Cr2.A Selecting Musical Ideas	Identify starting and stopping pitches for melodic question and	As a class, use a pitch stack to circle starting pitches in one color and	"Ice Cream Soda" Recorder Routes "Swing Ol' Liza" Strike it	Public Speaking: Review good "interviewing" skills of asking	
Using musical ideas to be performed, demonstrate and discuss personal reasons	answer	stopping pitches in a different color for the question. Use a different pitch stack	Rich!	meaningful questions and giving relevant answers. Relate to musical Q and A,	
for selecting musical ideas for arrangement,		and do the same for the answer.		making sure that answers are related to	

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

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.
Cr3.A Refining Musical Ideas 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.	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	"Compose a Pentatonic Melody" SOM Gr. 5, p. 247 Pentatonic Melody Composition	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.

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

DOMAIN: RESPOND	G5 Q3 RESPOND DOMAIN RESOURCE LIST
<u>Foundations</u>	SOM=Spotlight On Music
R1: Perceive and analyze artistic work.	STM=Share the Music
R2: Interpret intent and meaning in artistic work.	SBMM=Silver Burdett Making Music
R3: Apply criteria to evaluate artistic work.	RR=Recorder Routes
no. Apply criteria to evaluate artistic work.	RM=Rhythmically Moving
	WMD=World Music Drumming
	OS=Orff Source
	<u>Musicplayonline.com</u>

www.dsokids.com (Dallas Symphony Orchestra)
www.sfskids.org (San Francisco Symphony)
http://www.nyphilkids.org/main.phtml
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	QUARTER 3					
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS		
R1.A	While listening to music	Observe students'	"Dance for Piccolo,	5.RL.IKI.7 Explain how		
Musical Preferences	to identify instruments	participating in a pair-	Oboe, Bassoon and Side	visual and multimedia		
	of the band and	share about their	Drum" SOM Gr. 5	elements contribute to		
Demonstrate and	orchestra, explain why	preferences.	"Chamber Ensemble	the meaning, tone, or		
explain, citing evidence,	people may have a		Montage" SOM Gr. 5	mood of a text, such as		
how selected music	preference for one		Sound Bank SBMM	in a graphic novel,		
connects to and is	instrument or family of		(various grade levels)	multimedia		
influenced by specific	instrument over		Band Examples:	presentation, or fiction,		
interests, experiences,	another.		Sousa: Stars and Stripes	folktale, myth, or poem.		
purposes, or contexts.			Forever SBMM Gr.1			
			(Marine Band			
			<u>Performance video</u>)			
			Holst: Mars from The			
			Planets SBMM Gr. 4			
			Grainger: Irish Tune			
			from County Derry			
			SBMM Gr. 4			

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

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

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

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

Fifth Grade

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

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

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
<u>www.dsokids.com</u> (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
Cn1.A Music and Personal Experiences 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).	Reflect upon which instrument you might most want to learn to play	Observe class discussion	www.dsokids.com (Dallas Symphony Orchestra) www.sfskids.org (San Francisco Symphony	5.RI.CS.6 Analyze the similarities and differences in points of view of multiple accounts of the same event or topic. 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.

KNOWLEDGE & SKILLS ACTIVITIES/OUTCOMES ASSESSMENTS RESOURCES Cn2.A Perform songs and dances from various performances of songs Rhythmically Movin	CORRELATIONS Writing: Have students
3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	Writing: Have students
History 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). cultures and historical periods (Such as Bolivia if using the suggested resource) periods using teacher- created or district- provided rubrics: Folk Dance Rubric Singing Rubric (Perform) Singing Rubric (World Music) Unpitched Percussion Rubric (Perform) Unpitched Percussion Rubric (World Music)	_

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 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

<u>www.dsokids.com</u> (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	
P1.A	Listen to, play, and sing	Observe class discussion	"Chumbara" STMGr. 5	5.FL.VA.7a Determine or	
Musical Concepts	music in different	using musical	(Also See Appendix)	clarify the meaning of	
	modes and scales and	vocabulary to describe	The Crane OS2	unknown and multiple-	
Demonstrate and	explain which mode or	which scale or mode		meaning words and	
explain how the	scale matches their	matched their personal		phrases based on grade	
selection of music to	personal interest in	interest.		5 reading and content,	
perform is influenced by	music			choosing flexibly from a	
personal interest,				range of strategies.	

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

QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
and historical) informs performances. P1.D Notation	Perform patterns using a dotted half note (sounds lasting three beats)	Observe as students read, perform and/or notate rhythms using	"Music Alone Shall Live" Silver Burdett Making Music Gr. 5	scientific, or technical text based on specific information in the text. Writing: Conventions of Writing Examine the text and
When analyzing selected music, read and perform using standard notation in treble clef with voice, body percussion, and/or instruments.	Find dotted half notes in the notation of a song	traditional notation. Assess reading and performing using a teacher-created or district-provided rubric. Assess notation using a teacher-created or district-provided rubric.	"The Cliffs of Doneen" SOM Gr. 5 Tumbalalaika OS 3	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

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

	QUARTER 4			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
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/br eath support/placement/enu nciation).		pentatonic or diatonic patterns Assess using teachercreated or district-provided rubric. 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.	Bound for the Promised Land" American As Apple Pie "Frog Went A-Courtin'" American As Apple Pie	recorded song for the first time to encourage fluency and internalization of the text. 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.
	Perform a 3-part vocal canon	Observe as students sing a 3-part vocal canon and assess mastery using a teacher-created or district-provided rubric.	Hey Ho Nobody Home OS "Music Alone Shall Live" SBMM Gr. 5 "Tzena, Tzena" SOM Gr. 5	Phonics: "Mi Gallo" Use combined knowledge of letter- sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar

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

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

	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	Display grade-level	Observe student	<u>Concert Etiquette Video</u>	5.FL.VA.7b Demonstrate	
Performance Etiquette	appropriate applications	performance etiquette	1 (General)	understanding of	
	of performance	assess using teacher-	Concert Etiquette Video	figurative language,	
Perform appropriately	etiquette skills including	created or district-	2 (Choral)	word relationships, and	
for the audience and	watching the conductor,	provided rubric.		nuances in word	
context; demonstrate	responding to non-		<u>Ten Performance</u>	meanings.	
appropriate posture,	verbal cues, maintaining		Etiquette Tips for		
and evaluate	appropriate posture,		<u>Musicians</u>		
performance etiquette.	remaining on-task,				
	refraining from		Performance Practices		
	distracting others, and		by Grade Level		
	properly acknowledging				
	the audience.				
P3.D	Demonstrate proper	Observe student	Audience Etiquette Self-	Writing: Students review	
Audience Etiquette	audience etiquette and	behavior during	<u>Evaluation</u>	concert etiquette rubric	
	evaluate audience	performances and		and take turns being a	
		assess using a teacher-		poor audience member	

Orff

Fifth Grade

QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
KNOWLEDGE & SKILLS Demonstrate appropriate audience behavior, and evaluate student behavior during a performance.	ACTIVITIES/OUTCOMES behavior during performances		RESOURCES 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 DOMAIN RESOURCE LIST

Foundations	SOM=Spotlight On Music
Cr1: Generate and conceptualize artistic ideas and work.	STM=Share the Music
Cr2: Organize and develop artistic ideas and work.	SBMM=Silver Burdett Making Music
Cr3: Refine and complete artistic work.	RR=Recorder Routes
Cis. Refine and complete artistic work.	RM=Rhythmically Moving
	WMD=World Music Drumming
	OS=Orff Source
	<u>www.dsokids.com</u> (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	
Cr1. A	Create instrumental	Assess student mastery	Tumbalalika OS 3 (see	W.5.1c Link opinion and	
Musical Concepts	improvisations in	of creating modal and	creative ideas)	reasons that are	
	different modes and	diatonic melodies using	Hey Ho Nobody Home	supported by facts and	
Use modal/scale based	scales	a teacher-created or	OS	details.	
melodies in		district-provided rubric.	The Crane OS2		
major/minor,			"Every Day I Have the		
simple/complex			Blues" <i>SOM</i> Gr. 5		
rhythms, and			"City Blues" SOM Gr.		
accompaniments to			<i>5/STM</i> Gr. 5		
improvise rhythmic,			"Good Morning Blues"		
melodic, harmonic,			SOM Gr.5/STMGr. 5		

QUARTER 4			
ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
Improvise a melodic interlude over a 12 bar blues accompaniment on pitched percussion or recorder	Assign groups of students a chord to improvise over. Assess the class' improvisation	"Every Day I Have the Blues" SOM Gr. 5 "City Blues" SOM Gr. 5/STMGr. 5 "Good Morning Blues" SOM Gr.5/STMGr. 5	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.
Describe the purpose behind using repeated notes in a blues improvisation	Observe student discussion on their improvisations	"Every Day I Have the Blues" SOM Gr. 5 "City Blues" SOM Gr. 5/STMGr. 5	RI.5.4 Determine the meaning of general academic and domainspecific words and
	Improvise a melodic interlude over a 12 bar blues accompaniment on pitched percussion or recorder Describe the purpose behind using repeated notes in a blues	Improvise a melodic interlude over a 12 bar blues accompaniment on pitched percussion or recorder Describe the purpose behind using repeated notes in a blues Assign groups of students a chord to improvise over. Assess the class' improvisation Observe student discussion on their improvisations	Improvise a melodic interlude over a 12 bar blues accompaniment on pitched percussion or recorder Assign groups of students a chord to improvise over. Assess the class' improvisation The class' improvisation Describe the purpose behind using repeated notes in a blues Assign groups of students a chord to improvise over. Assess the class' improvisation The class' improvisation The cord of the purpose student discussion on their improvisations The cord of the purpose of student discussion on their improvisations The cord of the purpose of student of the purpose over. Assess the class' improvisation The cord of the purpose of student of the purpose over. Assess the class' improvisation The cord of the purpose of student of the purpose over. Assess of the class' improvisation The cord of the purpose of student of the purpose over. Assess of the class' improvisation The cord of the purpose of student of the purpose over. Assess of the class' improvisation The cord of the purpose of student of the purpose over. Assess of the class' improvisation The cord of the purpose over. Assess of the class' improvisation The cord of the purpose over. Assess of the class' improvisation The cord of the purpose over. Assess of the class' improvisation The cord of the purpose over. Assess o

	QUARTER 4					
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS		
demonstrate and discuss personal reasons for selecting musical ideas for arrangement, improvisation, or composition. Cr2.B	Audio or video record	Assist students in	"Good Morning Blues" SOM Gr.5/STMGr. 5 Tumbalalika OS 3 (see	relevant to a grade 5 topic or subject area. W.5.1b Provide logically		
Notating Ideas 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.).	student blues, diatonic, or modal improvisations	recording their musical ideas	creative ideas) Hey Ho Nobody Home OS The Crane OS2	ordered reasons that are supported by facts and details.		
Cr3.A Refining Musical Ideas Interpret and apply collaboratively	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.		

Orff

Fifth Grade

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.					
Cr3.B Demonstrate Musical Ideas Demonstrate a final version of personal musical ideas using created vocal, instrumental, movement, or two-part created pieces through performance.	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 DOMAIN RESOURCE LIST

Foundations	SOM=Spotlight On Music
R1: Perceive and analyze artistic work.	STM=Share the Music
R2: Interpret intent and meaning in artistic work.	SBMM=Silver Burdett Making Music
R3: Apply criteria to evaluate artistic work.	RR=Recorder Routes
N3. Apply criteria to evaluate artistic work.	RM=Rhythmically Moving
	WMD=World Music Drumming
	OS=Orff Source
	<u>www.dsokids.com</u> (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	
R1.A	Rewrite the verse to a	Observe student	"Every Day I Have the	Apply knowledge of	
Musical Preferences	blues song to reflect	performance of created	Blues" SOM Gr. 5	language to understand	
	student experiences	verses	"City Blues" SOM Gr.	how language functions	
Demonstrate and			<i>5/STM</i> Gr. 5	in different contexts, to	
explain, citing evidence,			"Good Morning Blues"	make effective choices	
how selected music			SOM Gr.5/STMGr. 5	for meaning or style,	
connects to and is				and to comprehend	
influenced by specific				more fully when reading	
interests, experiences,				or listening.	
purposes, or contexts.				SL.5.4 Report on a topic	
				or text or present an	

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	
R1.B	Use movement to	Observe as students	"Backwater Blues"	L.5.1 Demonstrate	
Musical Concepts Demonstrate and	demonstrate understanding of the chord changes for a 12	change their movement with the chord changes in song.	SOM Gr. 5 "Every Day I Have the Blues" SOM Gr. 5	command of the conventions of standard English grammar and	
explain, citing evidence, how responses to music are informed by the structure, the use of the	bar blues piece	(For example, for I students will walk forward, for IV they walk backwards, and	"City Blues" SOM Gr. 5/STMGr. 5 "Good Morning Blues" SOM Gr.5/STMGr. 5	usage when writing or speaking.	
elements of music, and context (such as social, cultural, and historical) through various means		for V the perform student created movement.)			
such as manipulatives, movement, and/or pictorial representation).					

QUARTER 4					
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS	
R1.C Describing Elements of Music Demonstrate an understanding of the elements of music applied to a listening example using teachergiven vocabulary (such as different sections of complex forms, teacherselected orchestral instruments, etc.).	Listen to a song in blues form and locate chord progression.	Observe as students recognize the chord changes in the music through movement or use of manipulatives	"Backwater Blues" SOM Gr. 5 "Every Day I Have the Blues" SOM Gr. 5 "City Blues" SOM Gr. 5/STMGr. 5 "Good Morning Blues" SOM Gr.5/STMGr. 5	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. 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.	
R2.A Musical Characteristics Demonstrate and explain how music concepts are used by	Describe how a performer may use crescendo or decrescendo to express emotion	Observe students performing a piece using dynamic contrast	Tzena, Tzena" SOM Gr. 5 "Old Dan Tucker" SBMM Gr. 4 "The Lion Sleeps Tonight" SBMM Gr. 4	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text	

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

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

DOMAIN: CONNECT	G5 Q4 CONNECT DOMAIN RESOURCE LIST
<u>Foundations</u>	SOM=Spotlight On Music
Cn1: Synthesize and relate knowledge and personal experiences to artistic endeavors. Cn2: Relate artistic ideas and works with societal, cultural, and historical context.	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
	https://kids.usa.gov/art-and-music/index.shtml http://teachingwithorff.com/

		QUARTER 4		
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
Cn1.A	Compare and contrast	Assess student		Writing: Create a Venn
Music and Personal	previously studied styles	understanding of		Diagram
Experiences	(Patriotic, Holiday,	musical genres through		Students use musical
	Spiritual, Blues) and	comparison and		terminology and other

	QUARTER 4					
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS		
Demonstrate how	relate them to students'	contrast of two		vocabulary to compare		
interests, knowledge,	personal interests	previously studied		and contrast the		
and skills relate to		genres using a teacher-		characteristics of		
personal choices and		created or district-		familiar pieces from two		
intent when creating,		provided rubric.		or more genres using		
performing, and				Venn Diagrams. Online		
responding to music				resource:		
(such as identifying				http://www.readwriteth		
pieces of music that are				ink.org/files/resources/i		
important to one's				nteractives/venn diagra		
family or how music is				ms/		
used in daily life).				(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	Create movements in	Assess student	"Under the Sea"	Public Speaking:		
Society, Culture and	calypso style	understanding of	SBMMGr. 5 (Calypso	When performing a		
History		musical genres using a		student-created dance,		

Orff

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