

## Pine Hill Public Schools Curriculum

Content Area:		<b>Related Arts</b>	
Course Title/ Grade Level:		Music / Grade 5	
Unit 1:	Tonal Creative & Writing	Month:	September-December
Unit 2:	Elements of Music	Month:	September-December
Unit 3:		Month:	
Unit 4:		Month:	
Unit 5:		Month:	
Date Created or Revised:		June 2012	
BOE Approval Date:		8/28/12	

**Pine Hill Public Schools  
Music Curriculum**

<b>Unit Title:</b> Tonal Creative & Writing		<b>Unit #: 1A</b>
<b>Course or Grade Level:</b> Grade 5		<b>Length of Time:</b> 4 month
<b>Pacing</b>	<b>September-December;</b> Simultaneously with Unit 1B	
<b>Essential Questions</b>	How do we use pitch in a major tonality to create unique patterns (Do Re Mi)? Who do we patterns in major tonality be written? How do we extend the range of the recorder?	
<b>Content</b>	Singing tonal patterns Create tonal patterns Write tonal patterns Recorder performance with extended range	
<b>Skills</b>	Teacher sing pattern using Do Re Mi; student responds with different pattern Student place chips on staff after hearing pitches sung by teacher Hand staff dictation Floor staff dictation Read and play recorder music using BAGCD and extended range	
<b>Assessments</b>	Teacher evaluation (class and individual)	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Additional individual help after class time with scaffolding</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Conversational Solfege Unit 4</li> </ul>	
<b>2009 NJCCCS</b>		
<b>Standard: 1.1 The Creative Process</b>		
<b>1.3 Performance</b>		
<b>Strand(s): B: Music</b>		
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>	
Identify the elements of music in response to aural prompts and printed music notational systems.	1.1.5.B.1	
Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.	1.1.5.B.2	
Sing melodic and harmonizing parts, independently and in	1.3.5.B.2	

groups, adjusting to the range and timbre of the developing voice.	
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<b>Unit Title:</b> Elements of music		<b>Unit #: 1B</b>
<b>Course or Grade Level: Grade 5</b>		<b>Length of Time: 4 months</b>
<b>Pacing</b>	Simultaneously with Unit 1A	
<b>Essential Questions</b>	How do we use the elements of music in various context?	
<b>Content</b>	Singing various songs Movement including rhythm, beat, and choreography Tempi and dynamics Form Mood Harmony Ostinato	
<b>Skills</b>	Identify the various components of music Identify and label musical Form Sing/chant and move to various aural prompts Explain how music can have its own mood Sing in harmony Sing song and chants with ostinati Sing in solo	
<b>Assessments</b>	Teacher observation and evaluation Solo singing Response to questions	
<b>Interventions / differentiated instruction</b>	• N/A	
<b>Inter-disciplinary Connections</b>	• Language Arts	
<b>Lesson resources / Activities</b>	• Music selections for Choreographed Movement, Poem: The Headless Horseman Rides Tonight by Jack Prelutsky, The Legend of Sleepy Hollow by Washington Irving, Song: The Horseman, Orff Instruments, rhythm instruments,	
<b>2009 NJCCCS</b>		
<b>Standard: 1.1 The Creative Process</b> <b>1.4 Aesthetic Responses &amp; Critique Methodologies</b>		
<b>Strand(s): B: Music</b> <b>A: Aesthetic Responses</b>		
<b>Content Statement(s):</b>		<b>CPI # / CPI(s):</b>
Identify the <u>elements of music</u> in response to aural prompts and		1.1.5.B.1

printed music notational systems.	
Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.	1.1.5.B.2
Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.	1.4.5.A.1

**Pine Hill Public Schools  
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<b>Unit Title:</b>		<b>Unit #:</b> <b>Baroque Period</b>
<b>Course or Grade Level: Grade 5</b>		<b>Length of Time:</b>
<b>Date Created:</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>		
<b>Essential Questions</b>	<p>What are the time periods in music history?          Why are George Handel and Johannes Bach important in music history?          What are the characteristics found in music, art, architecture, fashion and literature of the Baroque Period.</p>	
<b>Content</b>	<ul style="list-style-type: none"> <li>*Four week unit.</li> <li>*Baroque characteristics</li> <li>*George Frederic Handel</li> <li>*Johannes Sebastian Bach</li> <li>*Identification of themes by famous composers</li> <li>*Comparing music and other art forms of time period.</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>*Discover characteristics of the Baroque period.</li> <li>*Discover how these characteristics are common in other art forms.</li> <li>*Discuss evolution of Renaissance to Baroque period.</li> <li>*Read about George Handel and his importance in music history.</li> <li>*Listen to selections by Handel that are representative of his life and composing style.</li> <li>*Read about Johannes Back and his importance in music history.</li> <li>*Listen to selections by Bach that are representative of his life and composing style.</li> </ul>	
<b>Assessments</b>	Listening quiz to identify pieces by different composers, review sheet, teacher made test	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	

<b>Inter-disciplinary Connections</b>	•
<b>Lesson resources / Activities</b>	•
<b>2009 NJCCCS</b>	
<b>Standard:</b>	
<b>Strand(s):</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>

**Pine Hill Public Schools  
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<b>Unit Title:</b>		<b>Unit #:</b> <b>Reading Rhythm Notion</b>
<b>Course or Grade Level: Grade 5</b>		<b>Length of Time:</b>
<b>Date Created:</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>		
<b>Essential Questions</b>	What do the symbols in rhythmic notation sound like? How do we convert the symbols into music?	
<b>Content</b>	*Note and rest values- 16 <sup>th</sup> , 8 <sup>th</sup> , quarter, half, whole *Time signatures	
<b>Skills</b>	*Read quarter and eighth note patterns. *Take rhythmic dictation of quarter and eighth note patterns. *Perform simple math equations using music notation. *Group notes according to designated time signatures. *Read quarter, eighth and sixteenth note patterns. *Take rhythmic dictation of quarter, eighth and sixteenth note patterns.	
<b>Assessments</b>	Observation, worksheets, teacher made quizzes and tests, application when playing music on xylophones in combination with pitch reading	
<b>Interventions / differentiated instruction</b>	•	
<b>Inter-disciplinary Connections</b>	•	
<b>Lesson resources / Activities</b>	•	
<b>2009 NJCCCS</b>		
<b>Standard:</b>		
<b>Strand(s):</b>		
<b>Content Statement(s):</b>		<b>CPI # / CPI(s):</b>



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<b>Unit Title:</b>		<b>Unit #:</b> <b>Reading Pitch Notion</b>
<b>Course or Grade Level: Grade 5</b>		<b>Length of Time:</b>
<b>Date Created:</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>		
<b>Essential Questions</b>	What do the symbols in pitch notation sound like? How do we convert the symbols into music?	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Treble clef middle C up to G</li> <li>• Quarter, half, dotted-half, whole notes and rests</li> <li>• Step-wise melodies</li> </ul>	
<b>Skills</b>	Identify note names (write them under the notes) Sing melodies Play melodies on student xylophones Play as a group, individually, unison and duets.	
<b>Assessments</b>	Observation, worksheets, playing examination	
<b>Interventions / differentiated instruction</b>	•	
<b>Inter-disciplinary Connections</b>	•	
<b>Lesson resources / Activities</b>	•	
<b>2009 NJCCCS</b>		
<b>Standard:</b>		
<b>Strand(s):</b>		
<b>Content Statement(s):</b>		<b>CPI # / CPI(s):</b>