Grade 5 Visual & Performing Arts  
Music 5

Creating A

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 5 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others ideas and expressing their own clearly.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 5 OH: Fine Arts - Music (2012)

Music

Perceiving/Knowing/Creating (CE)

1CE Explore and identify musical instruments from different historical periods and world cultures.

2CE Listen to, identify, and respond to music of different composers, historical periods and world cultures.

3CE Identify terms related to form (e.g., D.C. and D.S. al Fine; D.C. and D.S. al Coda; repeat signs, first and second endings).

4CE Recognize and identify longer music forms (e.g., sonata, 12-bar blues, and theme and variations).

5CE Identify elements of music including tonality, dynamics, tempo and meter, using music vocabulary.

6CE Differentiate between melody and harmony.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

**Pitch**

* melody
* harmony

**Form**

* terms

**Performance Observation**

* instrument identification

**Cross-Curricular Connections**

* various cultures (social studies)
* composers and historical periods (history)

Skills

1. Explore instruments.
2. Identify instruments.
3. Listen to music.
4. Identify music.
5. Respond to music.
6. Identify terms related to form.
7. Identify elements of music.
8. Differentiate between melody and harmony.
9. Demonstrate independence.
10. Respond to demands of audience, task, purpose and discipline.
11. Value evidence.
12. Build knowledge of music.
13. Comprehend music.
14. Critique music.
15. Use technology and digital media.
16. Understand different cultures and perspectives.
17. Engage in collaborative discussions.
18. Demonstrate command of written and spoken English.

Essential Questions

1. Why do various instruments produce different sounds?
2. How are rhythm and fractions related?

Standards Vocabulary

1. identify
2. world culture
3. respond
4. differentiate

Additional Vocabulary

1. historical period
2. multicultural
3. form
4. D.C.
5. D.S.
6. Fine
7. Coda
8. repeat sign
9. first ending
10. second ending
11. elements of music
12. tonality
13. dynamics
14. tempo
15. harmony

Stage 2: Assessment Evidence

Historical and World Instruments

Diagnostic: Class Discussion

Teacher guides students in tour of historical instruments and instruments from cultures around the world.

Terms

Formative: Graphic Organizer

Teacher guides students' creation of graphic organizer of musical terms on interactive white board.

Melody and Harmony

Formative: Comparative Study

Teacher guides students through a listening activity wherein they determine the differences between melody and harmony.

Theme and Variation

Formative: Listening Task

Teacher guides student listening activity in which students identify the musical elements that create the variations of a selected composition in theme and variation form.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Lecture/Inquiry: Historical and World Instruments. Students will explore and identify instruments from different historical periods and world cultures.
2. Drill and Practice: Terms. Students will identify terms related to form (i.e., D.C., D.S., Fine, Coda, repeat signs, endings) by creating a graphic organizer of musical terms.
3. Compare and Contrast: Melody and Harmony. Students will differentiate between melody and harmony (i.e., what makes a melody and different types of harmony) as they listen to different musical selections.
4. Guided and Shared: Theme and Variation. Students will listen to an example of theme and variation (i.e., "Variations on Twinkle, Twinkle, Little Star"). Through class discussion, students will identify the elements of each variation. (See Links.)

Resources

* Twelve Variations on "Twinkle, Twinkle, Little Star" (<https://www.youtube.com/watch?v=bOXdAa-G4bo>)

Resources

1. **iPad Resources**
2. **Literature Connections**  
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   *150 American Folk Songs to Sing, Read, and Play* by B.H. Kodaly  
   *Sail Away* by B.H. Kodaly  
   *D.R.U.M. (Discipline, Respect, and Unity through Music)* by Jim Solomon

*Those Amazing Musical Instruments!: Your Guide to the Orchestra Through Sounds and Stories (Naxos Books)* by Genevieve Helsby  
*Musical Instruments of the World: An Illustrated Encyclopedia with More Than 4000 Original Drawings* by The Diagram Group  
*The World Atlas of Musical Instruments* by Bozhidar Abrashev and Vladimir Gadjev  
*The Encyclopedia of Music: Musical instruments and the Art of Music-making* by Max Wade-Matthews and Wendy Thompson

Resources

* Carnegie Hall Music Educators Toolbox: Grade 5 (<http://www.carnegiehall.org/uploadedFiles/Resources_and_Components/PDF/WMI/Toolbox_Grade5_SummativeAssessment.pdf>)

Grade 5 Visual & Performing Arts  
Music 5

Performing A

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 5 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Writing

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others ideas and expressing their own clearly.

SL.5.1b. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 5 OH: Fine Arts - Music (2012)

Music

Producing/Performing (PR)

1PR Sing a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.

2PR Perform, on instruments, a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.

3PR Improvise, compose and arrange music.

5PR Read, write and perform rhythm patterns (e.g., 2/4, 3/4 and 4/4 meter) using sixteenth through whole notes including dotted half-note and syncopated rhythms.

6PR Read, write and perform diatonic melodies and the major scale on the treble staff.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

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Content

**Pitch**

* pitch accuracy
* notation

**Rhythm**

* steady beat
* rhythm accuracy
* notation

**Performance Technique**

* appropriate posture
* pitch and rhythm accuracy
* expression
* breath control
* appropriate instrument use

Skills

1. Sing a varied repertoire.
2. Perform on instruments.
3. Improvise music.
4. Compose music.
5. Arrange music.
6. Read rhythm patterns.
7. Write rhythm patterns.
8. Perform rhythm patterns.
9. Read diatonic melodies and major scales.
10. Write diatonic melodies and major scales.
11. Perform diatonic melodies and major scales.
12. Demonstrate independence.
13. Build knowledge of music.
14. Respond to demands of audience, task, purpose and discipline.
15. Value evidence.
16. Understand different cultures and perspectives.
17. Conduct short research projects.
18. Engage in collaborative discussions.
19. Follow rules for discussion.
20. Adapt speech to context and task.

Essential Questions

1. How does being able to identify and describe the elements of music aid in reading and writing music?
2. How can the technique and expression of a musician be used to improve the quality of his or her performance?

Standards Vocabulary

1. improvise
2. arrange

Additional Vocabulary

1. repertoire
2. accurate
3. expression
4. breath control
5. improvise
6. arrange
7. sixteenth note
8. sixteenth rest
9. whole note
10. whole rest
11. syncopation
12. dotted-half note
13. 3/4 meter
14. diatonic
15. major scale

Stage 2: Assessment Evidence

Theme and Variation Composition

Summative: Music Comprehension

Teacher assesses students' composition of a variation to a known theme. Students describe the changes they made to create the variation from the theme. Students perform the theme and variation for the class.

Research on Patriotic Song

Summative: Research Project

Students will each choose one patriotic song and do research to determine why the song was written, when, and by whom. Each student will orally present the information found to the class.

Patriotic Song

Formative: Performance

Teacher observes students' ability to sing accurately, expressively, with good posture and breath control.

Poem Melody

Summative: Cooperative Group Work

In groups students will compose a melody for an age-appropriate poem using standard notation. Groups will then perform the melody with the accompanying words of the poem.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Demonstrating: Theme and Variation Composition. In small groups, students will choose a known melody provided by the teacher. Students will compose a variation of the known melody. Students will then perform the melody and variation for the class on a classroom instrument (i.e., recorder, xylophone).
2. Independent Work: Research. Students will each choose one patriotic song and do research to determine why the song was written, when, and by whom. Each student will orally present the information found to the class.
3. Demonstrating: Patriotic Song. Students will accurately and expressively sing a patriotic song in which they identify new rhythms and terms related to form (i.e., "America the Beautiful," "Fifty Nifty United States," or "Star-Spangled Banner"). Students discuss the historical significance of these musical selections.
4. Cooperative Learning Groups. Poem Melody. In groups students will compose a melody for an age-appropriate poem using standard notation. Groups will then perform the melody with the accompanying words of the poem.

Resources

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*America My Country 'Tis of Thee: An American Song about Freedom (Patriotic Songs)* by Marsha Qualey and Samuel Francis Smith  
*Patriotic Songs Symbols* by Melissa Hart  
*A Family of Poems: My Favorite Poetry for Children* by Caroline Kennedy  
*Kids Pick The Funniest Poems* by Bruce Lansky  
*Confetti: Poems for Children* by Pat Mora and Enrique O. Sanchez

Resources

* Carnegie Hall Music Educators Toolbox: Grade 5 (<http://www.carnegiehall.org/uploadedFiles/Resources_and_Components/PDF/WMI/Toolbox_Grade5_SummativeAssessment.pdf>)

Grade 5 Visual & Performing Arts  
Music 5

Reflecting A

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 5 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.5.1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writers purpose.

W.5.1b. Provide logically ordered reasons that are supported by facts and details.

W.5.1c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

W.5.1d. Provide a concluding statement or section related to the opinion presented.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others ideas and expressing their own clearly.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 5 OH: Fine Arts - Music (2012)

Music

Responding/Reflecting (RE)

1RE Justify personal preferences for certain musical pieces, performances, composers and musical genres both orally and in writing.

2RE Discuss contributions of musical elements to aesthetic qualities in performances of self and others.

3RE Describe how the process of learning in music connects to learning in other arts and other subject areas.

4RE Defend interpretations of music via dance, drama and visual art using appropriate vocabulary.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

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Content

**Performance Observation**

* performance critique

**Cross-Curricular Connections**

* composers (history)
* self-expression (visual art, dance, drama)
* self-expression (language arts)
* connecting concepts (other disciplines)
* performance critique (language arts)

Skills

1. Justify personal music preferences.
2. Discuss contributions of musical elements to aesthetic qualities in performances.
3. Describe how the process of learning in music connects to other disciplines.
4. Defend interpretations of music.
5. Demonstrate independence.
6. Build knowledge of music.
7. Respond to demands of audience, task, purpose and discipline.
8. Value evidence.
9. Understand different cultures and perspectives.
10. Engage in collaborative discussions.
11. Demonstrate command of written and spoken English.
12. Write opinion pieces.
13. Introduce a topic or text clearly.
14. Provide logical reasons supported by facts.
15. Link opinions and reasons using transitional words.
16. Provide concluding statements.

Essential Questions

1. How and why do people create music?
2. How do the form and style of a piece influence the audiences response?
3. How is music used in everyday life, including our Catholic faith?
4. How do music and history influence each other?

Standards Vocabulary

1. justify
2. discuss
3. describe
4. defend
5. genre

Additional Vocabulary

1. piece
2. genre

Stage 2: Assessment Evidence

Defending Music Interpretations

Summative: Posters

Teacher accurately assesses student defense of an artist's interpretation of a specific musical piece on a poster which highlights correlations between music and art elements.

Listening Journal

Formative: Response Journal

Teacher assesses the accurate use of music vocabulary in students' defense of their personal preferences.

Music and Math

Formative: Class Discussion

Teacher guides discussion and responses as students identify connections between the process of learning music and the process of learning math.

Role in Orchestra

Summative: Essay

Students will select one of many diverse roles associated with a professional orchestra and write an essay that includes discussion of educational background or training necessary for the role, obstacles and attributes of the role, and projection of the role's future.

Patriotic Songs

Summative: Written Assessment

As DJ for a patriotic assembly, the student chooses three musical selections for the program and explains in written fashion reasons for the selections.

Stage 3: Learning Plan

Learning Experiences

1. Cooperative Learning Group: Defending Music Interpretations. Students are divided in groups and provided with an artistic interpretation of a piece of music (i.e., Monet's *Impression, Sunrise* (1874) and Debussy's "Clair de lune"). After hearing the piece, students discuss their interpretations with the group and formulate a defense of the interpretation, citing music elements as examples. Students will also create posters which highlight correlations between music and art elements.
2. Journal: Listening Journal. Students are provided with a list of music elements and terms. While listening to a piece of music, they will write a defense of their personal preference using the vocabulary list.
3. Guided and Shared-Thinking: Music and Math. Students are guided in discussion to find connections between the process of learning music and the process of learning math (ie, reading music symbols to interpret and perform music and reading math symbols to interpret and solve a mathematical expression). Students will record their ideas on a graphic organizer.
4. Writing: Role in Orchestra. Students will select one of many diverse roles associated with a professional orchestra and write an essay that includes discussion of educational background or training necessary for the role, obstacles and attributes of the role, and projection of the role's future.
5. Guided Questioning: Patriotic Songs. Students learn several patriotic songs and discuss the historical significance of these musical selections, the history of the American flag, and uses of patriotic music in our culture. The teacher introduces a ceremonial song from another culture. Students may listen, sing, or perform a rhythmic pattern or ostinato related to the music. Through class discussion and guided questioning, students determine the cultural significance of the piece. The activity may be extended by discussing similarities and differences in the social function of the music or by interviewing an adult to find out how music has impacted his or her life.

Resources

* New York Philharmonic Kidzone (<http://www.nyphilkids.org/main.phtml?>)

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   *Sail Away* by B.H. Kodaly  
   *D.R.U.M. (Discipline, Respect, and Unity through Music)* by Jim Solomon

*Story of the Orchestra: Listen While You Learn About the Instruments, the Music and the Composers Who Wrote the Music!* by Robert Levine  
*The Young Person's Guide to the Orchestra (Book CD)* by Anita Ganeri, Benjamin Britten and Ben Kingsley  
*E-Z Play Today 8: Patriotic Songs* by Hal Leonard Corp.  
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Grade 5 Visual & Performing Arts  
Music 5

Creating B

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 5 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others ideas and expressing their own clearly.

Capacities of the Literate Individual

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OH Grade 5 OH: Fine Arts - Music (2012)

Music

Perceiving/Knowing/Creating (CE)

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2CE Listen to, identify, and respond to music of different composers, historical periods and world cultures.

3CE Identify terms related to form (e.g., D.C. and D.S. al Fine; D.C. and D.S. al Coda; repeat signs, first and second endings).

4CE Recognize and identify longer music forms (e.g., sonata, 12-bar blues, and theme and variations).

5CE Identify elements of music including tonality, dynamics, tempo and meter, using music vocabulary.

6CE Differentiate between melody and harmony.

7CE Identify patterns of whole and half steps in a major scale.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

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Content

**Pitch**

* melody
* harmony
* patterns of whole and half steps

**Form**

* terms
* longer music forms

**Performance Observation**

* instrument identification

**Cross-Curricular Connections**

* various cultures (social studies)
* composers and historical periods (history)

Skills

1. Explore instruments.
2. Identify instruments.
3. Listen to music.
4. Identify music.
5. Respond to music.
6. Identify terms related to form.
7. Identify elements of music.
8. Differentiate between melody and harmony.
9. Recognize longer forms.
10. Identify longer forms.
11. Identify whole and half step patterns.
12. Demonstrate independence.
13. Build knowledge of music.
14. Respond to demands of audience, task, purpose and discipline.
15. Value evidence.
16. Understand different cultures and perspectives.
17. Engage in collaborative discussions.
18. Demonstrate command of written and spoken English.

Essential Questions

1. Why do various instruments produce different sounds?
2. How are rhythm and fractions related?

Standards Vocabulary

1. identify
2. world culture
3. respond
4. differentiate
5. recognize

Additional Vocabulary

1. historical period
2. multicultural
3. form
4. D.C.
5. D.S.
6. Fine
7. Coda
8. repeat sign
9. first ending
10. second ending
11. elements of music
12. tonality
13. dynamics
14. tempo
15. sonata
16. 12-bar blues
17. theme and variation
18. whole step
19. half step
20. major scale
21. harmony

Stage 2: Assessment Evidence

Scales

Formative: Comparative Study

Teacher guides students in identification of patterns and sounds in major, minor, and blues scales.

Form

Formative: Listening Task

Teacher guides students through an audio/visual history of the blues. Students learn about the development of the 12-bar blues form and then identify the form when they hear it in a listening selection.

Elements of Music

Summative: Listening Task

Teacher plays a listening selection and students complete a "Listening Challenge" worksheet on which they identify elements of music, including tonality, dynamics, tempo, meter, form, etc.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Inquiry/Demonstrating: Scales. Students explore differences between major, minor, and blues scales.
2. Inquiry/Demonstrating: Form. Through a study of the history of blues, students learn to recognize the longer music form of 12-bar blues.
3. Drill and Practice: Elements of Music. During a listening activity, students identify elements of music.

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Grade 5 Visual & Performing Arts  
Music 5

Performing B

Stage 1: Desired Results

Catholic Standards

Targeted Standards

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Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others ideas and expressing their own clearly.

SL.5.1b. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 5 OH: Fine Arts - Music (2012)

Music

Producing/Performing (PR)

1PR Sing a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.

2PR Perform, on instruments, a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.

3PR Improvise, compose and arrange music.

4PR Use technology and the media arts to create and perform music.

5PR Read, write and perform rhythm patterns (e.g., 2/4, 3/4 and 4/4 meter) using sixteenth through whole notes including dotted half-note and syncopated rhythms.

6PR Read, write and perform diatonic melodies and the major scale on the treble staff.

7PR Demonstrate appropriate audience etiquette at live performances.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

**Pitch**

* pitch accuracy
* notation

**Rhythm**

* steady beat
* rhythm accuracy
* notation

**Performance Technique**

* appropriate posture
* pitch and rhythm accuracy
* expression
* breath control
* appropriate instrument use

**Performance Observation**

* attendance
* etiquette

**Cross-Curricular Connections**

* technology

Skills

1. Sing a varied repertoire.
2. Perform on instruments.
3. Improvise music.
4. Compose music.
5. Arrange music.
6. Read rhythm patterns.
7. Write rhythm patterns.
8. Perform rhythm patterns.
9. Read diatonic melodies and major scales.
10. Write diatonic melodies and major scales.
11. Perform diatonic melodies and major scales.
12. Use technology.
13. Demonstrate independence.
14. Build knowledge of music.
15. Respond to demands of audience, task, purpose and discipline.
16. Value evidence.
17. Use digital media.
18. Understand different cultures and perspectives.
19. Demonstrate appropriate audience etiquette.
20. Write opinion pieces.
21. Engage in collaborative discussions.
22. Follow rules for discussions.
23. Pose and respond to questions.
24. Review key ideas and draw conclusions based on discussion.
25. Adapt speech to a variety of contexts and tasks.

Essential Questions

1. How does being able to identify and describe the elements of music aid in reading and writing music?
2. How can the technique and expression of a musician be used to improve the quality of his or her performance?

Standards Vocabulary

1. improvise
2. arrange

Additional Vocabulary

1. repertoire
2. accurate
3. expression
4. breath control
5. improvise
6. arrange
7. sixteenth note
8. sixteenth rest
9. whole note
10. whole rest
11. syncopation
12. dotted-half note
13. 3/4 meter
14. diatonic
15. major scale

Stage 2: Assessment Evidence

12-Bar Blues

Summative: Writing Assignment

Teacher assesses students' composition and performance accuracy of a musical selection using the 12-bar blues form.

Major Scales

Summative: Performance

Teacher assesses students' notation and performance accuracy of treble staff major scales.

Improvised Sound

Summative: Listening Task

Teacher uses a rubric reflecting the: selection and use of instruments to enhance the song, story, or word.appropriateness of musical expression or accompaniment.performance accuracy.

Audience Participation

Summative: Listening Task

Given three musical settings, students write a short constructed response explaining appropriate concert etiquette for each setting.

Stage 3: Learning Plan

Learning Experiences

1. Demonstrating: 12-Bar Blues. In small groups, students compose a musical selection using the 12-bar blues form. Students then add lyrics. When the composition is complete, students notate it using music notation software (i.e., Finale or MuseScore). After the notation is complete, students perform the piece vocally and instrumentally. Students demonstrate behavior appropriate for audience of blues performance.
2. Drill and Practice/Demonstrating: Major Scales. Students notate treble staff major scales using whole and half step patterns on music notation software (i.e., Finale or MuseScore). Students then perform the major scales on classroom keyboard instruments.
3. Creativity: Improvised Sounds. Teacher or students select a descriptive story or poem. Action words are identified and replaced with musical sounds, traditional and/or nontraditional, modeled by the teacher. Students create their own improvised sound for the words. The story is then read again with the musical expression played in place of the selected words.
4. Speaking and Listening: Audience Participation. Students listen to different musical selections ( jazz solo, orchestra, religious piece) and determine where the music might be performed and what type of audience participation is appropriate for the different kinds of music.

Resources

* 12-Bar Blues (<https://artsedge.kennedy-center.org/educators/lessons/grade-6-8/Twelve_Bar_Blues>)

Resources

1. **iPad Resources**
2. **Literature Connections**  
   *Game Plan Grade 5 Curriculum Book b*y Jeff Kriske and Randy DeLelles  
   *150 American Folk Songs to Sing, Read, and Play* by B.H. Kodaly  
   *Sail Away* by B.H. Kodaly  
   *D.R.U.M. (Discipline, Respect, and Unity through Music)* by Jim Solomon  
   *Nightmares: Poems That Trouble Your Sleep* by Jack Prelutsky  
   *A Family of Poems: My Favorite Poetry for Children* by Caroline Kennedy  
   *Kids Pick The Funniest Poems* by Bruce Lansky  
   *Confetti: Poems for Children* by Pat Mora and Enrique O. Sanchez

Resources

* Carnegie Hall Music Educators Toolbox: Grade 5 (<http://www.carnegiehall.org/uploadedFiles/Resources_and_Components/PDF/WMI/Toolbox_Grade5_SummativeAssessment.pdf>)

Grade 5 Visual & Performing Arts  
Music 5

Reflecting B

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 5 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others ideas and expressing their own clearly.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 5 OH: Fine Arts - Music (2012)

Music

Responding/Reflecting (RE)

1RE Justify personal preferences for certain musical pieces, performances, composers and musical genres both orally and in writing.

2RE Discuss contributions of musical elements to aesthetic qualities in performances of self and others.

3RE Describe how the process of learning in music connects to learning in other arts and other subject areas.

4RE Defend interpretations of music via dance, drama and visual art using appropriate vocabulary.

5RE Consider and articulate the influence of technology on music careers.

6RE Develop and apply criteria for critiquing more complex performances of live and recorded music.

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Content

**Performance Observation**

* performance critique

**Cross-Curricular Connections**

* composers (history)
* self-expression (visual art, dance, drama)
* self-expression (language arts)
* connecting concepts (other disciplines)
* performance critique (language arts)
* careers (social studies)

Skills

1. Justify personal music preferences.
2. Discuss contributions of musical elements to aesthetic qualities in performances.
3. Describe how the process of learning in music connects to other disciplines.
4. Defend interpretations of music.
5. Consider the influence of technology.
6. Articulate the influence of technology.
7. Develop criteria for critiquing.
8. Apply criteria for critiquing.
9. Demonstrate independence.
10. Build knowledge of music.
11. Respond to demands of audience, task, purpose and discipline.
12. Comprehend music.
13. Critique music.
14. Value evidence.
15. Use technology and digital media.
16. Understand different cultures and perspectives.
17. Engage in collaborative discussions.
18. Demonstrate command of written and spoken English.

Essential Questions

1. How and why do people create music?
2. How do the form and style of a piece influence the audiences response?
3. How is music used in everyday life, including our Catholic faith?
4. How do music and history influence each other?

Standards Vocabulary

1. justify
2. discuss
3. describe
4. defend
5. genre
6. consider
7. articulate
8. develop
9. apply criteria

Additional Vocabulary

1. piece
2. genre
3. critique

Stage 2: Assessment Evidence

Concert Critique

Formative: Self Assessment

Teachers observe as students watch and reflect on concert performance while completing the first Learning Experience.

Technology in Music

Summative: Posters

Teacher provides posters for each group to share their findings. Each student is responsible for creating one fourth of the poster.

Compare and Contrast

Formative: Graphic Organizer

Students compare two impressionistic (or any other period of choice) works: one of music and one of visual art. The comparison discussion should include form, timbre (color), harmony, and style. A graphic organizer may be used to document the similarities and differences between the two works of art.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Field Observation/Narrative/Reflective Discussion: Concert Critique. After recording a concert performance with an audio/visual device, the teacher leads the class in discussion identifying various elements of music that could be evaluated from this performance. The teacher guides students through the definitions of each category, as well as through filling out the chart. In each category the number rating (3, 2, 1) is placed in the small box, while comments are recorded in the larger box below. These boxes are completed WHILE watching the concert recording. The back of the worksheet is done individually AFTER the concert has been viewed. Class can be led in discussion of their responses. See assessment for documents.
2. Jigsaw: Technology in Music. Students are grouped and research the influence of technology on different music careers. Each group is given a set of careers in music (i.e., musician, conductor, composer, recording technician) and individual students are responsible for identifying the influence of technology on each career. Groups will create posters to share their findings.
3. Problem Solving: Compare and Contrast. Students compare two impressionist (or any other period of choice) works: one of music and one of visual art. The comparison discussion should include form, timbre (color), harmony, and style. A graphic organizer may be used to document the similarities and differences between the two works of art. Then students listen to a new selection of music from the period explored. Given two to three works of art, students explain which work they believe most appropriately "matches" the musical example.

Resources

1. **iPad Resources**
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   *150 American Folk Songs to Sing, Read, and Play* by B.H. Kodaly  
   *Sail Away* by B.H. Kodaly  
   *D.R.U.M. (Discipline, Respect, and Unity through Music)* by Jim Solomon

*Monet and the Impressionists for Kids: Their Lives and Ideas, 21 Activities (For Kids series)* by Carol Sabbeth  
*Van Gogh and the Post-Impressionists for Kids: Their Lives and Ideas, 21 Activities (For Kids series)* by Carol Sabbeth

Resources

* Art.com (<http://www.art.com>)