



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: Essential Music Grade Level(s): 5 Units of Credit: N/A Classification: Required	Length of Course: 30 cycles Periods Per Cycle: 1 Length of Period: 40 minutes Total Instructional Time: 20 hours
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Course Description

Students in fifth grade will continue their exploration of the basic elements of music introduced in previous grades: Rhythm, melody, harmony, form, and timbre. Students will be able to notate and perform simple duple rhythms (duple—whole, half, quarter, eighth, and sixteenth notes and rests). Students will also notate and perform music on the staff through the use of melodic instruments (recorder/mallets). Students will review the different instrument families and explore important pieces and composers of the Baroque Era. Through these aforementioned actions, students will connect music to themselves and the world around them. These elements of music will be reinforced through the use of activities, classroom instruments, writing/discussion, and performances.

Instructional Strategies, Learning Practices, Activities, and Experiences

Bell Ringers	Interactive Discussion	Small Group Interventions
Class Discussions	Paper and Pencil Activities	Teacher Demonstrations
Closure	Performances	Teacher-Made Worksheets
Critical Thinking	Posted Objectives	Technology Integration
Graphic Organizers	Practice Exercises	Videos/DVDs
Higher-Level Questioning	Presentations	Wait-time
Homework	Quizzes	

Assessments

Bell Ringers	Peer Evaluation	Teacher Observations
Performances (Individual/Small Group)	Reports	Teacher-Made Tests and Worksheets

Materials/Resources

Assorted Technology	Pitched and Non Pitched Instruments	Supplemental Books and Readings
CDs and DVDs	Music Periodicals/Magazines	Teacher-Made Tests and Worksheets
Little Kids Rock Resources		

Adopted: 3/16/88

Revised: 9/3/91; 8/17/05; 6/20/11; 5/15/2017; 2/12/2020

Welcome/Rhythm	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Welcome</p> <p><u>Content</u> The student will define and describe “good etiquette” as it relates to the music classroom and concert viewing.</p> <p><u>Key Concepts</u> Etiquette</p> <p>Rhythm</p> <p><u>Content</u> The student will read, write, create, and perform examples of rhythm for their respective grade level.</p> <p><u>Key Concepts</u> Beat, Meter, Tempo, Note Values, Rest Values</p>	<p><u>Welcome - Standards</u> 9.1.5.G Identify the function and benefits of rehearsal and practice sessions. 9.1.5.H Use and maintain materials, equipment, and tools safely at work and performance spaces. 9.4.5.B Investigate and communicate multiple philosophical views about works in the arts.</p> <p><u>Objectives</u> 5.1 Student(s) will explain their expected role and behavior in the classroom. 5.2 Student(s) will explain the grading policies for this class.</p> <p><u>Rhythm - Standards</u> 9.1.5.A Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1.5.B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. 9.1.5.C Know and use fundamental vocabulary within each of the arts forms. 9.1.5.J Apply traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others.</p> <p><u>Objectives</u> 5.3 Student(s) will define/perform the terms: rhythm, beat, rest. 5.4 Student(s) will demonstrate the skills of a conductor. 5.5 Student(s) will define/perform the terms measure/accent. 5.6 Student(s) will perform/label simple rhythmical pieces. 5.7 Student(s) will review/recall rhythm notation symbols used in music. 5.8 Student(s) will identify music by its respective meter/time signature. 5.9 Student(s) will transcribe musical performances into written form. 5.10 Student(s) will label the counting of quarter-eight-16th rhythms. 5.11 Student(s) will distinguish/identify various percussion instruments. 5.12 Student(s) will define/explore the concept of improvisation. 5.13 Student(s) will create polyrhythm through performance.</p>

Melody/Instruments	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Melody</p> <p><u>Content</u> The students will read, write, identify, create, and perform examples of melody for their respective grade level.</p> <p><u>Key Concepts</u> Melody, Harmony, Pitch, Staff, Intervals, Chords</p>	<p><u>Melody – Standards</u> 9.1.5.A Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1.5.B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. 9.1.5.C Know and use fundamental vocabulary within each of the arts forms. 9.1.5.J Apply traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others. 9.3.5.A Identify critical processes in the examination of works in the arts and humanities: Compare and contrast; Analyze; Interpret; Form and test hypotheses; Evaluate/form judgments</p> <p><u>Objectives</u> 5.14 Student(s) will define terms regarding melody. 5.15 Student(s) will identify notes on the treble clef/staff. 5.16 Student(s) will visualize the contour to a melody. 5.17 Student(s) will identify qualities to a note (#/b/natural). 5.18 Student(s) will identify different forms of a scale (M/m/C). 5.19 Student(s) will compose small melodic motives for performance. 5.20 Student(s) will define terms regarding musical harmony. 5.21 Student(s) will compare/contrast parts to a song (melody vs harmony). 5.22 Student(s) will recognize various forms of a chord.</p>
<p>Instruments</p> <p><u>Content</u> The students will develop extended playing skills on various musical instruments.</p> <p><u>Key Concepts</u> Posture, Mallets, Embouchure, Articulation, Duet, Round</p>	<p><u>Instruments – Standards</u> 9.1.5.D Describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work. 9.1.5.H Use and maintain materials, equipment, and tools safely at work and performance spaces. Describe some materials used. 9.3.5.A Identify critical processes in the examination of works in the arts and humanities: Compare and contrast; Analyze; Interpret; Form and test hypotheses; Evaluate/form judgments</p> <p><u>Objectives</u> 5.23 Student(s) will demonstrate proper posture when playing the various musical instruments. 5.24 Student(s) will perform duets/rounds through the use of instruments. 5.25 Student(s) will perform while using different musical articulations (legato/slur/ties/staccato). 5.26 Student(s) will examine the information displayed on a musical lead sheet.</p>

Tone Color/Form/Exploration	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Tone Color</p> <p><u>Content</u> The students will identify, differentiate, and classify tone color in musical examples from Chorus, Band, and Orchestra instruments.</p> <p><u>Key Concepts</u> Timbre, Voice Parts, A capella, Woodwind, Brass, String, Percussion</p> <p>Form</p> <p><u>Content</u> The student will identify, analyze, and compare musical form of small and large musical compositions appropriate for grade level.</p> <p><u>Key Concepts</u> Binary, Ternary, Rondo</p> <p>Exploration</p> <p><u>Content</u> The student will explore how music connects to curriculum taught in other areas of study.</p> <p><u>Key Concepts</u> Program Music</p>	<p><u>Tone Color – Standards</u> 9.1.5.C Know and use fundamental vocabulary within each of the arts forms. 9.1.5.K Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities. 9.3.5.D Compare similar and contrasting important aspects of works in the arts and humanities based on a set of guidelines using a comprehensive vocabulary of critical response.</p> <p><u>Objectives</u> 5.27 Student(s) will examine the instruments of the woodwind family. 5.28 Student(s) will examine the instruments of the brass family. 5.29 Student(s) will examine the instruments of the string family. 5.30 Student(s) will examine the instruments of the percussion family. 5.31 Student(s) will examine the keyboard family of instruments. 5.32 Student(s) will describe how to use/maintain our voices.</p> <p><u>Form – Standards</u> 9.1.5.C Know and use fundamental vocabulary within each of the arts forms. 9.2.5.L Identify, explain, and analyze common themes, forms, and techniques from works in the arts. 9.3.5.C Classify works in the arts by forms in which they are found (e.g., farce, architecture, graphic design).</p> <p><u>Objectives</u> 5.33 Student(s) will examine the form/structure of music through listening/analysis/performance. 5.34 Student(s) will create form through the use of musical motives.</p> <p><u>Exploration – Standards</u> 9.2.5.A Explain the historical, cultural, and social context of an individual work in the arts. 9.2.5.B Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present). 9.2.5.C Relate works in the arts to varying styles and genre and to the periods in which they were created. 9.4.5.C Identify the attributes of various audiences' environments as they influence individual aesthetic response (e.g., Beatles' music played by the Boston Pops versus videotaped concerts from the 1970s).</p> <p><u>Objectives</u> 5.35 Student(s) will compare and contrast various national anthems through musical analysis. 5.36 Student(s) will examine how music is used to enhance, explain, or influence other works of art.</p>