

Pine Hill Public Schools Curriculum

Content Area:		Music	
Course Title/ Grade Level:		Music / Grade 5	
Unit 1:	Tonal Creation	Month:	4 months
Unit 2:	Tonal Reading and Writing	Month:	6 months
Unit 3:	Recorder	Month:	10 months
Unit 4:	History Culture	Month:	Dispersed over 6 months
Unit 5:	Ballet	Month:	4-5 weeks
BOE Approval Date:		August 28,2012	

**Pine Hill Public Schools
Music Curriculum**

Unit Title: Tonal Creation		Unit #: 1
Course or Grade Level: Grade 5		Length of Time: 4 month
Date Created:		BOE Approval Date:
Pacing		
Essential Questions	How do we use pitch in a major tonality to create unique patterns (Do Re Mi)?	
Content	Singing tonal patterns/songs using solfege Create tonal patterns using solfege	
Skills	Decode familiar/unfamiliar patterns using solfege Decode unfamiliar songs using solfege (extend from previous knowledge) Teacher sing pattern using Do Re Mi; student responds with different pattern Hand staff dictation Floor staff dictation	
Assessments	Teacher observation/written evaluation Solos singing Response to questions	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Individualized instruction (pattern selection) • Progress at own pace • Additional time individually outside of class time 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • N/A 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Conversational Solfege Unit 4 	

2009 NJCCCS

**Standard: 1.1 The Creative Process
1.3 Performance**

Strand(s): B: Music

Content Statement(s):	CPI # / CPI(s):
Identify the <u>elements of music</u> 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 groups, adjusting to the range and timbre of the developing	1.3.5.B.2

voice.	
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**Pine Hill Public Schools
Music Curriculum**

Unit Title: Tonal Reading and Writing		Unit #: 2
Course or Grade Level: Grade 5		Length of Time: 6 months
Date Created:		BOE Approval Date:
Pacing		
Essential Questions	How do we read tonal patterns in major tonality? How do we write tonal patterns in major tonality (do re me)?	
Content	Read 4 note patterns (do re mi) Write 4 note patterns (do re mi)	
Skills	Hand staff dictation (reading) Student place chips on staff after hearing pitches sung by teacher Floor staff dictation (writing)	
Assessments	Teacher observation/written evaluation Solos singing Response to questions	
Interventions / differentiated instruction	Progress at own pace (pattern selection) Additional time individually outside of class time Extend number of notes in pattern	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • See connection of rhythms in poetry 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Conversational Solfege Unit 4, Gordon Learning Theory, Classroom teacher poetry (Storytown, ect.), Floor staff, Staff cards and chips 	
2009 NJCCCS		
Standard: 1.1 The Creative Process		
1.3 Performance		
Strand(s): B: Music		
Content Statement(s):	CPI # / CPI(s):	
Identify the <u>elements of music</u> 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 groups, adjusting to the range and timbre of the developing voice.	1.3.5.B.2	

**Pine Hill Public Schools
Music Curriculum**

Unit Title: Recorder		Unit #: 3
Course or Grade Level: Music Grade 3		Length of Time: 10 month
Date Created:		BOE Approval Date:
Pacing		
Essential Questions	How do we play the recorder using complex notation (meters/rhythms)? How do we extend the range of the recorder to play lower and/or higher notes?	
Content	Treble Staff Recorder technique Recorder reading and performance Extended recorder pieces (longer) Extended recorder range Complex parts and pieces	
Skills	Recorder and pitch review games Proper hand positioning on the recorder Identify the parts of a staff Identification and performance of recorder pitches Perform recorder music of increasing difficulty Independent and multi part pieces	
Assessments	Teacher observation of performance Respond to questions Demonstrate proper recorder technique (hand and sound) Correctly play the recorder from written notation Student modeling and critique	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Individual attention after class time • Student models/mentors • Small group instruction • Extended instruction beyond classroom 	
Inter-disciplinary Connections		
Lesson resources / Activities	<ul style="list-style-type: none"> • Ed Sueta Recorder Methods, various recorder pieces, Around the World recorder game, Music K-8 	
2009 NJCCCS		
Standard: 1.1 The Creative Process		
Strand(s): B. Music		

Content Statement(s):	CPI # / CPI(s):
Identify the <u>elements of music</u> 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 or play music from complex notation, using notation systems in treble and bass clef, <u>mixed meter</u> , and <u>compound meter</u> .	1.3.5.B.1
Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.	1.3.5.B.2

Pine Hill Public Schools Music Curriculum	
Unit Title: History Culture	Unit #: 4
Course or Grade Level: Grade 5	Length of Time: dispersed over 6 month
Date Created:	BOE Approval Date:
Pacing	
Essential Questions	What are the similarities and differences of music from different times and places? What role does music play in holidays? What role does music play in various cultures (dance, ceremony, ect.)?
Content	Music of various times Music of various cultures Composers Music of various holidays
Skills	Move to music of various composers, cultures, and time periods Identify prominent instruments within a piece Dramatization in movement while listening to various pieces of music Identification of various melodies from a particular piece Relate music with it's appropriate holiday Discuss the background of various holidays and how that is illustrated through music Cultural dances Perform instrumental works of various cultures Identification of Baroque art and music
Assessments	Teacher questions Teacher observation of student performance Solo and group performance
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Repetition • Visual/Auditory/Kinesthetic instruction
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Art • History • Geography

	<ul style="list-style-type: none"> • Literature/Read Across America • Social Studies
Lesson resources / Activities	Works of art from related time period, MLK story and related songs Gr. 5, songs of various holidays, patriotic songs, Dance-Cuba, Listening Logs, Legend of Sleepy Hallow Story by Washington Irving, Poem: Jack Prelutsky, melodic and percussion instruments, Indian Hand Game, Native American Percussion, Read Across America Song, Percussion ensemble, Video on Bach
2009 NJCCCS	
Standard: 1.2 History of Arts and Culture 1.4 Aesthetic Response & Critique Methodologies	
Strand(s): A History of Arts and Culture A Aesthetic Response B Critique Methodologies	
Content Statement(s):	CPI # / CPI(s):
Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.	1.2.5.A.1
Relate common artistic elements that define distinctive <u>art genres</u> in dance, music, theatre, and visual art.	1.2.5.A.2
Employ basic, <u>discipline-specific arts terminology</u> to categorize works of dance, music, theatre, and visual art according to established classifications.	1.4.5.A.1
Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).	1.4.5.A.3

Pine Hill Public Schools Music Curriculum	
Unit Title: Ballet	Unit #: 5
Course or Grade Level: Grade 5	Length of Time: 4-5 weeks
Date Created:	BOE Approval Date:
Pacing	
Essential Questions	What is Ballet? What are all of the things that go into a ballet performance?
Content	Ballet music Components of a Ballet Jobs of a ballet (in front and behind the scenes)
Skills	Identification of ballet and components Discuss jobs supported by music Create performance poster for a performance Demonstrate pantomime and discuss it's use in ballet

Assessments	Teacher questions Teacher observation of student performance Discussion Ballet Poster contents WS questions while watching a ballet
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Repetition • Visual/Auditory/Kinesthetic instruction • Individual and group work
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Art • Dance • History • Jobs
Lesson resources / Activities	Nutracker music and video, Swan Lake music, Posters/stage designs of various ballets, Ballet book

2009 NJCCCS

Standard: 1.2 History of Arts and Culture
1.4 Aesthetic Response & Critique Methodologies

Strand(s): A History of Arts and Culture
A Aesthetic Response
B Critique Methodologies

Content Statement(s):	CPI # / CPI(s):
Relate common artistic elements that define distinctive <u>art genres</u> in dance, music, theatre, and visual art.	1.2.5.A.2
Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.	1.2.5.A.3
Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.	1.4.5.A.2
Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).	1.4.5.A.3

Revised: January 22, 2013