Wallenpaupack Area School District Planned Course Curriculum Guide

Music

General Music – Fifth Grade

Course Description:

Students in Grade 5 participate in all General Music activities. Appropriate music making experiences include group activities such as singing, rhythms, listening, historical/cultural music, song games, playing classroom instruments, learning/drawing musical symbols, and reading notation from the Treble Clef. Reading and writing the note names are reinforced through various musical experiences. Teaching and technology are constantly evolving and changing. Because of this, new and various resources become available online.

Revision Date:

February 16, 2023

Revised by:

Loriann Kerber, Marcia Knisely & Lisa Holden

Wallenpaupack Area So	hool District Curriculum
COURSE: General Music	GRADE/S: Fifth Grade
UNIT 1: Rhythm	TIMEFRAME: School year
PA COMMON CORE/NATIONAL STANDARDS:	
9.1	
9.3	
9.4	
UNIT OBJECTIVES (SWBATS):	
Clap steady beat and ostinatos	
Recognize various rhythm values	
Recognize changing tempos	
Recognize rhythm patterns	
INSTRUCTIONAL STRATEGIES/ACTIVITIES:	
Play rhythm instruments Accompany music using various rhythm values	
Accompany songs with rhythm instruments	
Group movement (body percussion)	
Recognizing and reading various rhythm patterns Composing with simple rhythms and time signatures	_
	5
ANCHOR VOCABULARY: steady beat, rhythm, temp	o, time signature, notes/rest values
ASSESSMENTS (Diagnostic/Benchmark/Formative/	Summative):
 Teacher observation 	
 Student participation 	
EVIDENCE OF MASTERY/Cut Score (Keystone Exam)):
Teacher observation	
Student participation	
DIFFERENTIATED INSTRUCTION (Remediation/Exte	nsion) (Process. Product or Content)
Incorporate technology	
Create an inclusive classroom	
Provide choice	
Use scaffolding	
Balance group work and individual work	
Balance group work and individual work	
Balance group work and individual work RESOURCES (Websites, Blogs, Videos, Whiteboard	Resources, etc.):
Balance group work and individual work RESOURCES (Websites, Blogs, Videos, Whiteboard <u>www.musicplayonline.com</u>	Resources, etc.):
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Balance group work and individual work RESOURCES (Websites, Blogs, Videos, Whiteboard <u>www.musicplayonline.com</u> www.musick8.com	

ool District Curriculum
GRADE/S: Fifth Grade
TIMEFRAME: School year
G

A COMMON CORE/NATIONAL STANDARDS:
.1
.3
.4
NIT OBJECTIVES (SWBATS):
1atching pitch
ing melodies through echo/response
entatonic and diatonic melodies
lentify high/low and long/short sounds
olfège hand signs/singing
1elody singing with or without accompaniment
1elody contour
cales
NSTRUCTIONAL STRATEGIES/ACTIVITIES:
cho songs
olfège
entatonic/diatonic scales
lovement of notes – up, down, stays the same
inging
ote teaching
nprovisation
NCHOR VOCABULARY: pitch, high, medium & low sounds, same sounds, improvisation, solfège
SSESSMENTS (Diagnostic/Benchmark/Formative/Summative):
Teacher observation
Student participation
VIDENCE OF MASTERY/Cut Score (Keystone Exam):
eacher observation
tudent participation
IFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)
acorporate technology
reate an inclusive classroom
rovide choice
ise scaffolding
alance group work and individual work
ESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):
<u>rww.musicplayonline.com</u>
/ww.musick8.com
ESOURCE SPECIFIC VOCABULARY: matching pitch, high, medium & low sounds, same sounds, solfege,
nelody contour, improvisation

COURSE: General Music	ea School District Curriculum GRADE/S: Fifth Grade
UNIT 3: Timbre	TIMEFRAME: School year
PA COMMON CORE/NATIONAL STANDARDS:	
9.1	
9.3	
9.4	
UNIT OBJECTIVES (SWBATS):	
Identify classroom and orchestral instruments by	y name and sound
Identify sound quality and differences	
INSTRUCTIONAL STRATEGIES/ACTIVITIES:	
Play classroom instruments	
Listening and analyzing a variety of instruments	
Listening and analyzing a variety of musical ense	embles (vocal/instrumental)
Listening and analyzing different genres of music	c
ANCHOR VOCABULARY: Genre, analyzing, listen	ing, ensembles
ASSESSMENTS (Diagnostic/Benchmark/Formati	
Teacher observation	
Student participation	
EVIDENCE OF MASTERY/Cut Score (Keystone Ex	(am):
Teacher observation	
Student participation	
DIFFERENTIATED INSTRUCTION (Remediation/E	Extension) (Process, Product or Content)
Incorporate technology	
Create an inclusive classroom	
Provide choice	
Use scaffolding	
Balance group work and individual work	
RESOURCES (Websites, Blogs, Videos, Whiteboa	ard Resources, etc.):
www.musicplayonline.com	
www.musick8.com	
RESOURCE SPECIFIC VOCABULARY: Identify, inst	trument names, instrument families, sounds

Wallenpaupa	nck Area School District Curriculum
COURSE: General Music	GRADE/S: Fifth Grade
UNIT 4: Culture/History	TIMEFRAME: School year
PA COMMON CORE/NATIONAL STANDARDS:	
9.1	
9.2	
9.3	
9.4	
UNIT OBJECTIVES (SWBATS):	
Identify music in daily experiences	
Identify characteristics that make music suitable for	•
Demonstrate appropriate behavior for context and	d style of music performed
INSTRUCTIONAL STRATEGIES/ACTIVITIES:	
Listening	
Singing	
Participating in classroom activities	
ANCHOR VOCABULARY: Listening, composers, ger	nres, cultural,
ASSESSMENTS (Diagnostic/Benchmark/Formative	e/Summative):
Teacher observation	
Student participation	
EVIDENCE OF MASTERY/Cut Score (Keystone Examination	m):
Teacher observation	
Student participation	
DIFFERENTIATED INSTRUCTION (Remediation/Ex	tension) (Process, Product or Content)
Incorporate technology	
Create an inclusive classroom	
Provide choice	
Use scaffolding	
Balance group work and individual work	
RESOURCES (Websites, Blogs, Videos, Whiteboar	d Resources, etc.):
www.musicplayonline.com	
www.musick8.com	
www.classicsforkids.com	
RESOURCE SPECIFIC VOCABULARY:	
Genre, style, culture, listening	

Wallenpaupack Area Sc	hool District Curriculum
COURSE: General Music	GRADE/S: Fifth Grade
UNIT 5: Form	TIMEFRAME: School year

NIT OBJECTIVES (SWBATS): vo-part form mpare/contrast provisation STRUCTIONAL STRATEGIES/ACTIVITIES:
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NIT OBJECTIVES (SWBATS): /o-part form mpare/contrast provisation STRUCTIONAL STRATEGIES/ACTIVITIES:
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vo-part form mpare/contrast provisation STRUCTIONAL STRATEGIES/ACTIVITIES:
mpare/contrast provisation STRUCTIONAL STRATEGIES/ACTIVITIES:
provisation STRUCTIONAL STRATEGIES/ACTIVITIES:
STRUCTIONAL STRATEGIES/ACTIVITIES:
•
entify two-part music (AB form)
tening
ICHOR VOCABULARY: form, AB form (two-part music)
SESSMENTS (Diagnostic/Benchmark/Formative/Summative):
Teacher observation
Student participation
IDENCE OF MASTERY/Cut Score (Keystone Exam):
acher observation
udent participation
FFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)
corporate technology
eate an inclusive classroom
ovide choice
e scaffolding
lance group work and individual work
SOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):
ww.musicplayonline.com
vw.musick8.com
SOURCE SPECIFIC VOCABULARY:
rm, AB form, verse, chorus, two part music, refrain

Wallenpaupack Area S	School District Curriculum
COURSE: General Music	GRADE/S: Fifth Grade
UNIT 6: Dynamics	TIMEFRAME: School year
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PA COMMON CORE/NATIONAL STANDARDS:	
9.1	
9.3	
9.4	
UNIT OBJECTIVES (SWBATS):	
Identify soft and loud	
Identify the piano and forte (p & f)	
Identify mezzo piano and forte (mp & mf)	
Identify very soft and very loud (pp & ff)	
Identify crescendo and decrescendo (< >)	
INSTRUCTIONAL STRATEGIES/ACTIVITIES:	
Singing	
Playing classroom instruments	
Listening examples	
ANCHOR VOCABULARY: loud, soft, piano and forte	
ASSESSMENTS (Diagnostic/Benchmark/Formative	/Summative):
Teacher observation	
Student participation	
EVIDENCE OF MASTERY/Cut Score (Keystone Exan	n):
Teacher observation	
Student participation	
DIFFERENTIATED INSTRUCTION (Remediation/Ext	ension) (Process, Product or Content)
Incorporate technology	
Create an inclusive classroom	
Provide choice	
Use scaffolding	
Balance group work and individual work	
RESOURCES (Websites, Blogs, Videos, Whiteboard	Resources. etc.):
www.musicplayonline.com	
www.musick8.com	
	inning fortigging many signs many forts
RESOURCE SPECIFIC VOCABULARY: piano, forte, pi	ianissimo, fortissimo, mezzo piano, mezzo forte,
decrescendo, and crescendo	

COURSE: General Music	ack Area School District Curriculum GRADE/S: Fifth Grade
UNIT 7: Performance	TIMEFRAME: School year
PA COMMON CORE/NATIONAL STANDA	RDS:
9.1	
9.2	
9.3	
9.4	
UNIT OBJECTIVES (SWBATS):	
Perform variety of songs learned and mer	
Demonstrate appropriate behavior for co	ntext and style of music performed
INSTRUCTIONAL STRATEGIES/ACTIVITIES	
Listening	
Singing	
Movement	
ANCHOR VOCABULARY: Listening, match	ing pitch, memorization
ASSESSMENTS (Diagnostic/Benchmark/F	
Teacher observation	
 Student participation 	
EVIDENCE OF MASTERY/Cut Score (Keyst	tone Exam).
Teacher observation	
Student participation	
Attendance at public performance	
DIFFERENTIATED INSTRUCTION (Remedia	ation/Extension) (Process, Product or Content)
Incorporate technology	
Create an inclusive classroom	
Provide choice	
Use scaffolding	
Balance group work and individual work	
RESOURCES (Websites, Blogs, Videos, W	hiteboard Resources, etc.):
www.musicplayonline.com	· ·
www.musick8.com	

Pitch, memorize, behavior, listening

COURSE: General Music GRADE/S: Fifth Grade UNIT 8: Harmony TIMEFRAME: School year PA COMMON CORE/NATIONAL STANDARDS: 9.1 9.1 9.2 9.3 9.4 UNIT OBJECTIVES (SWBATS): Recognize that harmony is present in the music Differentiate between consonance and dissonance Differentiate between consonance and dissonance INSTRUCTIONAL STRATEGIES/ACTIVITIES: Listening Listening Participating in classroom activities ANCHOR VOCABULARY: Harmony, consonance, dissonance ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): • Teacher observation • Student participation EVIDENCE OF MASTERY/Cut Score (Keystone Exam): Teacher observation Student participation Student participation DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Incorporate technology Create an inclusive classroom Provide choice Use scaffolding Balance group work and individual work RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): www.musick8.com		ck Area School District Curriculum
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INSTRUCTIONAL STRATEGIES/ACTIVITIES: Listening Singing Participating in classroom activities ANCHOR VOCABULARY: Harmony, consonance, dissonance ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): • Teacher observation • Student participation EVIDENCE OF MASTERY/Cut Score (Keystone Exam): Teacher observation Student participation Attendance at public performance DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Incorporate technology Create an inclusive classroom Provide choice Use scaffolding Balance group work and individual work RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): www.musicplayonline.com www.musick8.com	Recognize that harmony is present in the n	nusic
Listening Singing Participating in classroom activities ANCHOR VOCABULARY: Harmony, consonance, dissonance ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): • Teacher observation • Student participation EVIDENCE OF MASTERY/Cut Score (Keystone Exam): Teacher observation Student participation Attendance at public performance DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Incorporate technology Create an inclusive classroom Provide choice Use scaffolding Balance group work and individual work RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): www.musicplayonline.com www.musick8.com	Differentiate between consonance and dis	sonance
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Participating in classroom activities ANCHOR VOCABULARY: Harmony, consonance, dissonance ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): • Teacher observation • Student participation EVIDENCE OF MASTERY/Cut Score (Keystone Exam): Teacher observation Student participation Attendance at public performance DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Incorporate technology Create an inclusive classroom Provide choice Use scaffolding Balance group work and individual work RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): www.musicplayonline.com www.musick8.com RESOURCE SPECIFIC VOCABULARY:	Listening	
Participating in classroom activities ANCHOR VOCABULARY: Harmony, consonance, dissonance ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): • Teacher observation • Student participation EVIDENCE OF MASTERY/Cut Score (Keystone Exam): Teacher observation Student participation Attendance at public performance DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Incorporate technology Create an inclusive classroom Provide choice Use scaffolding Balance group work and individual work RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): www.musicplayonline.com www.musick8.com RESOURCE SPECIFIC VOCABULARY:	Singing	
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): Teacher observation Student participation EVIDENCE OF MASTERY/Cut Score (Keystone Exam): Teacher observation Student participation Attendance at public performance DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Incorporate technology Create an inclusive classroom Provide choice Use scaffolding Balance group work and individual work RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): www.musicplayonline.com www.musicplayonline.com RESOURCE SPECIFIC VOCABULARY:		
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): Teacher observation Student participation EVIDENCE OF MASTERY/Cut Score (Keystone Exam): Teacher observation Student participation Attendance at public performance DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Incorporate technology Create an inclusive classroom Provide choice Use scaffolding Balance group work and individual work RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): www.musicplayonline.com www.musicplayonline.com RESOURCE SPECIFIC VOCABULARY:	ANCHOR VOCABILLARY: Harmony conson	ance dissonance
Teacher observation Student participation EVIDENCE OF MASTERY/Cut Score (Keystone Exam): Teacher observation Student participation Attendance at public performance DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Incorporate technology Create an inclusive classroom Provide choice Use scaffolding Balance group work and individual work RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): www.musicplayonline.com www.musick8.com RESOURCE SPECIFIC VOCABULARY:		
Student participation EVIDENCE OF MASTERY/Cut Score (Keystone Exam): Teacher observation Student participation Attendance at public performance DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Incorporate technology Create an inclusive classroom Provide choice Use scaffolding Balance group work and individual work RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): www.musicplayonline.com www.musick8.com RESOURCE SPECIFIC VOCABULARY:		
EVIDENCE OF MASTERY/Cut Score (Keystone Exam): Teacher observation Student participation Attendance at public performance DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Incorporate technology Create an inclusive classroom Provide choice Use scaffolding Balance group work and individual work RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): www.musicplayonline.com www.musick8.com RESOURCE SPECIFIC VOCABULARY:		ormative/Summative):
Teacher observation Student participation Attendance at public performance DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Incorporate technology Create an inclusive classroom Provide choice Use scaffolding Balance group work and individual work RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): www.musicplayonline.com www.musick8.com RESOURCE SPECIFIC VOCABULARY:	Teacher observation	ormative/Summative):
Teacher observation Student participation Attendance at public performance DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Incorporate technology Create an inclusive classroom Provide choice Use scaffolding Balance group work and individual work RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): www.musicplayonline.com www.musick8.com RESOURCE SPECIFIC VOCABULARY:	Teacher observation	ormative/Summative):
Teacher observation Student participation Attendance at public performance DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Incorporate technology Create an inclusive classroom Provide choice Use scaffolding Balance group work and individual work RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): www.musicplayonline.com www.musick8.com RESOURCE SPECIFIC VOCABULARY:	Teacher observation	ormative/Summative):
Attendance at public performance DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Incorporate technology Create an inclusive classroom Provide choice Use scaffolding Balance group work and individual work RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): www.musicplayonline.com www.musick8.com RESOURCE SPECIFIC VOCABULARY:	Teacher observationStudent participation	
Attendance at public performance DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) Incorporate technology Create an inclusive classroom Provide choice Use scaffolding Balance group work and individual work RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): www.musicplayonline.com www.musick8.com RESOURCE SPECIFIC VOCABULARY:	 Teacher observation Student participation EVIDENCE OF MASTERY/Cut Score (Keystor)	
Incorporate technology Create an inclusive classroom Provide choice Use scaffolding Balance group work and individual work RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): www.musicplayonline.com www.musick8.com	 Teacher observation Student participation EVIDENCE OF MASTERY/Cut Score (Keystor) Teacher observation	
Incorporate technology Create an inclusive classroom Provide choice Use scaffolding Balance group work and individual work RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): www.musicplayonline.com www.musick8.com	 Teacher observation Student participation EVIDENCE OF MASTERY/Cut Score (Keyston) Teacher observation Student participation	
Create an inclusive classroom Provide choice Use scaffolding Balance group work and individual work RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): www.musicplayonline.com www.musick8.com	 Teacher observation Student participation EVIDENCE OF MASTERY/Cut Score (Keysto Teacher observation Student participation Attendance at public performance	one Exam):
Provide choice Use scaffolding Balance group work and individual work RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): www.musicplayonline.com www.musick8.com	 Teacher observation Student participation EVIDENCE OF MASTERY/Cut Score (Keystor Teacher observation Student participation Attendance at public performance DIFFERENTIATED INSTRUCTION (Remediation)	one Exam):
Use scaffolding Balance group work and individual work RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): www.musicplayonline.com www.musick8.com RESOURCE SPECIFIC VOCABULARY:	 Teacher observation Student participation EVIDENCE OF MASTERY/Cut Score (Keystor Teacher observation Student participation Attendance at public performance DIFFERENTIATED INSTRUCTION (Remediated incorporate technology	one Exam):
Balance group work and individual work RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): www.musicplayonline.com www.musick8.com RESOURCE SPECIFIC VOCABULARY:	 Teacher observation Student participation EVIDENCE OF MASTERY/Cut Score (Keystor Teacher observation Student participation Attendance at public performance DIFFERENTIATED INSTRUCTION (Remediate Incorporate technology Create an inclusive classroom	one Exam):
RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): www.musicplayonline.com www.musick8.com RESOURCE SPECIFIC VOCABULARY:	 Teacher observation Student participation EVIDENCE OF MASTERY/Cut Score (Keystor Teacher observation Student participation Attendance at public performance DIFFERENTIATED INSTRUCTION (Remediate Incorporate technology Create an inclusive classroom Provide choice	one Exam):
www.musicplayonline.com www.musick8.com RESOURCE SPECIFIC VOCABULARY:	 Teacher observation Student participation EVIDENCE OF MASTERY/Cut Score (Keystor Teacher observation Student participation Attendance at public performance DIFFERENTIATED INSTRUCTION (Remediate Incorporate technology Create an inclusive classroom Provide choice Use scaffolding	one Exam):
www.musick8.com RESOURCE SPECIFIC VOCABULARY:	 Teacher observation Student participation EVIDENCE OF MASTERY/Cut Score (Keystor Teacher observation Student participation Attendance at public performance DIFFERENTIATED INSTRUCTION (Remediate Incorporate technology Create an inclusive classroom Provide choice Use scaffolding	one Exam):
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