

Clinton-Glen Gardner School District



Curriculum Management System

Music

Grade 5

June 2010

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.**

**Board Approved: August 4, 2010
Revised: September 25, 2012**

Table of Contents

Clinton-Glen Gardner School District Administration and Board of Education Members	Page 4
Acknowledgments	Page 5
District Mission Statement and Philosophy	Page 6
New Jersey Core Curriculum Content Standards	Page 7
General Music:	
Grades K-2 Scope and Sequence	Page 8
Grades K-2 Unit Plans	Page 10
Grades 3-4 Scope and Sequence	Page 38
Grades 3-4 Unit Plans	Page 40
Grade 5 Scope and Sequence	Page 62
Grade 5 Unit Plans	Page 63

Table of Contents

Grade 6 Scope and Sequence **Page 71**

Grade 6 Unit Plans **Page 72**

Grade 7 Scope and Sequence **Page 82**

Grade 7 Unit Plans **Page 84**

Grade 8 Scope and Sequence **Page 95**

Grade 8 Unit Plans **Page 96**

Instrumental Music:

Grades 3-5 Scope and Sequence **Page 103**

Grades 3-5 Unit Plans **Page 105**

Grades 6-8 Scope and Sequence **Page 133**

Grades 6-8 Unit Plans **Page 135**

CLINTON-GLEN GARDNER SCHOOL DISTRICT

ADMINISTRATION

Mr. Richard S. Katz, Superintendent/Principal
Mrs. Lisa J. Craft, Business Administrator
Mrs. Christine Steiner, Assistant Principal
Mrs. Jenine Kastner, Supervisor of Special Services

BOARD OF EDUCATION

Mr. Robert Pyle, President
Mrs. Cara Morris, Vice President
Mrs. Patricia Cooper
Mrs. Amanda DiRienz
Mrs. Margaret Layding

Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

Writers' Names: Margaret Blickenderfer
Tom DiGiovanni
Laurie Ruch

21st Century Life and Careers Integration: Jessica Latanzio Crespo
Barbara Shaffer

Clinton-Glen Gardner School District

Mission

The mission of the Clinton-Glen Gardner School District is to inspire our students to become contributing members of society who are independent, innovative, life-time learners equipped with the necessary skills to meet the demands of our ever-changing world.

Philosophy

Experience with and knowledge of the arts is an essential component of student learning in the 21st century. As we meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to unleash creativity and innovation in our students is critical for success. The arts enable personal, intellectual, social, economic, and human growth by fostering creativity and providing opportunities for expression beyond the limits of language. Equitable access to arts instruction is achieved when students have regular experiences in each of the four arts disciplines (dance, music, theatre, and visual art). Thus, the goal of the music program is to contribute to students' regular, sequential arts instruction.

As with any language, musical literacy provides the tools necessary to express one's self. The music curriculum provides the tools with which students can become musically literate and fosters students who:

- Create, reshape, and fully participate in the enhancement of the quality of life, globally
- Participate in social, cultural, and intellectual interplay among people of different ethnic, racial, and cultural backgrounds
- Possess essential technical skills and abilities significant to many aspects of life and work in the 21st century
- Understand and impact the increasingly complex technological environment.

**New Jersey State Department of Education
Core Curriculum Content Standards**

A note about Visual and Performing Arts Standards and Cumulative Progress Indicators

The New Jersey Core Curriculum Content Standards for Visual and Performing Arts were revised in 2009. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards. A complete copy of the new Core Curriculum Content Standards for Visual and Performing Arts may be found at:

<http://www.state.nj.us/education/cccs/2009/final.htm>

A note about 21st Century Life and Careers Standards and Cumulative Progress Indicators.

The New Jersey Core Curriculum Content Standards for 21st Century Life and Careers were revised in 2009. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards. A complete copy of the new Core Curriculum Content Standards for 21st Century Life and Careers may be found at:

<http://www.state.nj.us/education/cccs/standards/9/>

**Grade 5
General Music**

Scope and Sequence

The Elements of Music	
<p>Topic: Sound</p> <ul style="list-style-type: none"> I. World Instruments <ul style="list-style-type: none"> a. The Elements of Music <ul style="list-style-type: none"> i. Sound ii. Harmony iii. Melody iv. Rhythm v. Form b. Classifying World Instruments by to Phone Classifications <ul style="list-style-type: none"> i. Membranophone ii. Idiophone iii. Chordophone iv. Aerophone 	<p>Topic: Harmony/Melody</p> <ul style="list-style-type: none"> II. Singing and Identifying Harmony and Melody <ul style="list-style-type: none"> a. Singing ostinatos, rounds and partner songs b. Identifying elements of melody <ul style="list-style-type: none"> i. Range ii. Direction iii. Movement
<p>Topic: Rhythm</p> <ul style="list-style-type: none"> III. Rhythm Performance <ul style="list-style-type: none"> a. Reading rhythms in 4/4 and 3/4 time b. Rhythmic dictation in 4/4 and 3/4 time 	<p>Topic: Form</p> <ul style="list-style-type: none"> IV. Singing and identifying form <ul style="list-style-type: none"> a. AB b. ABA c. Rondo V. Singing and identifying phrase and section
<p>Topic: Music Theory</p> <ul style="list-style-type: none"> VI. Reading Music <ul style="list-style-type: none"> a. Identifying music symbols b. Naming notes in Treble Clef c. Naming notes in Bass Clef 	<p>Topic: Music Listening</p> <ul style="list-style-type: none"> VII. Identification of famous Classical music literature. <ul style="list-style-type: none"> a. Awareness of a basic timeline of music history b. Awareness of time periods <ul style="list-style-type: none"> i. Renaissance ii. Baroque iii. Classical iv. Romantic v. Contemporary c. Identifying pieces of music by color-coding their elements of music

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 5 General Music	Topic: Elements of Music- Sound	
		Goal 1: The student will be able to identify world instruments by their phone classifications as well as identify the elements of music.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
2	<p>1.1. Identify the elements of music. (1.1.5.B.1)</p> <p>1.2. Identify world instruments by phone classifications. (1.1.5.B.1, 1.1.8.B.2, 1.2.5.A.1)</p> <p>1.3. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>1.4. Model leaderships skills during classroom and extra-curricular activities. (9.1.8.C.3)</p> <p>1.5. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p>	<p>Essential Questions: How does knowing the Elements of Music assist in your understanding of music? How can you successfully place a world instrument in its phone classification? What is the difference in sound of the phone classifications? How can you successfully identify this instrument? How can the sound of the music from a specific country help identify the instrument?</p> <p>Conceptual Understandings: The elements of music are the building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, melodic and harmonic progressions that contribute to musical literacy. Common recognizable musical forms often have characteristics related to specific to cultural traditions. Art and culture reflect and affect each other.</p>	<p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels.</p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Memorizing SHMRF= Sound, Harmony, Melody, Rhythm, Form World Instrument Bingo- Listening and color coding world instruments by the following phone classifications: membranophone, idiophone, chordophone an aerophone Playing world Instrument Bingo</p> <p>Assessment Models: Students will be expected to memorize the elements of music. Students will be asked to listen and classify world instrument by their phone classifications through World Instrument Bingo and listening quiz.</p> <p>Additional Resources: World Instrument Bingo</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 5 General Music	Topic: Harmony/Melody	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
2	<p>2.1. Sing ostinatos, rounds and partner songs. (1.1.5.B.1, 1.1.5.B.2, 1.3.5.B.4)</p> <p>2.2. Identifying elements of melody such as range, direction and movement. (1.1.5.B.1, 1.1.5.B.2, 1.3.5.B.4)</p> <p>2.3. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>2.4. Model leaderships skills during classroom and extra-curricular activities. (9.1.8.C.3)</p> <p>2.5. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p>	<p>Essential Questions: How can I successfully create harmony by singing and ostinato, round or partner song? How can I successfully identify a melody by its range, direction or movement? How can I successfully tell the difference between harmony and melody?</p> <p>Conceptual Understandings: Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to listening skill and temporal spatial reasoning ability connected to listening skill. Harmonizing requires singing ability as well as active listening skills. The elements of music are the building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, melodic and harmonic progressions that contribute to musical literacy. Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.</p>	<p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels. Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Singing ostinatos, rounds and partner songs. Melody Bingo</p> <p>Assessment Models: Students will be expected to create harmony by singing a song with an ostinato, round and a partner song. Students will be expected to tell the difference between harmony and melody through oral identification. Students will be expected to identify a melody by listening for range, direction and movement through Melody Bingo and listening quiz.</p> <p>Additional Resources: Silver Burdette text and CD Melody Bingo</p>

Suggested days of Instruction	Curriculum Management System	Topic: Rhythm		
	Subject/Grade Level:			
	Grade 5 General Music			
Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model		
The student will be able to:				
2	<p>3.1. Read rhythms in 4/4 and 3/4 time. (1.1.5.B.1, 1.1.5.B.2, 1.3.5.B.4)</p> <p>3.2. Write rhythms in 4/4 and 3/4 time. (1.1.5.B.1, 1.1.5.B.2, 1.3.5.B.4)</p> <p>3.3. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>3.4. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p>	<p>Essential Questions: How can you successfully read these rhythms? How can you successfully write these rhythms?</p> <p>Conceptual Understandings: Reading basic music notation contributes to musical fluency and literacy.</p> <p>Musical intelligence is related to listening skill and temporal spatial reasoning ability connected to listening skill</p> <p>The elements of music are the building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, melodic and harmonic progressions that contribute to musical literacy.</p> <p>Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.</p>	<p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels.</p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Rhythm card drills Rhythmic dictation</p> <p>Assessment Models: Students will be expected to perform rhythms in 4/4 and 3/4 time through a rhythm card drill. Students will be expected to write rhythms in 4/4 time through rhythmic dictation.</p> <p>Additional Resources: Rhythm Cards Rock –N- Raps Rhythm tracks</p>	

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 5 General Music	Topic: Form	
		Goal 4: The student will be able to sing and identify phrase, section and form in music.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
2	<p>4.1. Identify phrase and section. (1.1.5.B.1, 1.3.5.B.4)</p> <p>4.2. Identify AB, ABA and Rondo forms. (1.1.5.B.1, 1.1.5.B.2, 1.3.5.B.4)</p> <p>4.3. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>4.4. Model leaderships skills during classroom and extra-curricular activities. (9.1.8.C.3)</p> <p>4.5. Employ appropriate conflict resolution strategies. (9.1.8.D.1)</p> <p>4.6. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p>	<p>Essential Questions: Can you successfully identify a phrase in music? Can you successfully identify a section in music? Can you successfully identify the form in this song?</p> <p>Conceptual Understandings: Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to listening skill and temporal spatial reasoning ability connected to listening skill. The elements of music are the building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, melodic and harmonic progressions that contribute to musical literacy. Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.</p>	<p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels.</p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Singing and identifying phrases and sections in songs. Singing and identifying the form of a song.</p> <p>Assessment Models: Students will be asked to identify a phrase by raising their hand at the end of each musical sentence while singing a song. Students will be asked to identify a section by standing up at the end of a musical paragraph. Students will be asked to identify various forms by determining the sections and their similarities and differences.</p> <p>Additional Resources: Get America Singing Again Halloween songs Silver Burdette books and CDs Holiday songs</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level:	Topic: Music Theory	
	Grade 5 General Music	Goal 5: The student will be able to identify music symbols and name notes in both treble and bass clef.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
4	<p>5.1. Identify music symbols. (1.1.5.B.1, 1.3.5.B.4)</p> <p>5.2. Learn the note names in Treble Clef. (1.1.5.B.1, 1.3.5.B.4)</p> <p>5.3. Learn the note names in Bass Clef. (1.1.5.B.1, 1.3.5.B.4)</p> <p>5.4. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>5.5. Model leaderships skills during classroom and extra-curricular activities. (9.1.8.C.3)</p> <p>5.6. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.</p>	<p>Essential Questions: How can you successfully identify this music symbol? How can you successfully read this note in Treble Clef? How can you successfully read this note in Bass Clef?</p> <p>Conceptual Understandings: Reading basic music notation contributes to musical fluency and literacy.</p> <p>Musical intelligence is related to listening skill and temporal spatial reasoning ability connected to listening skill.</p> <p>Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.</p>	<p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels.</p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Create pictures using music symbols and label them. Singing the Treble Clef and Bass Clef song. Written and oral note naming activities. Music Theory Baseball</p> <p>Assessment Models: Students will be asked to: Memorize the Treble Clef and Bass Clef songs and identify notes in Treble and Bass Clef through a written quiz. Recognize specific music symbols.</p> <p>Additional Resources: Music Symbol Madness work sheet Music Symbol Drill Cards Treble clef song</p>

Suggested days of Instruction	Curriculum Management System	Topic: Music Theory	
	<u>Subject/Grade Level:</u> Grade 5 General Music	<u>Goal 5:</u> The student will be able to identify music symbols and name notes in both treble and bass clef.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	(9.1.8.F.1)		Treble clef note and word cards Treble clef note stories Bass clef song Bass Clef note and word cards Music theory Baseball

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 5 General Music	Topic: Music Listening Bingo-Classical music literature	
		Goal 6: The student will be able to identify the elements of music in classical pieces from the Renaissance, Baroque, Classical, Romantic and Contemporary periods of music.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
6	<p>6.1. Follow a basic timeline of music history. (1.1.5.B.1, 1.1.5.B.2, 1.2.5.A.2)</p> <p>6.2. Recognize music history time periods. (1.1.5.B.1, 1.1.5.B.2, 1.2.5.A.2)</p> <p>6.3. Identify pieces of music by color coding the elements of music. (1.1.5.B.1, 1.1.5.B.2)</p> <p>6.4. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>6.5. Model leaderships skills during classroom and extra-curricular activities. (9.1.8.C.3)</p> <p>6.6. Employ appropriate conflict resolution strategies. (9.1.8.D.1)</p>	<p>Essential Questions:</p> <p>How can you successfully identify the period when this music was written?</p> <p>What enables you to successfully identify the sound or tone color in this piece of music?</p> <p>Does the melody in this piece of music have mostly high pitches, low pitches or both?</p> <p>Does the rhythm in this piece of music consist of mostly short sounds, long sounds or both?</p> <p>How can you successfully identify the tempo and dynamics of this piece of music?</p> <p>How can the music from the Renaissance, Baroque, Classical, Romantic and 20th Century be characterized and who is a representative composer?</p> <p>Conceptual Understandings:</p> <p>Reading basic music notation contributes to musical fluency and literacy.</p> <p>Musical intelligence is related to listening skill and temporal spatial reasoning ability connected to listening skill.</p> <p>The elements of music are the building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, melodic and harmonic progressions that contribute to musical literacy.</p> <p>Characteristic approaches to content, form, style, and</p>	<p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels.</p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities:</p> <p>Listening to classical pieces from the Renaissance, Baroque, Classical, Romantic and Contemporary periods of music and color coding, by composer, the elements of music on their corresponding Listening Smart Page.</p> <p>Music Listening Bingo</p> <p>Music Listening Baseball</p> <p>Assessment Models:</p> <p>Students will be asked to complete Listening Smart pages for each Period of music, color-coding each piece with its composer.</p> <p>Students will be expected to identify a piece of music within a time period through music listening bingo.</p> <p>Students will be expected to identify the time period of music history through Music Listening Baseball.</p>

Suggested days of Instruction	Curriculum Management System	Topic: Music Listening Bingo-Classical music literature	
	Subject/Grade Level: Grade 5 General Music	Goal 6: The student will be able to identify the elements of music in classical pieces from the Renaissance, Baroque, Classical, Romantic and Contemporary periods of music.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	6.7. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)	design define art genres.	Additional Resources: Music Listening Bingo game and listening pages