

GRADE LEVEL: FIFTH GRADE

SUBJECT: MUSIC

DATE: 2022-2023

MONTH/GRADING PERIOD: QUARTER 1

MASTER COPY 7-17-22

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
CONNECT					
<p>Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</p> <ul style="list-style-type: none"> Personal Interests Expression 	<p>3-5 Cn.1.5.1 Demonstrate and explore how personal interests and skills relate to choices when creating, performing, and responding to music.</p>	<ul style="list-style-type: none"> Demonstrate how personal interests relate to musical choices. Explore how personal interests relate to musical choices. Create, perform, and respond to music. 	<ul style="list-style-type: none"> Classroom discussions 		CRITICAL
<ul style="list-style-type: none"> Life Skills Cooperation Effort Perseverance Respect 	<p>3-5 Cn.1.5.2 Identify and practice life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts.</p>	<ul style="list-style-type: none"> Cooperate with others to create a group instrumental piece. Demonstrate respect for others' musical ideas and preferences Demonstrate effort and perseverance to learn new rhythmic patterns. Repeat various rhythmic patterns. 	<ul style="list-style-type: none"> Classroom discussions Teacher observation Class activities 	<ul style="list-style-type: none"> Cooperation Effort Perseverance Respect 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
LISTEN AND RESPOND					
<p>Listen and respond to a varied repertoire of music by audiating music.</p> <ul style="list-style-type: none"> • Audiation • Speaking • Singing • Forms • Tempi • Meters • Tonalities 	<p>3-5 LR.4.5.1 Audiate and accurately speak or sing from notated music familiar and unfamiliar rhymes and songs with varied forms, tempi, meters, and tonalities.</p>	<ul style="list-style-type: none"> • Choose appropriate notation to demonstrate the rhythmic cadence of selected poems or songs. • Explore varied forms, tempi, meters, and tonalities. • Distinguish the differences between major and minor tonalities. 	<ul style="list-style-type: none"> • Teacher observation • Singing games 	<ul style="list-style-type: none"> • Form • Tempo • 2/4 Meter • 4/4 Meter • 3/4 Meter • Tonality • Major • Minor 	CRITICAL
<p>Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.</p> <ul style="list-style-type: none"> • Terms • Examples 	<p>3-5 LR.5.5.1 Define expressive music terms and apply them to selected musical examples.</p>	<ul style="list-style-type: none"> • Demonstrate understanding of a variety of musical terms through singing and movement. • Identify and define new Italian terms, such as dolce, con moto, rubato, accelerando, and ritardando. 	<ul style="list-style-type: none"> • Teacher observation • Class activities 	<ul style="list-style-type: none"> • Tempo markings • Dynamics markings • Dolce • Con Moto • Rubato • Ritardando • Accelerando 	CRITICAL
<ul style="list-style-type: none"> • Change • Movement 	<p>3-5 LR.6.5.2 Demonstrate changes in melodic contour and simple harmonic progression through movement.</p>	<ul style="list-style-type: none"> • Demonstrate melodic and harmonic changes through movement. 	<ul style="list-style-type: none"> • Teacher observation 		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
LISTEN AND RESPOND					
<ul style="list-style-type: none"> • Form • Phrasing • Expressive Qualities • Timbre 	3-5 LR.6.5.3 Identify and express age appropriate music concepts including form, phrasing, expressive qualities, and timbre through movement in listening examples, singing games and/or simple folk dances.	<ul style="list-style-type: none"> • Express form through movement. • Express mood and emotion demonstrated by a piece of music. • Listen and respond to a variety of listening selections. • Utilize a variety of singing games to express musical concepts. 	<ul style="list-style-type: none"> • Teacher observation • Singing games • Listening selection responses • Class discussion 	<ul style="list-style-type: none"> • Phrasing • Timbre • Mood 	CRITICAL
CREATE					
<p>Create a varied repertoire of music by representing audiated and aurally perceived music.</p> <ul style="list-style-type: none"> • Traditional Notation • Nontraditional Notation 	3-5 Cr.10.5.1 Demonstrate the rhythm, melody, and form of an audiated and/or aurally perceived song through traditional and/or nontraditional notation.	<ul style="list-style-type: none"> • Read traditional or nontraditional music notation. • Correctly identify the lines and spaces of the treble clef. • Listen and respond to key musical elements. • Demonstrate rhythm, melody, and form of more challenging songs. 	<ul style="list-style-type: none"> • Teacher observation • Class activities • Written notation 	<ul style="list-style-type: none"> • Traditional notation • Nontraditional notation • Line notes • Space notes • Treble Clef 	CRITICAL
<p>Create a varied repertoire of music by composing and arranging music with both traditional and non-traditional notation.</p> <ul style="list-style-type: none"> • Speech Compositions • Tempo • Dynamics 	3-5 Cr.11.5.1 Plan, notate, and perform rhythmic speech compositions with text, including performance indicators such as tempo and dynamics.	<ul style="list-style-type: none"> • Choose appropriate tempi for a variety of text selections. • Choose appropriate dynamics for a variety of text selections. • Appropriately notate dynamic, tempo, and expression markers within a text. 	<ul style="list-style-type: none"> • Teacher observation • Classroom performance 	<ul style="list-style-type: none"> • Dynamics 	IMPORTANT

GRADE LEVEL: FIFTH GRADE

SUBJECT: MUSIC

DATE: 2022-2023

MONTH/GRADING PERIOD: QUARTER 2

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
CONNECT					
<p>Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</p> <ul style="list-style-type: none"> • Cooperation • Effort • Perseverance • Respect 	<p>3-5 Cn.1.5.2 Identify and practice life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts.</p>	<ul style="list-style-type: none"> • Cooperate with others to create a group instrumental piece. • Demonstrate respect for others' musical ideas and preferences. • Demonstrate effort and perseverance to learn new and challenging rhythmic patterns. • Repeat challenging rhythmic patterns. 	<ul style="list-style-type: none"> • Classroom discussions • Teacher observation • Class activities 	<ul style="list-style-type: none"> • Cooperation • Effort • Perseverance • Respect 	CRITICAL
<p>Connect with a varied repertoire of music by exploring the relationships between music, the other arts, and disciplines outside the arts.</p> <ul style="list-style-type: none"> • Language Arts • Science • Mathematics 	<p>3-5 Cn.2.5.1 Discover, identify, and explore how music connects to language arts and/or science, mathematics.</p>	<ul style="list-style-type: none"> • Draw connections between music and other content areas. • Identify new note values as fractions. • Explore the science of vibration. • Discuss connections between music and poetry. 	<ul style="list-style-type: none"> • Classroom discussions • Teacher observation • Class activities 		IMPORTANT
<ul style="list-style-type: none"> • Humanities • Art 	<p>3-5 Cn.2.5.2 Discover, identify, and explore how music connects to other arts and humanities.</p>	<ul style="list-style-type: none"> • Draw connections between music, art, and other humanities. 	<ul style="list-style-type: none"> • Classroom discussions • Student responses to prompts 		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
LISTEN AND RESPOND					
<p>Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.</p> <ul style="list-style-type: none"> • Musical Elements 	<p>3-5 LR.5.5.1 Define expressive music terms and apply them to selected musical examples.</p>	<ul style="list-style-type: none"> • Define musical terms referring to expression. • Appropriately use new terms within the context of specific song selections. 	<ul style="list-style-type: none"> • Classroom discussions • Teacher observation • Student responses 	<ul style="list-style-type: none"> • Expression 	CRITICAL
<ul style="list-style-type: none"> • Criteria • Evaluation • Performance • Composition 	<p>3-5 LR.5.5.2 Develop criteria for evaluating the quality and effectiveness of music performances, and compositions and apply these criteria to performances.</p>	<ul style="list-style-type: none"> • Create a rubric to evaluate specific performances. • Discuss appropriate criteria to evaluate performances. • Apply designated criteria to specific performances using a rubric. • Discuss biases in performance evaluations. 	<ul style="list-style-type: none"> • Classroom discussions • Student-developed rubrics 	<ul style="list-style-type: none"> • Performance • Composition • Criteria • Rubric • Bias 	CRITICAL
PERFORM					
<p>Perform a varied repertoire of music by singing, alone and with others, from rote memory and written notation.</p> <ul style="list-style-type: none"> • Breath Control • Pitch • Diction • Tone Quality • Posture 	<p>3-5 P.7.5.1 Sing in groups and independently, while demonstrating appropriate breath control, pitch, diction, tone quality, and posture.</p>	<ul style="list-style-type: none"> • Maintain appropriate singing posture. • Use appropriate breath control and tone quality while singing. • Maintain appropriate pitch while singing. • Use active listening to identify when correct pitch is not being used. 	<ul style="list-style-type: none"> • Teacher observation • Classroom performances 	<ul style="list-style-type: none"> • Breath control • Diction • Pitch • Tone quality • Posture 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PERFORM					
<ul style="list-style-type: none"> • Cultural Sensitivity • Dynamics • Phrasing • Articulation 	3-5 P.7.5.2 Sing songs from diverse cultures with sensitivity, accurate use of languages, appropriate movement, and/or appropriate use of dynamics, phrasing, and articulation.	<ul style="list-style-type: none"> • Describe various dynamics and explain their role in a song. • Draw connections between song lyrics and other forms of expression. • Sing new songs with cultural sensitivity and understanding. 	<ul style="list-style-type: none"> • Teacher observation • Classroom performances • Classroom discussions 	<ul style="list-style-type: none"> • Sensitivity • Dynamics • Phrasing • Articulation 	IMPORTANT
<ul style="list-style-type: none"> • Unison • Two-Part Songs • Partner Songs • Rounds • A Capella 	3-5 P.7.5.3 Sing unison and two-part songs, partner songs, and rounds, a cappella and with varied accompaniment.	<ul style="list-style-type: none"> • Sing a variety of songs with confidence, focusing on two-part, partner songs, and rounds. • Compare and contrast the characteristics of songs including two-part, partner songs, and rounds. 	<ul style="list-style-type: none"> • Teacher observation • Classroom performances • Singing games 	<ul style="list-style-type: none"> • Unison • Two-Part Songs • Partner Songs • Rounds • A Capella 	IMPORTANT
<ul style="list-style-type: none"> • Cues • Conductor 	3-5 P.7.5.4 Perform appropriately for a variety of audiences while following the cues of a conductor.	<ul style="list-style-type: none"> • Perform songs with expression and appropriate tempi following the cues of a conductor while singing. • Discuss the purpose of a conductor. • Identify and respond to various cues of a conductor. • Create cues that correspond to different musical elements. 	<ul style="list-style-type: none"> • Teacher observation • Classroom performances 	<ul style="list-style-type: none"> • Cues • Conductor 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PERFORM					
<p>Perform a varied repertoire of music by playing instruments, alone and with others, from rote memory and written notation.</p> <ul style="list-style-type: none"> • Pitched Percussion • Unpitched Percussion • Wind Instruments 	<p>3-5 P.8.5.1 Play pitched and unpitched percussion, keyboard, string, and/or wind instruments using correct techniques for producing sound.</p>	<ul style="list-style-type: none"> • Demonstrate appropriate posture for playing recorder. • Demonstrate appropriate breath control and tone quality while playing recorder. • Regularly produce the appropriate sound and tone quality on the recorder. 	<ul style="list-style-type: none"> • Teacher observation • Recorder performances • Classroom activities 	<ul style="list-style-type: none"> • Recorder • Fingering 	CRITICAL
<ul style="list-style-type: none"> • Melodic Patterns • Rhythmic Patterns • Chordal Patterns • Tempo 	<p>3-5 P.8.5.2 Play melodic, rhythmic, and chordal patterns at a consistent tempo.</p>	<ul style="list-style-type: none"> • Play melodic passages at a consistent tempo. • Play rhythmic patterns at a consistent tempo. • Play chordal patterns at a consistent tempo. 	<ul style="list-style-type: none"> • Teacher observation • Recorder performances • Classroom activities 	<ul style="list-style-type: none"> • Melody • Rhythm • Chords 	CRITICAL
<ul style="list-style-type: none"> • Melody • Accompaniment • Rhythm • Dynamics 	<p>3-5 P.8.5.3 Play melodies, accompaniments, and ensemble parts of various styles and cultures on instruments expressively with correct rhythms, tempi, and dynamics.</p>	<ul style="list-style-type: none"> • Play additional songs from various parts of the world. • Play with correct rhythms. • Play with correct tempi. • Play with appropriate dynamics. 	<ul style="list-style-type: none"> • Teacher observation • Recorder performances • Classroom activities 	<ul style="list-style-type: none"> • Accompaniment • Rhythm • Dynamics 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PERFORM					
<ul style="list-style-type: none"> • Cues • Conductor 	<p>3-5 P.8.5.4 Perform appropriately for a variety of audiences while following the cues of a conductor.</p>	<ul style="list-style-type: none"> • Perform songs with expression and appropriate tempi following the cues of a conductor while playing an instrument. • Discuss the purpose of a conductor. • Identify and respond to various cues of a conductor. • Create cues that correspond to different musical elements. 	<ul style="list-style-type: none"> • Teacher observation • Classroom performances 		CRITICAL

GRADE LEVEL: FIFTH GRADE

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MONTH/GRADING PERIOD: QUARTER 3

MASTER COPY 7-17-22

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
CONNECT					
<p>Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</p> <ul style="list-style-type: none"> Personal Interests 	<p>3-5 Cn.1.5.1 Demonstrate and explore how personal interests and skills relate to choices when creating, performing, and responding to music.</p>	<ul style="list-style-type: none"> Discuss how personal interest relates to musical choices. Respectfully respond to others' statements regarding personal interests and musical preferences. 	<ul style="list-style-type: none"> Class discussions Class activities 	<ul style="list-style-type: none"> Personal interests Perform 	CRITICAL
<ul style="list-style-type: none"> Cooperation Effort Perseverance Respect 	<p>3-5 Cn.1.5.2 Identify and practice life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts.</p>	<ul style="list-style-type: none"> Cooperate with others to create a group instrumental piece. Demonstrate respect for others' musical ideas and preferences. Demonstrate effort and perseverance to learn new and challenging rhythmic patterns. Repeat various rhythmic patterns. 	<ul style="list-style-type: none"> Classroom discussions Teacher observation Class activities 	<ul style="list-style-type: none"> Cooperation Effort Perseverance Respect 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
LISTEN AND RESPOND					
<p>Listen and respond to a varied repertoire of music by audiating music.</p> <ul style="list-style-type: none"> • Notated Music • Rhymes • Songs • Forms • Tempi • Meter 	<p>3-5 LR.4.5.1 Audiate and accurately speak or sing from notated music familiar and unfamiliar rhymes and songs with varied forms, tempi, meters, and tonalities.</p>	<ul style="list-style-type: none"> • Perform simple rhythms from standard notation in a variety of meters. • Recognize note names by sight. • Perform simple melodies from standard notation in a variety of meters. • Differentiate between major and minor listening selections. 	<ul style="list-style-type: none"> • Teacher observation • Student responses • Singing games 	<ul style="list-style-type: none"> • Notation • Tempo • 4/4 Meter • 3/4 Meter • 6/8 Meter • Major • Minor 	CRITICAL
<p>Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.</p> <ul style="list-style-type: none"> • Music Terms 	<p>3-5 LR.5.5.1 Define expressive music terms and apply them to selected musical examples.</p>	<ul style="list-style-type: none"> • Describe selected listening examples using the appropriate musical terminology. 	<ul style="list-style-type: none"> • Classroom discussion • Student response 	<ul style="list-style-type: none"> • Dynamics • Crescendo • Decrescendo • Sforzando 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
LISTEN AND RESPOND					
<ul style="list-style-type: none"> Criteria Music Performances Music Compositions 	3-5 LR.5.5.2 Develop criteria for evaluating the quality and effectiveness of music performances, and compositions and apply these criteria to performances.	<ul style="list-style-type: none"> Create a rubric to evaluate specific performances. Discuss appropriate criteria to evaluate performances. Apply designated criteria to specific performances using a rubric. Discuss how biases shape opinions. 	<ul style="list-style-type: none"> Classroom discussions Student-developed rubrics 	<ul style="list-style-type: none"> Performance Composition Criteria Rubric Bias 	CRITICAL
<p>Listen and respond to a varied repertoire of music by interpreting and expressing music through movement.</p> <ul style="list-style-type: none"> Rhythmic Patterns Simple Meters Compound Meters 	3-5 LR.6.5.1 Use conducting and other types of movement to demonstrate rhythmic patterns and simple and compound meters.	<ul style="list-style-type: none"> Use movement to show simple meter at a variety of tempi. Conduct to songs in both simple and compound meters. 	<ul style="list-style-type: none"> Teacher observation Music games 	<ul style="list-style-type: none"> Simple meter Compound meter 	ADDITIONAL
<ul style="list-style-type: none"> Form Phrasing Expressive Qualities Timbre 	3-5 LR.6.5.3 Identify and express age appropriate music concepts including form, phrasing, expressive qualities, and timbre through movement in listening examples, singing games and/or simple folk dances.	<ul style="list-style-type: none"> Show expression through movement and dance. Choose what expression should go with new selected listening examples. 	<ul style="list-style-type: none"> Teacher observation Student responses Classroom performances Singing games Folk dances 	<ul style="list-style-type: none"> Phrasing Timbre Expression 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PERFORM					
<p>Perform a varied repertoire of music by singing, alone and with others, from rote memory and written notation.</p> <ul style="list-style-type: none"> Breath Control Pitch Diction Tone Quality Posture 	<p>3-5 P.7.5.1 Sing in groups and independently, while demonstrating appropriate breath control, pitch, diction, tone quality, and posture.</p>	<ul style="list-style-type: none"> Sing songs with peers demonstrating proper breath control. Sing songs with peers demonstrating proper posture. Identify and correct when singing incorrect pitches. Sing using the appropriate tone quality. Maintain proper diction while singing in class. 	<ul style="list-style-type: none"> Teacher observation Student participation Classroom performances 	<ul style="list-style-type: none"> Breath control Pitch Diction Tone quality Posture 	CRITICAL
<ul style="list-style-type: none"> Unison Two-Part Songs Rounds A Capella 	<p>3-5 P.7.5.3 Sing unison and two-part songs, partner songs, and rounds, a cappella and with varied accompaniment.</p>	<ul style="list-style-type: none"> Sing unison songs in class. Sing two-part songs in class. Sing partner songs in class. Sing rounds in class. Sing A Capella music in class. 	<ul style="list-style-type: none"> Teacher observation Student participation Classroom performances 	<ul style="list-style-type: none"> Unison Two-Part song Partner song Round A Capella 	IMPORTANT
<ul style="list-style-type: none"> Conductor 	<p>3-5 P.7.5.4 Perform appropriately for a variety of audiences while following the cues of a conductor.</p>	<ul style="list-style-type: none"> Watch and follow a variety of cues from a conductor while singing. 	<ul style="list-style-type: none"> Teacher observation 	<ul style="list-style-type: none"> Cue Conductor 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PERFORM					
<p>Perform a varied repertoire of music by playing instruments, alone and with others, from rote memory and written notation.</p> <ul style="list-style-type: none"> • Pitched Percussion • Unpitched Percussion • Keyboard • Wind Instruments 	<p>3-5 P.8.5.1 Play pitched and unpitched percussion, keyboard, string, and/or wind instruments using correct techniques for producing sound.</p>	<ul style="list-style-type: none"> • Play a variety of unpitched percussion instruments while using the correct techniques. • Play pitched percussion instruments while using correct techniques. 	<ul style="list-style-type: none"> • Teacher observation • Student participation • Classroom performances 	<ul style="list-style-type: none"> • Pitched percussion • Unpitched percussion • Keyboard 	CRITICAL
<ul style="list-style-type: none"> • Melodic Patterns • Rhythmic Patterns • Chordal Patterns 	<p>3-5 P.8.5.2 Play melodic, rhythmic, and chordal patterns at a consistent tempo.</p>	<ul style="list-style-type: none"> • Play rhythmic patterns at a consistent tempo. • Play melodic patterns at a consistent tempo. • Play chordal patters as a class. 	<ul style="list-style-type: none"> • Teacher observation • Student participation • Classroom performances 	<ul style="list-style-type: none"> • Melody • Rhythm • Chord 	CRITICAL
<ul style="list-style-type: none"> • Cues • Conductor 	<p>3-5 P.8.5.4 Perform appropriately for a variety of audiences while following the cues of a conductor.</p>	<ul style="list-style-type: none"> • Watch and follow a variety of cues from a conductor while playing an instrument. 	<ul style="list-style-type: none"> • Teacher observation 	<ul style="list-style-type: none"> • Cue • Conductor 	CRITICAL

GRADE LEVEL: FIFTH GRADE

SUBJECT: MUSIC

DATE: 2022-2023

MONTH/GRADING PERIOD: QUARTER 4

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
CONNECT					
<p>Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</p> <ul style="list-style-type: none"> • Cooperation • Effort • Perseverance • Respect 	<p>3-5 Cn.1.5.2 Identify and practice life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts.</p>	<ul style="list-style-type: none"> • Cooperate with others to create a group instrumental piece. • Demonstrate respect for others’ musical ideas and preferences. • Demonstrate effort and perseverance to learn new and challenging rhythmic patterns. • Repeat various rhythmic patterns. 	<ul style="list-style-type: none"> • Classroom discussions • Teacher observation • Class activities 	<ul style="list-style-type: none"> • Cooperation • Effort • Perseverance • Respect 	<p>CRITICAL</p>
<p>Connect with a varied repertoire of music by exploring the relationships between music, the other arts, and disciplines outside the arts.</p> <ul style="list-style-type: none"> • Humanities • Art 	<p>3-5 Cn.2.5.2 Discover, identify, and explore how music connects to other arts and humanities.</p>	<ul style="list-style-type: none"> • Draw connections between music, art, and other humanities. 	<ul style="list-style-type: none"> • Classroom discussions • Student responses to prompts 		<p>CRITICAL</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
CONNECT					
Connect with a varied repertoire of music by exploring the relationships between music and history and culture. <ul style="list-style-type: none"> History Culture 	3-5 Cn.3.5.1 Identify, explore, and perform music associated with historical periods and connect to state, regional, and national events.	<ul style="list-style-type: none"> Draw connections between music and our individual cultures. Draw connections between music and important historical events. 	<ul style="list-style-type: none"> Classroom discussions Class activities 	<ul style="list-style-type: none"> Culture 	IMPORTANT
<ul style="list-style-type: none"> Contemporary Music Authentic Performances 	3-5 Cn.3.5.2 Compare and contrast contemporary American music with various world cultures through live or recorded authentic performances.	<ul style="list-style-type: none"> Compare and contrast various genres and styles of songs. 	<ul style="list-style-type: none"> Classroom discussions Class activities 	<ul style="list-style-type: none"> Contemporary Authentic 	IMPORTANT
<ul style="list-style-type: none"> Society 	3.5 Cn.3.5.3 Recognize and describe various roles of musicians in society.	<ul style="list-style-type: none"> Discuss the importance of musicians in society. 	<ul style="list-style-type: none"> Classroom discussion Class activities 	<ul style="list-style-type: none"> Roles Society 	IMPORTANT
LISTEN AND RESPOND					
Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components. <ul style="list-style-type: none"> Music Terms 	3-5 LR.5.5.1 Define expressive music terms and apply them to selected musical examples.	<ul style="list-style-type: none"> Describe selected listening examples using the appropriate musical terminology. 	<ul style="list-style-type: none"> Classroom discussion Student response 	<ul style="list-style-type: none"> Dynamics Crescendo Decrescendo Sforzando 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
LISTEN AND RESPOND					
Listen and respond to a varied repertoire of music by interpreting and expressing music through movement. <ul style="list-style-type: none"> Rhythmic Patterns Simple Meters Compound Meters 	3-5 LR.6.5.1 Use conducting and other types of movement to demonstrate rhythmic patterns and simple and compound meters.	<ul style="list-style-type: none"> Use movement to show simple meter at a variety of tempi. Conduct to songs in both simple and compound meters. 	<ul style="list-style-type: none"> Teacher observation Music games 	<ul style="list-style-type: none"> Simple meter Compound meter 	ADDITIONAL
<ul style="list-style-type: none"> Form Phrasing Expressive Qualities Timbre 	3-5 LR.6.5.3 Identify and express age appropriate music concepts including form, phrasing, expressive qualities, and timbre through movement in listening examples, singing games and/or simple folk dances.	<ul style="list-style-type: none"> Show expression through movement and dance. Choose what expression should go with new selected listening examples. 	<ul style="list-style-type: none"> Teacher observation Student responses Classroom performances Singing games Folk dances 	<ul style="list-style-type: none"> Phrasing Timbre Expression 	CRITICAL
PERFORM					
Perform a varied repertoire of music by singing, alone and with others, from rote memory and written notation. <ul style="list-style-type: none"> Conductor 	3-5 P.7.5.4 Perform appropriately for a variety of audiences while following the cues of a conductor.	<ul style="list-style-type: none"> Watch and follow a variety of cues from a conductor while singing. 	<ul style="list-style-type: none"> Teacher observation 	<ul style="list-style-type: none"> Cue Conductor 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
CREATE					
Create a varied repertoire of music by improvising melodies, variations, and accompaniments. <ul style="list-style-type: none"> • Improvising • Melodies • Variations • Accompaniments 	3-5 Cr.9.5.2 Improvise single-line melodic and rhythmic variations of learned songs by singing and using instruments.	<ul style="list-style-type: none"> • Improvise on songs learned in class through voice or instruments. 	<ul style="list-style-type: none"> • Class activities • Classroom performances 	<ul style="list-style-type: none"> • Improvise • Melody • Rhythm • Variation 	IMPORTANT
<ul style="list-style-type: none"> • Rhythm • Melody • Harmony 	3-5 Cr.9.5.3 Improvise rhythmic, melodic, and harmonic accompaniments to songs using pitched and unpitched classroom instruments and/or electronic sound sources.	<ul style="list-style-type: none"> • Use technology to accompany a song created by students. 	<ul style="list-style-type: none"> • Class activities • Classroom performances 	<ul style="list-style-type: none"> • Harmony 	IMPORTANT