

Subject: General Music Grade: 5 Writing Date: June 2004 Scheduled Revision: 2007

Unit: NA Total Time for Instruction: NA Sequential Significance: NA

Pittsford Standard: **Analyze.1** - To prepare students to evaluate the aesthetic and structural content of music, all students will be provided with guided listening opportunities through a variety of musical examples. Through these activities the students will develop the ability to make critical determinations about music.

NYS: **Standard 3:** Responding to and analyzing works of art

| <p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p> | <p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings – new NYS standards term)</p> | <p align="center">Essential Skills (What students must be able to do.)</p> |
|---|---|--|
| | <p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p> | <p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p> |
| <p>The students should understand:</p> <p>various textures, tone colors, forms, and styles of music.</p> | <p>The students must know:</p> <ul style="list-style-type: none"> • The definition of: <ul style="list-style-type: none"> - <u>Bass</u> – the lowest male voice part - <u>Tenor</u> – the highest male voice part - <u>Mixed Chorus</u> - a large ensemble including soprano, alto, tenor and bass voice parts - <u>Theme and Variation</u> - a musical form that has a main idea followed by changed versions of the idea - <u>Interlude/Bridge</u> - a short musical connection between sections or verses of a musical piece - <u>Blues style</u> – a song with a repeated idea sung or played over a specific 12 measure harmonic pattern - <u>Jazz style</u> – a style of music often using improvisation and syncopation that grew from the spirituals, work songs, and blues created by African Americans | <p>The students must be able to:</p> <ul style="list-style-type: none"> • Recognize the characteristic sounds of the four major vocal categories – soprano, alto, tenor, and bass • Identify forms in music – rondo, theme and variation • Identify interlude • Recognize the characteristic sounds of various styles in music – blues and jazz |

Subject: General Music Grade: 5 Writing Date: June 2003 Scheduled Revision: 2005

Unit: NA Total Time for Instruction: NA Sequential Significance: NA

Pittsford Standard: **Analyze.2** - To prepare students to evaluate the aesthetic and structural content of music, all students will be provided with guided listening opportunities through a variety of musical examples. Through these activities the students will develop the ability to make critical determinations about music.

NYS: **Standard 3:** Responding to and analyzing works of art

| <p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p> | <p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings – new NYS standards term)</p> | <p align="center">Essential Skills (What students must be able to do.)</p> |
|---|---|--|
| | <p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p> | <p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p> |
| <p>The students will:</p> <p>formulate opinions about live and recorded performances based on musical elements.</p> | <p>The students must know:</p> <ul style="list-style-type: none"> • The elements of music: <ul style="list-style-type: none"> - <u>Tempo</u> – fast, slow, allegro, presto, andante, moderato, largo, accelerando, and ritardando - <u>Fortissimo</u> (ff) – very loud - <u>Pianissimo</u> (pp) – very soft - <u>Presto</u> – very fast - <u>Allegro</u> – fast - <u>Andante</u> - walking speed - <u>Moderato</u> - moderately - <u>Largo</u> – slow | <p>The students must be able to:</p> <ul style="list-style-type: none"> • Identify and discuss the elements of music within a piece of performed music. |

Subject: General Music Grade: 5 Writing Date: July 2003 Scheduled Revision: 2005

Unit: NA Total Time for Instruction: NA Sequential Significance: NA

Pittsford Standard: **Communicate.1** – To enable students to recognize the communicative power of music, they will be engaged in making connections between various art forms and the cultures from which they arise.

NYS: _____

| <p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p> | <p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings – new NYS standards term)</p> | <p align="center">Essential Skills (What students must be able to do.)</p> |
|---|---|---|
| | <p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p> | <p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p> |
| <p>The students will:</p> <p>develop an awareness of the function of music within a variety of cultures.</p> | <p>The students must know:</p> <p>The function and historic importance of music in every culture.</p> <ul style="list-style-type: none"> • Music for holidays • Cultural music • Major historical periods – Baroque, Classical, Romantic, Impressionism, Modern <p><u>Holidays</u> –</p> <ul style="list-style-type: none"> – “Light One Candle” (Hannukah) – <u>Spotlight on Music</u> – “Come Children” (Diwali) – <u>Spotlight on Music</u> <p><u>Cultural</u> –</p> <ul style="list-style-type: none"> – “Wonderful City” – <u>Spotlight on Music</u> – “Singabahambayo” – <u>Spotlight on Music</u> – “Mango Walk” (Caribbean) – <u>Spotlight on Music</u> <p><u>Listening Selections</u> –</p> <ul style="list-style-type: none"> – Bach – Suite No. 2 for Orchestra – <u>Spotlight on Music</u> – Grieg – “Anitra’s Dance” – <u>Spotlight on Music</u> – Smetana – “The Moldau” – <u>Spotlight on Music</u> – Dvorak – “Symphony of the New World” – <u>Spotlight on Music</u> – Beethoven – “Symphony No. 9 – <u>Spotlight on Music</u> | <p>The students must be able to:</p> <ul style="list-style-type: none"> • Sing, play instruments, move to, and analyze a variety of songs from different periods, styles, and cultures. |

Subject: General Music Grade: 5 Writing Date: July 2003 Scheduled Revision: 2005

Unit: NA Total Time for Instruction: NA Sequential Significance: NA

Pittsford Standard: **Communicate.2** – To enable students to recognize the communicative power of music, they will be engaged in making connections between various art forms and the cultures from which they arise.

NYS: _____

| <p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p> | <p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings – new NYS standards term)</p> | <p align="center">Essential Skills (What students must be able to do.)</p> |
|---|--|--|
| | <p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p> | <p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p> |
| <p>The students will:</p> <p>recognize there are universal traits of music and their relationship to other art forms.</p> | <p>The students must know:</p> <ul style="list-style-type: none"> • Music connects with other art forms – i.e. tone color relates to visual, form relates to dance and visual art, and rhythm relates to dance | <p>The students must be able to:</p> <p>recognize relationship among art forms.</p> |

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Pittsford Standard: **Communicate.3** – To enable students to recognize the communicative power of music, they will be engaged in making connections between various art forms and the cultures from which they arise.

NYS: _____

| <p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p> | <p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings – new NYS standards term)</p> | <p align="center">Essential Skills (What students must be able to do.)</p> |
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| | <p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p> | <p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p> |
| <p>The students should understand:</p> <p>the communicative qualities of music.</p> | <p>The students must know:</p> <ul style="list-style-type: none"> • Dynamics and Tempo markings – pp, p, mp, mf, f, ff, crescendo, decrescendo • The definition of: <ul style="list-style-type: none"> - <u>Presto</u>– very fast - <u>Allegro</u> – fast - <u>Andante</u> – walking speed - <u>Moderato</u> – moderately - <u>Largo</u> - slow | <p>The students must be able to:</p> <ul style="list-style-type: none"> • Identify and use these tempo markings through discussion and performance. |

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Unit: NA Total Time for Instruction: NA Sequential Significance: NA

Pittsford Standard: **Create.1** – To inspire students in the application of their musical knowledge all students will be provided with opportunities to create music through composition and improvisation.

NYS: _____

| <p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p> | <p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings – new NYS standards term)</p> | <p align="center">Essential Skills (What students must be able to do.)</p> |
|---|--|--|
| | <p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p> | <p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p> |
| <p>The students will:</p> <p>create short compositions.</p> | <p>The students must know:</p> <ul style="list-style-type: none"> • Curwin/Kodaly hand signs and syllables for do, re, mi, fa, sol, la, ti, do • Rhythms and Kodaly rhythm syllables – quarter note, quarter rest, and eighth notes, eighth rest, half note, half rest, whole note, whole rest, dotted half note, sixteenth notes | <p>The students must be able to:</p> <ul style="list-style-type: none"> • Compose short rhythm patterns for instruments /voices using simple forms. • Write these rhythm patterns in standard notation. • Compose short melodic patterns for instruments/ voices using simple forms. • Write these melodic patterns in standard notation. |

Subject: General Music Grade: 5 Writing Date: July 2003 Scheduled Revision: 2005

Unit: NA Total Time for Instruction: NA Sequential Significance: NA

Pittsford Standard: **Create.2** – To inspire students in the application of their musical knowledge all students will be provided with opportunities to create music through composition and improvisation.

NYS: _____

| <p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p> | <p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings – new NYS standards term)</p> | <p align="center">Essential Skills (What students must be able to do.)</p> |
|---|--|--|
| | <p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p> | <p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p> |
| <p>The students will:</p> <p>improvise short compositions.</p> | <p>The students must know:</p> <ul style="list-style-type: none"> • Kodaly/Curwin hand signs and syllables for do, re, mi, fa, sol, and la, ti, do. • Rhythms and Kodaly rhythm syllables – quarter note (ta), quarter rest, and eighth notes (ti-ti), eighth rest, half note (ta-a), half rest, whole note (ta-a-a-a), whole rest, dotted half note, and sixteenth notes | <p>The students must be able to:</p> <ul style="list-style-type: none"> • Improvise short rhythm patterns for instruments /voices using simple forms. • Improvise short melodic patterns for instruments/ voices using simple forms and the expressive qualities of dynamics and tempo. • Improvise question/answer phrases for instruments/ voices. |

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Pittsford Standard: **Perform.1** – To foster further understanding of music and its elements all students will be provided with classroom and/or ensemble performance opportunities.

NYS: _____

| <p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p> | <p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings – new NYS standards term)</p> | <p align="center">Essential Skills (What students must be able to do.)</p> |
|--|---|---|
| | <p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p> | <p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p> |
| <p>The students should understand:</p> <p>Through a variety of performance opportunities, students will demonstrate their progressive understanding of musical skills using repertoire appropriate to the level of achievement.</p> | <p>The students must know:</p> <ul style="list-style-type: none"> • How to identify, from notation, phrases being the same or different. • Read and sing melodic notation using solfege and Kodaly/Curwin hand signals. • Kodaly hand signs and syllables – do, re, <i>mi, fa, sol, la, ti, do</i> • How to Read and perform Rhythms <i>using counting</i> - Quarter note, Eighth notes, Eighth rest, Quarter rest, Half note, Half rest, Dotted Half rest, Whole note, Whole rest, Sixteenth notes, • How to read and perform notes in the treble clef • How to read and perform music with 1st and 2nd endings, and Coda, 2/4, 3/4, and 4/4 time • Music symbols – flat, sharp, and natural • How to recognize an octave | <p>The students must be able to:</p> <ul style="list-style-type: none"> • Sing and/or play classroom performances. • Play and sing symbols representing melodic contour. • Sing melodic patterns using solfege and Kodaly hand signals for do, re, mi, fa, sol, la, ti, and do • Read and sing melodic notation using solfege and Kodaly hand signals for do, re, mi, fa, sol, la, ti, and do. • Perform rhythm patterns with clapping and Kodaly rhythm syllables. • Sing in tune using a clear free tone. • Sing melodies with or without simple accompaniments. • Sing rounds and melodies with simple ostinato. • Sing partner songs and countermelodies. |

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Pittsford Standard: **Perform.2** – To foster further understanding of music and its elements all students will be provided with classroom and/or ensemble performance opportunities.

NYS: _____

| <p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p> | <p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings – new NYS standards term)</p> | <p align="center">Essential Skills (What students must be able to do.)</p> |
|--|---|--|
| | <p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p> | <p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p> |
| <p>The students should understand:</p> <p>Using a repertoire of various genres and styles, students will develop an individual level of performance proficiency that will enable them to evolve in the area of self-expression.</p> | <p>The students must know:</p> <ul style="list-style-type: none"> • How to identify, from notation, phrases being the same or different. • Read and sing melodic notation using solfege and Kodaly/Curwin hand signals. • Kodaly hand signs and syllables – do, re, <i>mi, fa, sol, la, ti, do</i> • How to Read and perform Rhythms <i>using counting</i> - Quarter note, Eighth notes, Eighth rest, Quarter rest, Half note, Half rest, Dotted Half rest, Whole note, Whole rest, Sixteenth notes, • How to read and perform notes in the treble clef • How to read and perform music with 1st and 2nd endings, and Coda, 2/4, 3/4, and 4/4 time • Strong beat vs. weak beat • Music symbols – flat, sharp, and natural • How to recognize an octave | <p>The students must be able to:</p> <ul style="list-style-type: none"> • Sing and/or play individually in classroom performances. • Play and sing symbols representing melodic contour. • Sing melodic patterns using solfege and Kodaly hand signals for do, re, mi, fa, sol, la, ti, and do • Read and sing melodic notation using solfege and Kodaly hand signals for do, re, mi, fa, sol, la, ti, and do. • Perform rhythm patterns with clapping and Kodaly rhythm syllables. • Sing in tune, individually, using a clear free tone. • Sing melodies with or without simple accompaniments. • Sing rounds and melodies with simple ostinato. • Sing partner songs and countermelodies. |