

# Unit: Grade 5 - Form

Content Area: **Music**  
Course(s): **Music 5**  
Time Period: **4 weeks**  
Length: **1 Class Period per Week**  
Status: **Published**

## Unit Overview

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In this unit, students will continue explore organization in music.

## Transfer

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Students will be able to independently use their learning to...

- understand that music is organized
- label music in parts (AB, ABA, ABACA,verse/refrain)
- understand that theme is the main recognizable melody which is the basis for an entire composition.
- understand that a theme can be re-written with different variations in a piece of music.
- build form vocabulary
- utilize thinking and problem solving skills
- gather data through all the senses

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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## Meaning

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## **Understandings**

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Students will understand that...

- music is organized
- music has same/similar/different musical ideas or phrases
- music can be labeled as AB, ABA and verse/refrain
- music can be labeled as ABACA (rondo form)
- music has an introduction, repeated sections and an ending
- music can be organized into themes and variations of themes

## **Essential Questions**

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Students will keep considering...

- Does the music repeat?
- If there are words, do the words repeat?
- How many times do I hear a musical idea?
- What is the order of musical ideas?
- Can I identify and label each musical idea (AB, ABA, verse refrain)?
- Can there be more than two sections of a piece of music?
- What is a theme? How can a theme be changed?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- music has organization
- same and different musical ideas are organized to create the form of a song
- music has an introduction, repeated sections and an ending.
- parts of a song can be labeled as AB, ABA, ABACA, verse/refrain (chorus)
- pieces of music can be organized into theme and variations

### **Students will be skilled at...**

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Students will be skilled at...

- labeling music in two parts (AB, ABA, ABACA verse/refrain)
- recognizing introduction, repeated sections and endings
- showing contrasting section (long and short phrases) through body movement
- perform AB, ABA, ABACA verse/refrain on instruments and voice
- identifying musical works as being written in theme and variations form.

## **Academic Vocabulary**

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phrase

melody

call and response

verse

refrain

chorus

form

AB

ABA

ABACA (rondo)

theme

variations

organize

identify

label

perform

same

different

improvise

introduction

repeat sign

end

## Learning Goal-Form

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The students will be able to label form as call and response, verse and refrain, AB, ABA, ABACA, and as theme and variations

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

## Target 1--Identifying and Labeling call and response form, AB form, and ABA form

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Students will distinguish music with two parts

- sing and improvise the response in call and response songs
  - sing verse and refrain (chorus) songs
  - listen to music in AB form
  - demonstrate contrasting sections through movement
  - perform AB independently and in groups
  - sing and improvise ABA songs
  - use vocabulary to identify phrases/musical ideas
  - label form using letters ABA
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VPA.1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
VPA.1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.

## **Target 2--Theme and Variations**

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Students will identify works organized into theme and variations.

- define theme as the main melody of a piece of music
- define variation as a alteration of the theme

VPA.1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
VPA.1.3.5.D.3	Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
VPA.1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.

## **Summative Assessment**

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Verbal/Written Response

Performance Assessment

Student Evaluation

## **Formative Assessment and Performance Opportunities**

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Class discussion

Class participation

Individual performance

Group discussion

- Class Discussion

- Class Participation
- Group Discussion
- Individual Performance

## **Differentiation / Enrichment**

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Use the Lists tab.

- 504
- Alternative Activity
- Enrichment: activities that require advanced skills
- Enrichment: assist struggling students
- Enrichment: leadership activities in classroom
- Eye contact
- IEP
- Modify Activity
- Preferential seating
- Provide good role model
- Repeat directions
- Reword directions
- Visual clues/Props

## **Unit Resources**

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Use Lists and attach Documents.

- classroom rhythm instruments
- instructional technology resources
- Supplemental resources including songs, games, and activities from songbooks, recordings, on-line resources, workshops
- Teacher created resources i.e. worksheets, assessments
- Teacher modeling