

# Unit: Grade 5- Famous Musicians

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

## Unit Overview

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In this unit, students will

Explore the lives, careers, and contributions of noteworthy musicians through class discussion and independent research.

## Transfer

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

- understand how a musician's background plays a significant role in shaping his/her career
- discover the development of a musician's career
- identify the important contributions of a individual to music, whether it be a specific genre, performance medium, time period, or culture.

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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...

- There are many different ways musicians learn and develop their craft.
- Gender and racial discrimination, physical handicaps, and economic status are obstacles many famous musicians have had to overcome to achieve success.
- The most influential musicians are those whose compositions and/or performances become strongly linked to a specific culture or time period.

### **Essential Questions**

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- How did famous musicians both past and present begin their careers?
- Who are some of the most influential musicians throughout history?
- How do notable composers and performers influence the time periods in which they lived?

### **Application of Knowledge and Skill**

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

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Students will know...

- melody is a series of pitches that create a musical idea
- pitches move upward, downward and repeat
- pitches move in stepwise patterns

- an interval is the distance between two pitches.
- intervals include seconds (step), thirds, fourths, fifths, sixths, sevenths, and octaves.
- to sing the tonal center of a melody in major and minor
- notes are written on the lines and spaces of the staff
- how to identify staff, treble clef, bass clef, bar line, double bar line
- how to identify all of the pitches of the Grand Staff.
- proper posture and breathing improve singing

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

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- Comparing/Contrasting the careers of different musicians
- Identifying the genre of a piece of music

### **Academic Vocabulary**

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- composer
- genre
- recording artist
- Grammy Awards
- recording label

## **Learning Goal-Melody**

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The students will be able to demonstrate understanding of the impact of a performing artist's upbringing, training, and experience on his/her career.

CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

## **Target 1--Personal Life and Training**

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Students will identify important information about a famous musician's personal background and how he/she learned his/her musical craft.

VPA.1.2.5	All students will understand the role, development, and influence of the arts throughout history and across cultures.
VPA.1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

## **Target 2--Early Career**

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Students will demonstrate understanding of how successful musicians started and developed their professional careers.

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VPA.1.2.5	All students will understand the role, development, and influence of the arts throughout history and across cultures.
VPA.1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

**Target 3--Accomplishment and significant musical contributions**

The students will be able to :

- discuss the achievements and accomplishments of a significant musical artist.
- identify works, performances. and recordings which significantly influenced a specific musical genre or culture.

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VPA.1.2.5	All students will understand the role, development, and influence of the arts throughout history and across cultures.
VPA.1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
VPA.1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
VPA.1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

**Summative Assessment**

Verbal/Written Presentation

**Formative Assessment and Performance Opportunities**

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.

- instructional technology resources
- online biographical resources
- Teacher created resources i.e. worksheets, assessments
- Teacher modeling