

## *General Music Grade 5 Unit 1: American Music*

*1 Year*

### **Targeted Standards**

**1.3A.8.Cr1a:** Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).

**1.3A.8.Cr2a:** Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.

**1.3A.8.Cr2b:** Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.

**1.3A.8.Cr3a:** Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.

**1.3A.8.Cr3b:** Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.

**1.3A.8.Pr4a:** Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.

**1.3A.8.Pr4b:** Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.

**1.3A.8.Pr4c:** Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.

**1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.**

**1.3A.8.Pr4e: Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).**

**1.3A.8.Pr5a: Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.**

**1.3A.8.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.**

**1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.**

**1.3A.8.Re7a: Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.**

**1.3A.8.Re7b: Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).**

**1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.**

**1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.**

**1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.**

**1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.**

**1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.**

**Rationale and Transfer Goal:**

Students should be able to appreciate the music of their own country. In order for children to appreciate and comprehend music, they must achieve a basic understanding of its fundamental elements and historical background. Through a planned sequence of American composers, historical periods, and our cultural heritage, students can experience musical diversity. Teaching American music through performance increases students' understanding and to compare and contrast the various styles of music. Time for students to create and compose music in these historical styles will deepen their understanding. A basic understanding of music literacy, a working vocabulary of music terms, and hands-on exposure to a variety of instruments will also help children to begin to create music for self-expression and enjoyment.

**Enduring Understandings:**

***Overarching understanding:*** Music is an important part of our American culture and its fundamentals: melody, rhythm, texture, timbre, dynamics, form, and instrumentation, are the building blocks that create it.

1. Music is organized sound.
2. The elements of music: melody, rhythm, texture, timbre, dynamics, form, and instrumentation can be found in all types of music.
3. Structure or form creates order and clarity in music.
4. The main idea of most musical compositions is expressed through the melody.
5. Producing a series of sounds of repeated or varied duration creates rhythm.
6. Texture is layering two or more simultaneous sounds and it creates harmony.
7. Timbre and instrumentation adds color and variety to sound.
8. Notation is a visual representation of the music.
9. American music comes from a variety of cultural traditions and places in the world.
10. Important historical songs such as the Yankee Doodle, Star Spangled Banner, Follow the Drinking Gourd, and We Shall Overcome teach us about the time period when they were written.

11. Musicians must work together in an ensemble to create music.

**Essential Questions:**

***Overarching essential question:*** How can we understand our country if we understand our music?

1. What is the difference between music and sound?
2. What does all music have in common?
3. How do the elements of music influence what we hear and feel when we experience music?
4. How is music put together?
5. What is the rhythm?
6. Why is melody important?
7. What does timbre and instrumentation add to music?
8. How does reading music help us to understand what we hear?
9. How is music important to America and where does it come from?
10. How does understanding the American music from the past help us understand our history?
11. What do musicians do so that they can play music together?

Content/Objectives		Instructional Actions	
Content  <i>What students will know</i>	Skills  <i>What students will be able to do</i>	Activities/Strategies  <i>How we teach content and skills</i>	Evidence (Assessments)  <i>How we know students have learned</i>
Music is organized sound.  The elements of music: melody, rhythm, texture, timbre,	Distinguish between music noise or sound.	Listen to and play examples of different sounds and clips of music, listen to street noise and nature noise.	Class Discussion

<p>dynamics, form, and instrumentation can be found in all types of music.</p> <p>Structure or form creates order and clarity in music.</p> <p>The main idea of most musical compositions is expressed through the melody.</p> <p>Producing a series of sounds of repeated or varied duration creates rhythm.</p> <p>Texture is layering two or more simultaneous sounds and it creates harmony.</p> <p>Timbre and instrumentation adds color and variety to sound.</p> <p>Notation is a visual representation of the music.</p>	<p>Identify characteristics of the work being performed.</p> <p>Recognize and identify important touchstone works by Mozart, John Philip Sousa, Aaron Copland, Rodgers and Hammerstein, Leonard Bernstein and how these works influenced people in the past</p> <p>Demonstrate accuracy and independence in playing short selections of music in ensembles on a variety of classroom instruments.</p>	<p>Listen to examples by works by Mozart, John Philip Sousa, Aaron Copland, Rodgers and Hammerstein, Leonard Bernstein and identify the elements of music.</p> <p>Watch video clips of musicals</p> <p>Explore various classroom instruments, their capabilities, and timber. Try different playing techniques on each one.</p> <p>Clap, move to, sing, and play from rhythm notation with pictures and pitch notation using colors. Practice tracking parts through the music.</p>	<p>Class Discussion</p> <p>Teacher Observation</p> <p>Student Self-Assessment</p> <p>Teacher observation</p> <p>Performance/Participation</p> <p>Performance/Participation</p>
--	---	---	--

<p>American music comes from a variety of cultural traditions and places in the world.</p> <p>Important historical songs such as the Yankee Doodle, Star Spangled Banner, Follow the Drinking Gourd, and We Shall Overcome teach us about the time period when they were written.</p> <p>List important American composers and genres and their contributions to our culture</p> <p>Identify all 50 states.</p>	<p>Perform accurately vocal or instrumental music representing diverse genres and world cultures.</p> <p>Respond to music through movement.</p> <p>Recognize and identify important historical American songs and why they were written: Yankee Doodle, Star Spangled Banner, Follow the Drinking Gourd</p>	<p>Playing short selections of music that highlight specific elements of music in ensembles on a variety of classroom instruments.</p> <p>Perform selections of music that are written by American composers on boomwhackers, handbells and bucket drums.</p> <p>Practice putting different parts together to create 2 and 3 part layered music.</p> <p>Watch video clips on the history of the Star Spangled Banner, Yankee Doodle, Follow the Drinking Gourd. Study lyrics and sing them together.</p> <p>Memorize and perform the song Fifty Nifty United States</p>	<p>Performance/Participation</p> <p>Discussion</p> <p>Final Performance</p>
---	---	---	---

	Sing the Fifty Nifty United States Song		
<b>Spiraling Section</b>			
<b>Content or Skill for this Unit</b>	<b>Spiral Focus from Previous Unit</b>	<b>Instructional Activity</b>	
<p>Match pitch/sing tunelessly with others</p> <p>Keep a steady beat while clapping or playing instruments</p> <p>Read and clap simple rhythmic notation</p> <p>Discern high and low sounds</p> <p>Discern changes in dynamics while listening</p> <p>Track a part through music notation</p>	K-4 General Music Curriculum Grade	<p>Call and response for learning new melodies</p> <p>Pitch matching exercises</p> <p>Move, clap, and/or play instruments with others on the beat while counting</p> <p>Review notation for quarter note/rest, half note/rest, eighth note/rest</p> <p>Repeated listening examples and time to identify dynamics and pitch changes</p> <p>Movement responses to dynamics or pitch changes</p> <p>Teacher modeling tracking parts through music</p>	

### **Career Readiness, Life Literacies, and Key Skills**

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5)

**9.1** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

1. Global citizens need to have cultural awareness that comes from studying and thinking critically about a variety of music.
2. Collaboration and cooperation with others to play instruments and compose together.

### **Key resources:**

*150 American Folk Songs* by Peter Erdei, *An American Methodology* by Ann Eisen & Lamar Robertson, *The Music Connection* 5th Grade Level, Silver, Burdett & Ginn, *World of Music* 5th Grade Level, Silver Burdett & Ginn, Percussion Instruments: Shakers, Rhythm Sticks, Bucket Drums, Hand Drums, Drumsticks, Boomwhackers, Video Clip (Youtube.com), Speakers, Smart Board

### **Interdisciplinary Connections**

**Math: 5.NF.B. Apply and extend previous understandings of multiplication and division to multiply and divide fractions. 3. Interpret a fraction as division of the numerator by the denominator ( $a/b = a \div b$ ). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers**

**Social Studies: 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.**

**6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world**

**Science: 1-PS4-1 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.**