# Jan.  Music Grade 5

Content Area: **Math**
Course(s):
Time Period: **January**
Length: **4-5 Weeks**
Status: **Published**

## Unit Overview

Creating □ Connecting □ Performing □ Responding

Continue to explore music and build upon knowledge, skills and analysis of form gained in preceding grades.

## Enduring Understandings

There are many different styles of music.

Music reflects different cultures.

Understanding the components that make up music allows us to appreciate and make music.

## Essential Questions

How do we understand and create music?

## Instructional Strategies & Learning Activities

| Objectives | Suggested Activities | Evaluations | Res |
|---|---|---|---|
| Build upon knowledge skills and analysis of form gained in previous grades<br><br>Understand the integrative concept that tone color works | Listening to and identifying main themes of a piece<br><br>Follow listening maps | Teacher observation<br><br>Performance assessment | Grade<br><br>Bells |

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| together with melody, rhythm, dynamics, texture, and forms to create music | Listening to musical examples employing tone color correctly<br><br>Listening to and analyzing music in terms of contour, patterns, phrases, tonality and intervals<br><br>Identifying the lines and spaces of the bass clef | Oral/Aural assessment<br><br>Games<br><br>Written assessment<br><br>Self evaluation<br><br>Peer evaluation | Piano<br><br>**Music Alma**<br><br>**W.A Sym**<br><br>Interac |

## Integration of Career Readiness, Life Literacies and Key Skills

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| 9.2.5.CAP | Career Awareness and Planning |
| 9.4.5.CI | Creativity and Innovation |
| | An individual's passions, aptitude and skills can affect his/her employment and earning potential. |
| | Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. |
| 9.2.5.CAP.1 | Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. |
| 9.2.5.CAP.2 | Identify how you might like to earn an income. |
| | Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills. |
| 9.2.5.CAP.3 | Identify qualifications needed to pursue traditional and non-traditional careers and occupations. |
| 9.2.5.CAP.4 | Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. |
| 9.4.5.CI.3 | Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). |
| 9.4.5.CT | Critical Thinking and Problem-solving |
| 9.4.5.CT.4 | Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). |
| 9.4.5.DC.4 | Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). |

## Technology and Design Integration

## Interdisciplinary Connections

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| LA.RI.5.4 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |
| LA.RI.5.7 | Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |
| LA.SL.5.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |

## Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

**Differentiation occurring in this unit:**

Students will be offered support and challenges as determined by teacher evaluation.

## Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.
**Modifications and Accommodations used in this unit:**

IEP's and 504 plans will be utilized.

## Benchmark Assessments

**Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.
**Schoolwide Benchmark assessments:**
Aimsweb benchmarks 3X a year
Linkit Benchmarks 3X a year
**Additional Benchmarks used in this unit:**

Teacher made pre and post assessments to measure growth over time.

## Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).
**Formative Assessments used in this unit:**
**:**

Teacher observation

Performance assessment

Oral/Aural assessment

Games

Written assessment

Self evaluation

Peer evaluation

## Summative Assessments

**Summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

**Summative assessments for this unit:**

Teacher observation

Performance assessment

Oral/Aural assessment

Games

Written assessment

Self evaluation

Peer evaluation

## Instructional Materials

Grade 5 book and recordings

Bells

Piano

**Music Teacher's Almanac**

**W.A. Mozart/ Symphony # 40**

Interactive smartboard

## Standards

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| 1.3A.5.Cr1a | Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical). |
| 1.3A.5.Cr2a | Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context. |
| 1.3A.5.Pr4a | Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill. |
| 1.3A.5.Pr4b | Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance. |
| 1.3A.5.Pr5b | Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. |
| 1.3A.5.Re7b | Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical). |
| 1.3A.5.Cn11a | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. |