

Grade 5 Music

Diary map is based on the 2013-2014 school year. Information may change year to year. Months are guidelines and items may be done at different times of the year.

Month	Essential Questions	Content	Skills	Assessment	Resources	Technology
Aug. - Sept.	<p><b>Rhythm</b> Why is a steady beat important to music?</p> <p><b>Melody</b> How do different pitches affect a song?</p>	<p><b>Rhythm</b> -Steady beat -Tempo</p> <p><b>Melody</b> -Notes on the recorder</p>	<p><b>Rhythm</b> -Move to show steady beat of a song -Move to show changes in tempo -Describe the difference between beat and rhythm</p> <p><b>Melody</b> -Play songs on the recorder reviewing the notes GAB</p>	<p>-Teacher Observation</p> <p>-Pupil Performance</p> <p>-Performing on Recorder</p>	<p>-McGraw-Hill <i>Share the Music</i></p> <p>-<i>Music K-8</i> magazine</p> <p>-Classroom instruments</p> <p>-Various CD's</p> <p>-Be a Recorder Star</p>	<p>-Wikipedia</p> <p>-YouTube</p> <p>-Smart Board</p>
Oct.	<p><b>Rhythm</b> Why is a steady beat important to music?</p> <p><b>Melody</b> How do different pitches affect a song?</p> <p><b>Music History and Culture</b> How do composers vary</p>	<p><b>Rhythm</b> -Steady beat -Notation -Note duration</p> <p><b>Melody</b> -Notes on the recorder</p> <p><b>Music History and Culture</b> -Holiday music</p>	<p><b>Rhythm</b> -Show a steady beat -Show the difference between 1 sound, 2 sounds and no sound to a beat using rhythmic notation -Read silences in music; quarter, half &amp; whole rests -Move to show steady beat of a song -Describe the difference between beat and rhythm -Play rhythm instruments to accompany a song</p> <p><b>Melody</b> -Play songs on the recorder reviewing the notes GAB</p> <p><b>Music History and Culture</b> -Listen to musical</p>	<p>-Teacher Observation</p> <p>-Pupil Performance</p> <p>-Performing on Recorder</p> <p>-SmartBoard game assessment</p>	<p>-McGraw-Hill <i>Share the Music</i></p> <p>-<i>Music K-8</i> magazine</p> <p>-Classroom instruments</p> <p>-Various CD's</p> <p>-Be a Recorder Star</p>	<p>-Wikipedia</p> <p>-YouTube</p> <p>-Smart Board</p>

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	<p>in style?</p> <p><b>Duration</b> -How many beats are in a group?</p>	<p><b>Duration</b> -Meter signature</p>	<p>examples -Perform musical activities relating to holidays and thematic units -Move to show musical interpretation</p> <p><b>Duration</b> -Sing a song with mixed meter</p>			
Nov.	<p><b>Melody</b> How do different pitches affect a song?</p> <p><b>Music History and Culture</b> How do composers vary in style?</p>	<p><b>Melody</b> -Notes on the recorder</p> <p><b>Music History and Culture</b> -Holiday music</p>	<p><b>Melody</b> -Play songs on the recorder reviewing the notes GAB -Review the notes C and D on the recorder -Play songs using C and D on the recorder -Learn (review) low E on the recorder -Play songs with low E on the recorder</p> <p><b>Music History and Culture</b> -Listen to musical examples -Perform musical activities relating to holidays and thematic units -Move to show musical interpretation</p>	<p>-Teacher Observation -Pupil Performance -Performing on Recorder</p>	<p>-McGraw-Hill <i>Share the Music</i> -<i>Music K-8</i> magazine -Classroom instruments -Various CD's -Be a Recorder Star</p>	<p>-Wikipedia -YouTube -Smart Board</p>
Dec.	<p><b>Music History and Culture</b></p>	<p><b>Music History and Culture</b></p>	<p><b>Music History and Culture</b></p>	<p>-Teacher Observation</p>	<p>-McGraw-Hill <i>Share the Music</i></p>	<p>-Wikipedia -YouTube</p>

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	<p>How do composers vary in style?</p> <p><b>Melody</b> How do different pitches affect a song?</p> <p><b>Rhythm</b> Why is a steady beat important to music?</p>	<p>-Holiday music</p> <p><b>Melody</b> -Notes on the recorder</p> <p><b>Rhythm</b> -Steady beat -Notation -Note duration -Dotted eighth note/sixteenth note rhythm</p>	<p>-Listen to musical examples -Perform musical activities relating to holidays and thematic units -Move to show musical interpretation</p> <p><b>Melody</b> -Play songs on the recorder -Play songs using G, A, B, C and D on the recorder -Sing a song with 2-part harmony</p> <p><b>Rhythm</b> -Show a steady beat -Play rhythm instruments to accompany a song -Clap dotted eighth note rhythms.</p>	<p>-Pupil Performance</p> <p>-Performing on Recorder</p>	<p>-<i>Music K-8</i> magazine</p> <p>-Classroom instruments</p> <p>-Various CD's</p> <p>-Be a Recorder Star</p>	<p>-Smart Board</p>
Jan.	<p><b>GRANDPARENT DAY – REHEARSALS</b></p> <p><b>Reading/Notating Music Concepts</b> What are the note names on the treble clef?</p>	<p><b>GRANDPARENT DAY – REHEARSALS</b></p> <p><b>Reading/Notating Music Concepts</b> -G, A and B on the recorder -High C on recorder -2-part music -DS al Coda -Repeats in music</p>	<p><b>GRANDPARENT DAY – REHEARSALS</b></p> <p><b>Reading/Notating Music Concepts</b> -Learn and play high C on the recorder -Play a 2-part song on the recorder -Observe repeats in music; 1<sup>st</sup> and 2<sup>nd</sup> endings</p>	<p>-Teacher Observation</p> <p>-Pupil Performance</p> <p>-Performing on Recorder</p>	<p>-McGraw-Hill <i>Share the Music</i></p> <p>-<i>Music K-8</i> magazine</p> <p>-Classroom instruments</p> <p>-Various CD's</p>	<p>-Wikipedia</p> <p>-YouTube</p> <p>-Smart Board</p>

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	<p><b>Pitch</b> How can we use our voice to show the difference in pitches?</p>	<p><b>Pitch</b> -Heavier and lighter registers</p>	<p><b>Pitch</b> -Sing alone and with others using heavier and lighter registers -Sing alone and with others using different pitches -Move to show the direction of pitches</p>		<p>-Be a Recorder Star</p>	
Feb.	<p><b>GRANDPARENT DAY – REHEARSALS</b></p> <p><b>Reading/Notating Music Concepts</b> What are the note names on the treble clef?</p> <p><b>Pitch</b> How can we use our voice to show the difference in pitches?</p>	<p><b>GRANDPARENT DAY – REHEARSALS</b></p> <p><b>Reading/Notating Music Concepts</b> -G, A and B on the recorder -High C on the recorder -2-part music -DS al Coda -Repeats in music</p> <p><b>Pitch</b> -Heavier and lighter registers</p>	<p><b>GRANDPARENT DAY – REHEARSALS</b></p> <p><b>Reading/Notating Music Concepts</b> -Learn and play high C on the recorder -Play a 2-part song on the recorder -Observe repeats in music; 1<sup>st</sup> and 2<sup>nd</sup> endings -Understand and apply DS al coda in music</p> <p><b>Pitch</b> -Sing alone and with others using heavier and lighter registers -Sing alone and with others using different pitches -Move to show the direction of pitches</p>	<p>-Teacher Observation -Pupil Performance -Performing on Recorder</p>	<p>-McGraw-Hill <i>Share the Music</i> -<i>Music K-8</i> magazine -Classroom instruments -Various CD's -Be a Recorder Star</p>	<p>-Wikipedia -YouTube -Smart Board</p>

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March	<p><b>Rhythm</b> Why is a steady beat important to music?</p> <p><b>Literacy</b> How does literacy affect music?</p> <p><b>Tone Color</b> How can you vary your instrumental timbre?</p> <p><b>Melody</b> How do different pitches affect a song?</p>	<p><b>Rhythm</b> -Steady Beat -Notation -Note duration</p> <p><b>Literacy</b> -Sound poems</p> <p><b>Tone Color</b> -Instrumental timbre</p> <p><b>Melody</b> -High pitches and low pitches -Melodic direction: pitches moving up and down</p>	<p><b>Rhythm</b> -Show a steady beat -Show the difference between 1 sound, 2 sounds and no sound to a beat using rhythmic -Read silences in music; quarter, half &amp; whole rests -Count rhythmic notation</p> <p><b>Literacy</b> -Play instruments while reciting a poem</p> <p><b>Tone Color</b> -Play instruments to show the difference in tone color -Show the difference in sound between drums, woods, shakers and scrapers -Explore the different timbres of many different instruments -Explore the different ways to play instruments</p> <p><b>Melody</b> -Play high and low sounds on barred instruments -Play melodies going up and down</p>	<p>-Teacher Observation</p> <p>-Pupil Performance</p> <p>-Performing on Recorder</p>	<p>-McGraw-Hill <i>Share the Music</i></p> <p>-<i>Music K-8</i> magazine</p> <p>-Classroom instruments</p> <p>-Various CD's</p> <p>-Be a Recorder Star</p> <p>-Mallet Madness</p>	<p>-Wikipedia</p> <p>-YouTube</p> <p>-Smart Board</p>
April	<p><b>Rhythm</b> Why is a steady beat</p>	<p><b>Rhythm</b> -Steady Beat</p>	<p><b>Rhythm</b> -Show a steady beat</p>	<p>-Teacher Observation</p>	<p>-McGraw-Hill <i>Share the Music</i></p>	<p>-Wikipedia</p> <p>-YouTube</p>

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	<p>important to music?</p> <p><b>Melody</b> How do different pitches affect a song?</p> <p><b>Literacy</b> How does literacy affect music?</p> <p><b>Harmony</b> How do we create harmony in music?</p>	<p>-Notation -Ostinatos</p> <p><b>Melody</b> -High pitches and low pitches -Melodic direction: pitches moving up and down</p> <p><b>Literacy</b> -Sound poems</p> <p><b>Harmony</b> -Borduns -2 and 3-part accompaniment</p>	<p>while playing a game -Show the difference between 1 sound, 2 sounds and no sound to a beat using rhythmic -Perform ostinatos to accompany music -Echo speak a poem in rhythm</p> <p><b>Melody</b> -Identify and play high and low sounds on barred instruments -Play melodies going up and down</p> <p><b>Literacy</b> -Play instruments while reciting a poem</p> <p><b>Harmony</b> -Perform borduns on barred instruments to produce harmony in music -Create 2 and 3-part accompaniment to poems and chants</p>	<p>-Pupil Performance</p> <p>-Performing on Recorder</p>	<p>-<i>Music K-8</i> magazine</p> <p>-Classroom instruments</p> <p>-Various CD's</p> <p>-Be a Recorder Star</p> <p>-Mallet Madness</p>	<p>-Smart Board</p>
May	<p><b>Reading/Notating Music</b> What are the note names on the treble clef?</p>	<p><b>Reading/Notating Music</b> -Names of the notes on the treble clef</p>	<p><b>Reading/Notating Music</b> -Identify the notes on the treble clef -Identify notes on lines and notes on spaces</p>	<p>-Teacher Observation</p> <p>-Pupil Performance</p> <p>-Performing on Recorder</p>	<p>-McGraw-Hill <i>Share the Music</i></p> <p>-<i>Music K-8</i> magazine</p> <p>-Classroom instruments</p> <p>-Various CD's</p>	<p>-Wikipedia</p> <p>-YouTube</p> <p>-Smart Board</p> <p>-Staff Wars</p>

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	<p><b>Melody</b> How do different pitches affect a song?</p> <p><b>Music History and Culture</b> How do composers vary in style?</p>	<p><b>Melody</b> -High, middle and low pitches</p> <p><b>Music History and Culture</b> -George Frederick Handel</p>	<p><b>Melody</b> -Properly use your singing voice -Sing a partner song while adding body percussion -Sing a song with melodic skips</p> <p><b>Music History and Culture</b> -Listen to musical examples -Watch the movie, "Handel's Last Chance"</p>		<p>-Be a Recorder Star</p> <p>-"Handel's Last Chance" video</p>	