

Grade 5 Music Curriculum Map

Standards	Content	Skills/Practices	Materials/ Resources	Assessments (All) Daily/Weekly/ Benchmarks	Timeline (Months/Weeks /Days)
Creating MU:Cr2.1 MU:Cr3.1 MU:Cr3.2 Performing MU:Pr4.2 MU:Pr5.1 MU:Pr6.1 Responding: MU:Re7o.2 MU:Re8.1 MU:Re9.1 Connecting: MU:Cn11.0	Rhythm Melody Harmony Form Timbre	Pulse; Dotted Quarter note followed by eighth repertoire; recorder - B, A, G Mallet technique; Ostinato; I-V Phrase; Rondo	"Game Plan 4: An Active Music Curriculum for Children" Game Plan 5: An Active Music Curriculum for Children" seating chart posted rules classroom recorders Piano barred instruments (refer to page 161 for abbreviation descriptions) CBB - D, G; BX; AX/AM; AG/SG; Guiro conga drums/tubanos	Daily Performance Based evaluation through instructor visual and aural assessment Students will be observed performing written rhythms on pitched and unpitched percussion instruments and body percussion.	September

			<p>Game Plan Grade 4 Visual #2, #13</p> <p>Game Plan Grade 5 Chart #1</p> <p>Recordings as listed in Game Plan 5...</p> <p>Solfège Ladder, Body Percussion Chart, Recorder Fingering Chart, Xylophone Visual (from Appendix C)</p> <p>Book: "The Boston Tea Party: Listen to the Mockingbird" New England Dancing Masters Publications</p>		
<p>Creating: MU:Cr2.1 MU:Cr3.1 MU:Cr3.2</p> <p>Performing: MU:Pr4.2 MU:Pr5.1 MU:Pr6.1</p>	<p>Rhythm</p> <p>Melody</p> <p>Harmony</p> <p>Form</p> <p>Timbre</p>	<p>eighth followed by two sixteenth notes; conduct in 4</p> <p>scale (minor); SR-BAGE</p> <p>major/minor; cannon/round</p>	<p>Game Plan Grade 4 Visual #2, #13; xylophone visual Appendix C</p> <p>Game Plan Grade 5 Visual #1 (word cards - 20); Visual #2 (expression cards - 12) Visual #3 (Old lady</p>	<p>Written Assessment #1 (Appendix D)</p> <p>Daily Performance Based evaluation through instructor visual and aural assessment</p>	<p>October</p>

<p>Responding MU:Re7.2 MU:Re8.1 MU:Re9.1</p> <p>Connecting MU:Cn11.0</p>		<p>expression; mf</p>	<p>cards) Chart #2, #3, #4, #5; Recorder Fingering Charts; Solfege ladder</p> <p>CBB - C, E, F</p> <p>BX/BM; AX/AM; AX/SX; AG/SG</p> <p>Hot Tunes music</p> <p>piano, claves, vibraslap, temple blocks, conga drums, hand drums, unpitched instruments, suspended cymbal</p> <p>Written assessment #1 (w/pencils)</p> <p>recording, "The Ride-by-nights" from Mostly Britten</p> <p>book, "The Little Old Lady Who was Not afraid of Anything" Linda Williams</p> <p>Hula hoops (x3)</p>		
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<p>Creating: MU:Cr3.2</p> <p>Performing: MU:Pr4.2 MU:Pr5.1 MU:Pr6.1</p> <p>Responding: MU:Re7.2 MU:Re8.1 MU:Re9.1</p> <p>Connecting: MU: Co11.0</p>	<p>Rhythm</p> <p>Melody</p> <p>Harmony</p> <p>Form</p> <p>Timbre</p>	<p>A-A (unpitched)</p> <p>Experience mixolydian; Q-A (pitched; SR-B, A, G, E, D</p> <p>Major/minor; I-VII (vii^o)</p> <p>Orchestral families</p>	<p>Piano</p> <p>Hula hoops (x3)</p> <p>Unpitched instruments</p> <p>Conga drums/tubanos</p> <p>Temple blocks</p> <p>Suspended cymbal w/brush</p> <p>recording, "Stücke Für Sopran-Blockflöte und Schlagzeug" from Musik Für Kinder #4</p> <p>Board & markers</p> <p>Xylophone visual (appendix C)</p> <p>BX/BM; AX/AM; AX/SX; AG/SG</p> <p>Grade 4 visual #13 (Appendix B)</p> <p>Charts #6, #7 & #8</p>	<p>Daily Performance Based evaluation through instructor visual and aural assessment</p>	<p>November</p>

			<p>(Appendix A)</p> <p>CBB - C, D, E, F</p> <p>Drum w/mallet</p> <p>Sleigh bells</p> <p>book, "Teaching Movement and Dance" (and Rhythmically Moving recordings) Phyllis Weikart, High Scope Press, Ypsilanti, Michigan</p> <p>Visuals #4 & #5 (Appendix B)</p> <p>Cowbell</p> <p>Recording, "Common Threads from Medicine Music" - Bobby McFerrin</p> <p>Finger cymbals</p> <p>Suspended cymbal or gong</p> <p>Recorder fingering</p>		
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			charts		
<p>Creating</p> <p>Performing MU:Pr4.2 MU:Pr5.1 MU:Pr6.1</p> <p>Responding MU:Re7.2 MU:Re8.1 MU:Re9.1</p> <p>Connecting MU:Cn11.0</p>	<p>Rhythm</p> <p>Melody</p> <p>Harmony</p> <p>Form</p> <p>Timbre</p>	<p>two sixteenth followed by one eighth; mixed meter</p> <p>Counter melody</p> <p>I - IV - V; partner songs</p> <p>1st/2nd endings</p>	<p>Recording, "Reprinse from Dances of the Renaissance"</p> <p>Recording, "Gavotte from French Suite #6" J.S. Bach (performed by Glenn Gould)</p> <p>Recording, "God Rest Ye Merry Gentlemen (1:37 version) from Mannheim Steamroller Christmas"</p> <p>Recording, "Hora Medura from Rhythmically Moving 3"</p> <p>Recording, "Arabian Dance from The Nutcracker Suite" Peter Tchaikovsky</p> <p>Charts #8, #9 #10, #11 (Appendix A)</p> <p>Piano; guitar</p>	<p>Daily Performance Based evaluation through instructor visual and aural assessment</p>	<p>December</p>

			<p>Music Symbol card, Xylophone visual card (Appendix C)</p> <p>book, "Teaching Movement and Dance" (and Rhythmically Moving recordings) Phyllis Weikart, High Scope Press, Ypsilanti, Michigan</p> <p>Sleigh bells</p> <p>BX/BM; AX/AM; AX/SX; AG/SG</p> <p>Conga drum</p> <p>Cowbell</p> <p>Traditional Holiday Songs (see Game plan 5 text, p.57)</p>		
<p>Creating</p> <p>MU:Cr2.1 MU:Cr3.1</p>	<p>Rhythm</p> <p>Melody</p>	<p>imperfect meter:5/4</p> <p>descant; SR - B, A, G, E, D, C1, D1</p>	<p>Xylophone visual (Appendix C)</p> <p>barred instruments</p>		<p>January</p>

<p>MU:Cr3.2</p> <p>Performing MU:Pr4.2 MU:Pr5.1 MU:Pr6.1</p> <p>Responding MU:Re8.1 MU:Re9.1</p> <p>Connecting MU:Cn11.0</p>	<p>Harmony</p> <p>Form</p> <p>Timbre</p>	<p>2 - part recorder; 3 - part score reading</p>	<p>CBB - D, G; BX; AX/AM; AG/SG;</p> <p>Temple blocks</p> <p>Hand drums</p> <p>Rhythm sticks</p> <p>Conga drum</p> <p>Cowbell</p> <p>Unpitched instruments</p> <p>recording, "Take 5 from Time Out" Dave Brubeck</p> <p>Chart #15 (Appendix A)</p> <p>recorder fingering charts (Appendix C)</p> <p>Visuals #2, #5, #7, #13 (Appendix B)</p> <p>Written assessment #2 (w/pencils)</p> <p>piano/guitar</p>		
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			<p>Tambourine</p> <p>book, "Rhythmic Exercises #8, Music for Children; (Vol. 1, p. 69) Margaret Murray</p> <p>masking tape or reusable adhesive</p> <p>Scarves</p> <p>BX/BM; AX/AM; AX/SX; AG/SG</p>		
<p>Creating MU:Cr2.1 MU:Cr3.1 MU:Cr3.2</p> <p>Performing MU:Pr4.2 MU:Pr5.1 MU:Pr6.1</p> <p>Responding MU:Re7.2 MU:Re8.1 MU:Re9.1</p> <p>Connecting</p>	<p>Rhythm</p> <p>Melody</p> <p>Harmony</p> <p>Form</p> <p>Timbre</p>	<p>experience dorian; SR - B, A, G, E, D, C1, D1</p> <p>3 - part recorder; part singing</p> <p>Theme and variations</p>	<p>recorder fingering charts (Appendix C)</p> <p>Charts #16, #17, #18, #19, #20 (Appendix A)</p> <p>BX/BM; AX/AM; AX/SX; AG/SG</p> <p>Hand drums</p> <p>Piano</p> <p>recording, "Pick a Little, Talk a Little</p>	<p>Daily Performance Based evaluation through instructor visual and aural assessment</p>	<p>February</p>

MU:Cn11.0			<p>from The Music Man" Meredith Wilson</p> <p>recording, "La Ductia from Four Centuries of Recorder Music"</p> <p>recording, "All you need is Love from Love" The Beatles</p> <p>recording, (MP3 file) www.kid-sounds.com/ HighDsHot</p> <p>recording, "Passacaglia from Suite #7 in g minor" George Frederic Handel</p> <p>Visual #8, #13 (Appendix B)</p> <p>Xylophone visual (Appendix C)</p> <p>Cowbell</p> <p>Conga Drum</p> <p>Lummi sticks</p>		
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			book, "Grandfather Twilight" Barbara Berger, Philomel Books, New York, 1984, ISBN # 0-399-21596-4		
<p>Creating MU:Cr2.1 MU:Cr3.1 MU:Cr3.2</p> <p>Performing MU:Pr4.2 MU:Pr5.1 MU:Pr6.1</p> <p>Responding MU:Re7.2 MU:Re8.1 MU:Re9.1</p> <p>Connecting MU:Cn11.0</p>	<p>Rhythm</p> <p>Melody</p> <p>Harmony</p> <p>Form</p> <p>Timbre</p>	<p>SR - B, A, G, E, D; C1, D1, F#</p> <p>found sounds</p>	<p>Chart #21, #22, #23, #24, #25 (Appendix A)</p> <p>Visual #7, #9, #10, #13 (Appendix B)</p> <p>piano/guitar</p> <p>BX/BM; AX/AM; AX/SX; AG/SG</p> <p>Triangle</p> <p>Tambourine</p> <p>temple blocks; wood block</p> <p>claves</p> <p>board & markers</p> <p>Xylophone visual (Appendix C)</p>	<p>Written Assessment #3</p> <p>Daily Performance Based evaluation through instructor visual and aural assessment</p>	<p>March</p>

			<p>barred instruments</p> <p>unpitched instruments</p> <p>conga drum w/mallet</p> <p>book, "Teaching Movement and Dance" (and Rhythmically Moving recordings) Phyllis Weikart, High Scope Press, Ypsilanti, Michigan</p> <p>book, "Music for Children, vol 1; pg 91, Canon Exercises #3</p> <p>recording, "Pata Pata from Rhythmically Moving 6"</p> <p>recording, "Irish Reel Medley 2 from Listen to the Mockingbird"</p> <p>recording, "Badinerie from Orchestra Suite #2" J.S. Bach</p> <p>recording, "The Bunny Hop" Ray Anthony and Leonard</p>		
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			<p>Auletti</p> <p>recording, "Misc Cantigas, 2 Canticles - #1 from Four Centuries of Recorder Music"</p> <p>Newspaper/cellophane/bubblewrap (optional)</p> <p>Written assessment #3 (Appendix D) with pencils</p> <p>CBB - D, E</p> <p>finger cymbals guiro</p>		
<p>Creating</p> <p>Performing MU:Pr4.2 MU:Pr5.1 MU:Pr6.1</p> <p>Responding MU:Re7.2 MU:Re8.1 MU:Re9.1</p>	<p>Rhythm</p> <p>Melody</p> <p>Harmony</p> <p>Form</p> <p>Timbre</p>	<p>improper meter: 7/8</p> <p>SR - B, A, G, E, D; C1, D1, F#, C, F</p>	<p>recorder fingering charts (Appendix C)</p> <p>Visual #9, #11, #13 (Appendix B)</p> <p>Xylophone visual (Appendix C)</p> <p>Chart #25, #26, #27 (Appendix A)</p>	<p>Written Assessment #4 (Appendix D)</p> <p>Daily Performance Based evaluation through instructor visual and aural assessment</p>	<p>April</p>

<p>Connecting MU:Cn11.0</p>			<p>BX/BM; AX/AM; AX/SX; AG/SG</p> <p>piano/guitar</p> <p>conga drums/tubanos barred instruments</p> <p>ratchet</p> <p>whip</p> <p>temple blocks</p> <p>tambourine</p> <p>board & markers</p> <p>book, "Music for Children, vol 1; pg 131, Instrumental Pieces #40" Margaret Murray</p> <p>book, "Music for Children, vol 1; pg 91, Canon Exercises #3, Margaret Murray</p> <p>book and recording, "Black Joe from Chimes of Dunkirk"</p>		
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			Written assessment #4 (Appendix D) with pencils tape or reusable adhesive		
<p>Creating MU:Cr2.1 MU:Cr3.1 MU:Cr3.2</p> <p>Performing MU:Pr4.2 MU:Pr5.1 MU:Pr6.1</p> <p>Responding MU:Re7.2 MU:Re8.1 MU:Re9.1</p> <p>Connecting MU:Cn11.0</p>	<p>Rhythm</p> <p>Melody</p> <p>Harmony</p> <p>Form</p> <p>Timbre</p>		<p>Xylophone visual (Appendix C)</p> <p>Visual #2, #12, #13 (Appendix B)</p> <p>Chart #18, #26, #28 (Appendix A)</p> <p>piano/guitar</p> <p>temple blocks</p> <p>conga drum</p> <p>barred instruments</p> <p>recording, "Los Machetes adapted by Rossana Cota"</p> <p>recording, "Hot Lunch Jam from Fame"</p> <p>recording, "Sun</p>	Daily Performance Based evaluation through instructor visual and aural assessment	May

			<p>Flower Slow Drag from Rhythmically Moving 9"</p> <p>recording, "Choo Choo Ch'Boogie from Five Guys Named Moe"</p> <p>rhythm sticks/lummi sticks</p> <p>CBB - F BX/BM; AX/AM; AX/SX; AG/SG</p> <p>masking tape/reusable adhesive tape</p> <p>plastic cups (1 per student)</p> <p>tennis balls (1 per student)</p>		
<p>Creating MU:Cr1:1 MU:Cr2:1 MU:Cr3.1</p>	<p>Rhythm Melody</p>	<p>4 16th notes followed by 1 quarter; eighth note triplet followed by 1 quarter</p>	<p>BluRay or DVD, "Die Zauberflöte" W.A. Mozart w/English Subtitles, Royal Opera House. Sir</p>	<p>Student responses to teacher generated questioning through classroom discussion</p>	<p>June</p>

Performing MU:Pr4.2 MU:Pr4.3.5	Harmony	aria, duet, trio, quartet, quintet, chorus	Colin Davis, Conductor; Diana Damrau, Simon Keenlyside, Will Harman, Dorothea Roschmann (2003)		
Responding MU:Re.7.2.5 MU:Re8.1.5	Form	opera; fugue			
Connecting MU:Cn10 MU:Cn11	Timbre	18th Century String Orchestra	video projection device and speakers		

Instrument Abbreviations:

SG	Soprano Glockenspiel
AG	Alto Glockenspiel
SM	Soprano Metallophone
SX	Soprano Xylophone
AM	Alto Metallophone
AX	Alto Xylophone
BM	Bass Metallophone
BX	Bass Xylophone
CBB	Contra Bass Bars
CW	Clockwise
CCW	Counter Clockwise
D¹	High Do
L₁	Low La
S₁	Low So
Q - A	Question - Answer
SR	Soprano Recorder
Ms.	Measure
Vs.	Verse