

Grade 5 Scope and Sequence for Vocal Music**Grade 5 Scope and Sequence for Vocal Music**

	Vocal Music	Number of Instructional Days
Unit 1	<u>Creative Process</u> <i>In this unit, students will demonstrate an understanding of singing and playing music using a steady beat. Students will learn to identify, sing, or play various musical pieces. Students will continue to practice identifying different types of instruments and classify them into the proper families. Students will understand that elements of music must be decoded and understood in order to create a musical piece.</i>	8 <i>(Integrated throughout the year)</i>
Unit 2	<u>Performing</u> <i>In this unit, students will demonstrate an understanding of creating their own melodies and recognizing the influence of differing musical elements on the musical whole. Students will continue to focus on learning specific skills and the understanding of rhythm, melody, harmony, tone, color and expressive qualities.</i>	12 <i>(Integrated throughout the year)</i>
Unit 3	<u>Aesthetic Responses and Critique Methodologies</u> <i>In this unit, students will demonstrate an understanding of the development of proper playing/vocal technique and further extend their singing/playing range. Students will learn that music may move to an underlying steady beat at a fast, moderate, or slow tempo.</i>	10 <i>(Integrated throughout the year)</i>
Unit 4	<u>History of Arts and Culture</u> <i>In this unit, students will demonstrate an understanding of comparing and contrasting the function of music from various and distinct historical periods in time. Students will also compare and contrast how rhythm, melody, and harmony are utilized in a variety of genres and cultures throughout the world.</i>	10 <i>(Integrated throughout the year)</i>

Vocal Music		Grade: 5
Unit 1: Creative Process Unit Overview: In this unit, students will demonstrate an understanding of singing and playing music using a steady beat. Students will learn to identify, sing, or play various musical pieces. Students will continue to practice identifying different types of instruments and classify them into the proper families. Students will understand that elements of music must be decoded and understood in order to create a musical piece.		
New Jersey Student Learning Standards 1.1 - The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. 1.1.5.B.1 - Identify the elements of music in response to aural prompts and printed music notational systems. 1.1.5.B.2 - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.		
Enduring Understandings		Essential Questions
<ul style="list-style-type: none"> Students will sing/play music written in two parts and be able to follow a choral musical score. Students will be able to follow musical directions pertaining to dynamic changes and articulation requirements of the music 		<ul style="list-style-type: none"> How do we continue to develop playing/singing with harmony? How is music performed with expression?

Grade 5 Scope and Sequence for Vocal Music

Unit Goals	Teaching Points
<i>Session 1 - (Finding Reasons to Read)</i>	<ul style="list-style-type: none"> ● Today I want to teach you that readers have many different reasons to read, and those reasons are different for everyone. <ul style="list-style-type: none"> ○ Readers do this by: <ol style="list-style-type: none"> 1. thinking about all the reasons they need to be able to read well. 2. considering that one of the most important reasons to read is for the enjoyment of it. 3. spending time examining several books to select one that they might enjoy reading. 4. immersing themselves in a story, looking for things to enjoy.
Skills (Students will be able to...)	
<ul style="list-style-type: none"> ● Understand that the elements of music are foundational to basic music literacy. ● Recognize that the elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy. ● Identify and perform steady beat and off-beat in duple (2/4, 3/4, 4/4) compound (6/8) meter. Read and perform: dotted quarter-note/eighth note; eighth-note rest. ● Identify tone qualities produced by symphony orchestra, concert band, Son Jarocho (Mexican), Gamelan (Indonesian), marching band, dance band, military band, rock band, synthesized sounds, electric guitar, a capella singing. ● Identify allegretto, lento, fermata. ● Identify, read, and sing: melodic patterns using solfege syllables of the diatonic scale in higher and lower octaves; whole and half steps. ● Derive and ID Bb (Fa) in key of F, F# (Ti) in the Key of G. ● Identify, construct, notate, and perform I, IV, and V7 chords. ● Identify accents, pizzicato, slurs, and phrasing. 	

Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Music Class Participation Rubrics (See Rubrics Section of Document) ● Daily Music Challenge ● Oral/Verbal Responses to Teacher Questions/Instruction ● Informal Observations of Student Musical Response ● Self-Assessment/Student Reflection <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Written Tests/Quizzes ● Performance Tests/Quizzes <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● rough drafts for each project ● Rubric based final project for each unit 	<p>Special Education</p> <ul style="list-style-type: none"> ● Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) ● Subgroup Accommodations and Modifications ● Curricular Modifications and Guidance for Students Educated in Special Class Settings <p>Differentiation:</p> <ul style="list-style-type: none"> ● Preview content and concepts ● Behavior management plan ● Highlight text ● Small group setting <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> ● Alternative formative and summative assessments ● Guided Reading ● Personal agendas ● Project-based learning ● Problem-based learning ● Stations/centers ● Tiered activities/assignments ● Varying organizers for instructions

Grade 5 Scope and Sequence for Vocal Music

<ul style="list-style-type: none"> • Student self-assessment <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Homework - extended drawing at home • Presentations • Verbal Critiques 	<p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Clapping activities</i> • <i>Exploration by interest</i> • <i>Flexible groupings</i> <p>English Language Learners</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Unit 1: Curriculum for ELL • Subgroup Accommodations and Modifications • Multi-language glossary • Pupil edition in Spanish • Vocabulary flash cards <p>Students at Risk for Failure</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications <p>Gifted and Talented</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications <p>Students with 504 Plans</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>
<p>Core Professional Resources:</p>	<p>Core Instructional Resources:</p>

Grade 5 Scope and Sequence for Vocal Music

<ul style="list-style-type: none"> • GAMEPLAN: An Active Music Curriculum” Grade K - ISBN: 0-9767650-5-5 • Florham Park Curriculum • National Association for Music Education (NAfME) • Northern New Jersey Orff Schulwerk Association (NNJOSA) • Dalcroze (dalcrozeusa.org) • Gordon (giml.org) • Kodaly (oake.org) • Little Kids Rock (littlekidsrock.org) • Orff (aosa.org) • SongWorks (songworkseducators.org) • Suzuki (suzukiassociation.org) • Teachers may wish to stick with “what they know,” or use some combination of the above. Either way, they are encouraged to become familiar with diverse approaches to music education. 	<ul style="list-style-type: none"> • Guitar • Piano • CD Player/Speaker System • Soprano/Alto/Bass Xylophones • Soprano/Alto Glockenspiels • Soprano/Alto Metallophone • Various unpitched percussion instruments • <i>Singing</i> • <i>Audio Recordings</i> • <i>Playing on Instruments</i> • <i>Video Recording</i> • A Song Game • Movement/Dance • A Story • Questions/Puzzles • Secret Song Clues • Ranges of Notation
<p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> • All Books by Jeff Kriskie and Randy DeLelles • “Making the Most of the Holidays” • “Highlighting the Holidays” • “Time for a Rhyme” • “2nd Rhyme Around” • “3rd Rhymes a Charm” • “Strike it Rich” • “As American as Apple Pie” 	<p>Supplemental Resources:</p> <ul style="list-style-type: none"> • Tonic Solfa/Solfege Syllables for tone and melody • Rhythm Syllables (Gordon, Kodaly, Takadimi, etc.) • Echo Singing and Antiphonning • Sibelius Software <ul style="list-style-type: none"> ◦ Used to modify scores and notation (larger, with note names in note head, etc) • Visual Aids <ul style="list-style-type: none"> ◦ Colored key dots for xylophone ◦ Xylophone Diagram ◦ Solfege hand signals chart • Flocabulary
	<p>Intervention Resources:</p> <ul style="list-style-type: none"> • Tiered Interventions following RtI framework • RtI Intervention Bank • Foundations Double-Dose (Tier II) • LLI (Tier III) • FFI Skill Report: DRA On-Line • enVisioninterventionsupports • NJDOE resources
<p>Interdisciplinary Connections</p>	<p>Integration of Technology through NJSLS</p>
<p><i>This is where you make any connections that lend itself to the curriculum. See example.</i></p> <ul style="list-style-type: none"> • Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies. • In Social Studies discuss routines in the community • Companion standards: <ul style="list-style-type: none"> ◦ CCSS.ELA-LITERACY.RF.5.4 ◦ CCSS.MATH.CONTENT.5.OA.B.3 ◦ CCSS.MATH.CONTENT.5.MD.B.2 ◦ 6.1.4.A.10 ◦ 8.1.5.A.1, 8.1.5.A.3 	<ul style="list-style-type: none"> • Create a word study word sort in Inspiration. • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use a document camera or overhead projector for shared reading of texts.

Grade 5 Scope and Sequence for Vocal Music

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming	
Integration of 21st Century Themes	Media Literacy Integration
<p><i>See example.</i></p> <ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving Communication and Collaboration Information Literacy • Media Literacy • Life and Career Skills • Global and Environmental Awareness • Problem Solving Skills • Personal Literacy • Business • Initiative and Self Direction • Manage Goals and Time • Work Independently • Be Self-directed Learners 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Build on the intuitive knowledge students have gained from media about the story and character • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills
Career Education	Global Perspectives
<p>(Integrated into the curriculum the opportunity to acquire information about career interests or advanced courses)</p> <p>(Field trips, list free online courses, skype an author or scientist, specialized programs).</p> <p>9.1 Personal Finance Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p>	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women's History Month, • National Irish-American Heritage Month • National Italian American Heritage Month • Asian Pacific American Heritage • Older Americans' Month • Jewish American Heritage Month • Week of Respect • Red Ribbon Week • International Dot Day (September 16)

Vocal Music	Grade: 5
Unit 2: Performing Unit Overview: <p>In this unit, students will demonstrate an understanding of creating their own melodies and recognizing the influence of differing musical elements on the musical whole. Students will continue to focus on learning specific skills and the understanding of rhythm, melody, harmony, tone, color and expressive qualities.</p>	
New Jersey Student Learning Standards	
<p>1.3 Performance - All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.3.5.B.1 - Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound.</p> <p>1.3.5.B.2 - Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.</p> <p>1.3.5.B.3 - Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.</p> <p>1.3.5.B.4 - Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.</p>	
Enduring Understandings	Essential Questions

Grade 5 Scope and Sequence for Vocal Music

<ul style="list-style-type: none"> Students will recognize notes and rests in the notation by definition, performing rhythmic patterns and identifying patterns upon listening Students will recognize ostinato patterns in musical examples. 	<ul style="list-style-type: none"> Why are the durations of sounds or silences shorter or longer than the beat?
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Unit Goals	Teaching Points
Session 1 - (Finding Reasons to Read)	<ul style="list-style-type: none"> Today I want to teach you that readers have many different reasons to read, and those reasons are different for everyone. <ul style="list-style-type: none"> Readers do this by: <ol style="list-style-type: none"> thinking about all the reasons they need to be able to read well. considering that one of the most important reasons to read is for the enjoyment of it. spending time examining several books to select one that they might enjoy reading. immersing themselves in a story, looking for things to enjoy.

Skills (Students will be able to...)
<ul style="list-style-type: none"> Understand that complex scores may include compound meters and the grand staff. Recognize that proper vocal production and vocal placement improve vocal quality. Understand that harmonizing requires singing ability and active listening skills. Recognize that individual voice ranges change with time. Understand that music composition is governed by prescribed rules and forms that apply to both improvised and scored music. Understand that decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts. On pitched barred instruments and/or recorders, perform three-part pieces in duple and triple meter, notated in treble and bass clef, using note values from 16th-note to whole note/rest, including syncopations, and pitches in diatonic scales with chromatic additions; and dynamic and tempo changes. Read notation using note values from 16th-note to whole note/rest, including syncopations; and pitches in diatonic scales with chromatic additions; and dynamic and tempo changes. Perform unison songs, descants, and harmonizing parts in 3rds, alone and with others, using proper vocal placement and breathing techniques in the range of A4-F5 (making allowances for emerging cambia voices). Sing accurately in octaves. Demonstrate proper posture and breathing techniques to produce a uniform vocal tone quality and respond to expressive cues from a conductor. Sing choral music from complex notation, in unison and two-parts, reading from choral octavos. Use in tremble and bass clef, mixed meter, and compound meter. Improvise a melody on a barred instrument, recorder or non-traditional instrument using a diatonic scale played over a given harmonic progression using I-IV-V7, and ending on the home tone. Compose and score 8 bars of notation, using note and rest values as small as the 16th note played in ¾ and/or 4/4 time. Describe how and demonstrate how the use of an antecedent/consequent phrase relationship and dynamic markings are used to achieve unity and variety, tension and release, and balance in musical composition.

Evidence of Learning (Assessments)	Accommodations and Modifications

Grade 5 Scope and Sequence for Vocal Music

<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Music Class Participation Rubrics (See Rubrics Section of Document) • Daily Music Challenge • Oral/Verbal Responses to Teacher Questions/Instruction • Informal Observations of Student Musical Response • Self-Assessment/Student Reflection <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Written Tests/Quizzes • Performance Tests/Quizzes <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • rough drafts for each project • Rubric based final project for each unit • Student self-assessment <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Homework - extended drawing at home • Presentations • Verbal Critiques 	<p>Special Education</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications • Curricular Modifications and Guidance for Students Educated in Special Class Settings <p>Differentiation:</p> <ul style="list-style-type: none"> • Preview content and concepts • Behavior management plan • Highlight text • Small group setting <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> • Alternative formative and summative assessments • Guided Reading • Personal agendas • Project-based learning • Problem-based learning • Stations/centers • Tiered activities/assignments • Varying organizers for instructions <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • Clubbing activities • Exploration by interest • Flexible groupings <p>English Language Learners</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Unit 1: Curriculum for ELL • Subgroup Accommodations and Modifications • Multi-language glossary • Pupil edition in Spanish • Vocabulary flash cards <p>Students at Risk for Failure</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications <p>Gifted and Talented</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications <p>Students with 504 Plans</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>

Grade 5 Scope and Sequence for Vocal Music

<div data-bbox="120 275 475 304" data-label="Section-Header">Core Professional Resources:</div> <div data-bbox="168 338 782 737" data-label="List-Group"> <ul style="list-style-type: none"> • GAMEPLAN: An Active Music Curriculum” Grade K - ISBN: 0-9767650-5-5 • Florham Park Curriculum • National Association for Music Education (NAfME) • Northern New Jersey Orff Schulwerk Association (NNJOSA) • Dalcroze (dalcrozeusa.org) • Gordon (giml.org) • Kodaly (oake.org) • Little Kids Rock (littlekidsrock.org) • Orff (aosa.org) • SongWorks (songworkseducators.org) • Suzuki (suzukiassociation.org) • Teachers may wish to stick with “what they know,” or use some combination of the above. Either way, they are encouraged to become familiar with diverse approaches to music education. </div> <div data-bbox="120 804 583 833" data-label="Section-Header">Supplemental Professional Resources:</div> <div data-bbox="168 867 584 1071" data-label="List-Group"> <ul style="list-style-type: none"> • All Books by Jeff Kriskie and Randy DeLelles • “Making the Most of the Holidays” • “Highlighting the Holidays” • “Time for a Rhyme” • “2nd Rhyme Around” • “3rd Rhymes a Charm” • “Strike it Rich” • “As American as Apple Pie” </div>	<div data-bbox="842 275 1206 304" data-label="Section-Header">Core Instructional Resources:</div> <div data-bbox="891 338 1282 777" data-label="List-Group"> <ul style="list-style-type: none"> • Guitar • Piano • CD Player/Speaker System • Soprano/Alto/Bass Xylophones • Soprano/Alto Glockenspiels • Soprano/Alto Metallophone • Various unpitched percussion instruments • <i>Singing</i> • <i>Audio Recordings</i> • <i>Playing on Instruments</i> • <i>Video Recording</i> • A Song Game • Movement/Dance • A Story • Questions/Puzzles • Secret Song Clues • Ranges of Notation </div> <div data-bbox="842 844 1148 873" data-label="Section-Header">Supplemental Resources:</div> <div data-bbox="891 907 1468 1186" data-label="List-Group"> <ul style="list-style-type: none"> • Tonic Solfa/Solfege Syllables for tone and melody • Rhythm Syllables (Gordon, Kodaly, Takadimi, etc.) • Echo Singing and Antiphonning • Sibelius Software <ul style="list-style-type: none"> ◦ Used to modify scores and notation (larger, with note names in note head, etc) • Visual Aids <ul style="list-style-type: none"> ◦ Colored key dots for xylophone ◦ Xylophone Diagram ◦ Solfege hand signals chart • Flocabulary </div> <div data-bbox="842 1224 1135 1253" data-label="Section-Header">Intervention Resources:</div> <div data-bbox="891 1287 1317 1486" data-label="List-Group"> <ul style="list-style-type: none"> • Tiered Interventions following RtI framework • RtI Intervention Bank • Foundations Double-Dose (Tier II) • LLI (Tier III) • FFI Skill Report: DRA On-Line • enVisioninterventionsupports • NJDOE resources </div>
<div data-bbox="253 1612 654 1642" data-label="Section-Header">Interdisciplinary Connections</div> <div data-bbox="201 1675 782 1728" data-label="Text"> <p><i>This is where you make any connections that lend itself to the curriculum. See example.</i></p> </div> <div data-bbox="155 1730 782 1881" data-label="List-Group"> <ul style="list-style-type: none"> • Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies. • In Social Studies discuss routines in the community • Companion standards: <ul style="list-style-type: none"> ◦ CCSS.ELA-LITERACY.RF.5.4 </div>	<div data-bbox="891 1612 1455 1642" data-label="Section-Header">Integration of Technology through NJSLs</div> <div data-bbox="876 1675 1513 1806" data-label="List-Group"> <ul style="list-style-type: none"> • Create a word study word sort in Inspiration. • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use a document camera or overhead projector for shared reading of texts. </div>

Grade 5 Scope and Sequence for Vocal Music

<ul style="list-style-type: none"> ○ CCSS.MATH.CONTENT.5.OA.B.3 ○ CCSS.MATH.CONTENT.5.MD.B.2 ○ 6.1.4.A.10 ○ 8.1.5.A.1, 8.1.5.A.3 <p>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming</p>	
Integration of 21st Century Themes	Media Literacy Integration
<p><i>See example.</i></p> <ul style="list-style-type: none"> ● Creativity and Innovation ● Critical Thinking and Problem Solving Communication and Collaboration Information Literacy ● Media Literacy ● Life and Career Skills ● Global and Environmental Awareness ● Problem Solving Skills ● Personal Literacy ● Business ● Initiative and Self Direction ● Manage Goals and Time ● Work Independently ● Be Self-directed Learners 	<ul style="list-style-type: none"> ● Ask students to look for specific things when they view videos or read print material, and then ask questions about those items ● Build on the intuitive knowledge students have gained from media about the story and character ● Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic ● Use print materials to practice reading and comprehension skills
Career Education	Global Perspectives
<p>(Integrated into the curriculum the opportunity to acquire information about career interests or advanced courses)</p> <p>(Field trips, list free online courses, skype an author or scientist, specialized programs).</p> <p>9.1 Personal Finance Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p>	<ul style="list-style-type: none"> ● National Hispanic-Latino Heritage Month ● National Disability Employment Awareness Month ● National American Indian Heritage Month ● Black History Month ● National Women's History Month, ● National Irish-American Heritage Month ● National Italian American Heritage Month ● Asian Pacific American Heritage ● Older Americans' Month ● Jewish American Heritage Month ● Week of Respect ● Red Ribbon Week ● International Dot Day (September 16)

Vocal Music	Grade: 5
<p>Unit 3: Aesthetic Responses and Critique Methodologies</p> <p>Unit Overview:</p> <p>In this unit, students will demonstrate an understanding of the development of proper playing/vocal technique and further extend their singing/playing range. Students will learn that music may move to an underlying steady beat at a fast, moderate, or slow tempo.</p>	
<p>New Jersey Student Learning Standards</p> <p>1.4 Aesthetic Responses and Critique Methodologies - All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p> <p>1.4.5.A.1 - Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.</p> <p>1.4.5.A.2 - Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p> <p>1.4.5.A.3 - Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical, context).</p> <p>1.4.5.B.1 - Assess the application of the elements of art and principles of design in dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology.</p> <p>1.4.5.B.3 - Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.</p>	

Grade 5 Scope and Sequence for Vocal Music

1.4.5.B.4 - Define technical proficiency, using the elements of the arts and principles of design.

1.4.5.B.5 - Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.

Enduring Understandings

- Students will learn to sing/play accurately, demonstrating basic concepts previously learned.
- Students can show steady beat and changes of pulse when listening to, moving to, performing or accompanying music.

Essential Questions

- How can students continue to develop proper musical technique and further extend range?
- How can students show understanding of beat and tempo?

Unit Goals

Session 1 - (Finding Reasons to Read)

Teaching Points

- **Today I want to teach you that readers have many different reasons to read, and those reasons are different for everyone.**
 - Readers do this by:
 1. thinking about all the reasons they need to be able to read well.
 2. considering that one of the most important reasons to read is for the enjoyment of it.
 3. spending time examining several books to select one that they might enjoy reading.
 4. immersing themselves in a story, looking for things to enjoy.

Skills (Students will be able to...)

- Recognize that works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).
- Understand that formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.
- Recognize that criteria for determining the aesthetic merits of artwork vary according to text.
- Recognize that understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.
- Understand that identifying criteria for evaluating performances results in deeper understanding of art and art-making.
- While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology.
- Categorize a series of 8-10 pieces into different styles (e.g., jazz, classical, romantic, folk, patriotic, popular music, etc.) using graphic organizers, manipulative, or other tools.
- Identify/analyze the structure of various musical forms (e.g., verse/refrain, chorus, format, sonata, etc.) from varied cultures, time periods or musical genres.
- Demonstrate an understanding of how music reflects the ideas of a composer and/or performer based on the historical, cultural, and personal characteristics of each musician. Make connections to the piece when warranted.
- Use a graphic organizer or other tool to show common performance traits. (e.g., technical fluency, rhythmic accuracy, intonation, etc.) in generally accepted great performances of music. Choose performances in three different styles (e.g., YoYo Ma's recording of a Bach Cello Suite, John Coltrane's Giant Steps, Ravi Shankar in a traditional Hindustani sitar raga).
- Evaluate a student group performance on three criteria using a student created vocabulary list (e.g., interpretation, articulation, technique, intonation).
- Describe three ways that individuals can agree or disagree about the merits of a musical performance based on technical and interpretive perspectives, the composer and his/her intent, and if the intent was realized.

Evidence of Learning (Assessments)

Accommodations and Modifications

Grade 5 Scope and Sequence for Vocal Music

<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Music Class Participation Rubrics (See Rubrics Section of Document) • Daily Music Challenge • Oral/Verbal Responses to Teacher Questions/Instruction • Informal Observations of Student Musical Response • Self-Assessment/Student Reflection <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Written Tests/Quizzes • Performance Tests/Quizzes <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • rough drafts for each project • Rubric based final project for each unit • Student self-assessment <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Homework - extended drawing at home • Presentations • Verbal Critiques 	<p>Special Education</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications • Curricular Modifications and Guidance for Students Educated in Special Class Settings <p>Differentiation:</p> <ul style="list-style-type: none"> • Preview content and concepts • Behavior management plan • Highlight text • Small group setting <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> • Alternative formative and summative assessments • Guided Reading • Personal agendas • Project-based learning • Problem-based learning • Stations/centers • Tiered activities/assignments • Varying organizers for instructions <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • Clubbing activities • Exploration by interest • Flexible groupings <p>English Language Learners</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Unit 1: Curriculum for ELL • Subgroup Accommodations and Modifications • Multi-language glossary • Pupil edition in Spanish • Vocabulary flash cards <p>Students at Risk for Failure</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications <p>Gifted and Talented</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications <p>Students with 504 Plans</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>

Grade 5 Scope and Sequence for Vocal Music

<div data-bbox="120 275 475 308">Core Professional Resources:</div> <ul style="list-style-type: none"> • GAMEPLAN: An Active Music Curriculum” Grade K - ISBN: 0-9767650-5-5 • Florham Park Curriculum • National Association for Music Education (NAfME) • Northern New Jersey Orff Schulwerk Association (NNJOSA) • Dalcroze (dalcrozeusa.org) • Gordon (giml.org) • Kodaly (oake.org) • Little Kids Rock (littlekidsrock.org) • Orff (aosa.org) • SongWorks (songworkseducators.org) • Suzuki (suzukiassociation.org) • Teachers may wish to stick with “what they know,” or use some combination of the above. Either way, they are encouraged to become familiar with diverse approaches to music education. <div data-bbox="120 804 583 837">Supplemental Professional Resources:</div> <ul style="list-style-type: none"> • All Books by Jeff Kriskie and Randy DeLelles • “Making the Most of the Holidays” • “Highlighting the Holidays” • “Time for a Rhyme” • “2nd Rhyme Around” • “3rd Rhymes a Charm” • “Strike it Rich” • “As American as Apple Pie” 	<div data-bbox="842 275 1206 308">Core Instructional Resources:</div> <ul style="list-style-type: none"> • Guitar • Piano • CD Player/Speaker System • Soprano/Alto/Bass Xylophones • Soprano/Alto Glockenspiels • Soprano/Alto Metallophone • Various unpitched percussion instruments • <i>Singing</i> • <i>Audio Recordings</i> • <i>Playing on Instruments</i> • <i>Video Recording</i> • A Song Game • Movement/Dance • A Story • Questions/Puzzles • Secret Song Clues • Ranges of Notation <div data-bbox="842 842 1146 875">Supplemental Resources:</div> <ul style="list-style-type: none"> • Tonic Solfa/Solfege Syllables for tone and melody • Rhythm Syllables (Gordon, Kodaly, Takadimi, etc.) • Echo Singing and Antiphonning • Sibelius Software <ul style="list-style-type: none"> ◦ Used to modify scores and notation (larger, with note names in note head, etc) • Visual Aids <ul style="list-style-type: none"> ◦ Colored key dots for xylophone ◦ Xylophone Diagram ◦ Solfege hand signals chart • Flocabulary <div data-bbox="842 1224 1135 1257">Intervention Resources:</div> <ul style="list-style-type: none"> • Tiered Interventions following RtI framework • RtI Intervention Bank • Foundations Double-Dose (Tier II) • LLI (Tier III) • FFI Skill Report: DRA On-Line • enVisioninterventionsupports • NJDOE resources
<div data-bbox="253 1612 654 1646">Interdisciplinary Connections</div> <p><i>This is where you make any connections that lend itself to the curriculum. See example.</i></p> <ul style="list-style-type: none"> • Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies. • In Social Studies discuss routines in the community • Companion standards: <ul style="list-style-type: none"> ◦ CCSS.ELA-LITERACY.RF.5.4 	<div data-bbox="889 1612 1458 1646">Integration of Technology through NJSLs</div> <ul style="list-style-type: none"> • Create a word study word sort in Inspiration. • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use a document camera or overhead projector for shared reading of texts.

Grade 5 Scope and Sequence for Vocal Music

<ul style="list-style-type: none"> ○ CCSS.MATH.CONTENT.5.OA.B.3 ○ CCSS.MATH.CONTENT.5.MD.B.2 ○ 6.1.4.A.10 ○ 8.1.5.A.1, 8.1.5.A.3 <p>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming</p>	
Integration of 21st Century Themes	Media Literacy Integration
<p><i>See example.</i></p> <ul style="list-style-type: none"> ● Creativity and Innovation ● Critical Thinking and Problem Solving Communication and Collaboration Information Literacy ● Media Literacy ● Life and Career Skills ● Global and Environmental Awareness ● Problem Solving Skills ● Personal Literacy ● Business ● Initiative and Self Direction ● Manage Goals and Time ● Work Independently ● Be Self-directed Learners 	<ul style="list-style-type: none"> ● Ask students to look for specific things when they view videos or read print material, and then ask questions about those items ● Build on the intuitive knowledge students have gained from media about the story and character ● Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic ● Use print materials to practice reading and comprehension skills
Career Education	Global Perspectives
<p>(Integrated into the curriculum the opportunity to acquire information about career interests or advanced courses)</p> <p>(Field trips, list free online courses, skype an author or scientist, specialized programs).</p> <p>9.1 Personal Finance Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p>	<ul style="list-style-type: none"> ● National Hispanic-Latino Heritage Month ● National Disability Employment Awareness Month ● National American Indian Heritage Month ● Black History Month ● National Women's History Month, ● National Irish-American Heritage Month ● National Italian American Heritage Month ● Asian Pacific American Heritage ● Older Americans' Month ● Jewish American Heritage Month ● Week of Respect ● Red Ribbon Week ● International Dot Day (September 16)

Vocal Music	Grade: 5
Unit 4: History of the Arts and Culture Unit Overview: <p>In this unit, students will demonstrate an understanding of comparing and contrasting the function of music from various and distinct historical periods in time. Students will also compare and contrast how rhythm, melody, and harmony are utilized in a variety of genres and cultures throughout the world.</p>	
New Jersey Student Learning Standards 1.2 History of the Arts and Culture - All students will understand the role, development, and influence of the arts throughout history and across cultures. 1.2.5.A.1 - Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. 1.2.5.A.2 - Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art. 1.2.5.A.3 - Determine the impact of significant contributions of individual artists dance, music, theatre, and visual art from diverse cultures throughout history.	
Enduring Understandings	Essential Questions

Grade 5 Scope and Sequence for Vocal Music

<ul style="list-style-type: none">● Students will demonstrate knowledge of historical music and ethnic traditions, which generate musical works.		<ul style="list-style-type: none">● How will student's continue the development of knowledge of music as it pertains to history and culture?
Unit Goals	Teaching Points	
<i>Session 1 - (Finding Reasons to Read)</i>	<ul style="list-style-type: none">● Today I want to teach you that readers have many different reasons to read, and those reasons are different for everyone.<ul style="list-style-type: none">○ Readers do this by:<ol style="list-style-type: none">1. thinking about all the reasons they need to be able to read well.2. considering that one of the most important reasons to read is for the enjoyment of it.3. spending time examining several books to select one that they might enjoy reading.4. immersing themselves in a story, looking for things to enjoy.	
Skills (Students will be able to...)		
<ul style="list-style-type: none">● Understand that art and culture reflect and affect each other.● Recognize that characteristic approaches to content, form, style, and design define art genres.● Understand that sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.● Compare and contrast the function of music from various and distinct historical periods (e.g., music from the Revolutionary War with music from the Civil War).● Compare and contrast how rhythm, melody, and harmony are utilized in a variety of genres and cultures (e.g., European classical music, jazz, Hindustani, West African Rock etc.).		

Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> Music Class Participation Rubrics (See Rubrics Section of Document) Daily Music Challenge Oral/Verbal Responses to Teacher Questions/Instruction Informal Observations of Student Musical Response Self-Assessment/Student Reflection <p>Summative Assessments:</p> <ul style="list-style-type: none"> Written Tests/Quizzes Performance Tests/Quizzes <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> rough drafts for each project Rubric based final project for each unit Student self-assessment <p>Alternative Assessments:</p>	<p>Special Education</p> <ul style="list-style-type: none"> Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) Subgroup Accommodations and Modifications Curricular Modifications and Guidance for Students Educated in Special Class Settings <p>Differentiation:</p> <ul style="list-style-type: none"> Preview content and concepts Behavior management plan Highlight text Small group setting <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> Alternative formative and summative assessments Guided Reading Personal agendas Project-based learning Problem-based learning Stations/centers Tiered activities/assignments Varying organizers for instructions <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> Clipping activities Exploration by interest Flexible groupings

Grade 5 Scope and Sequence for Vocal Music

<ul style="list-style-type: none"> • Homework - extended drawing at home • Presentations • Verbal Critiques 	<p>English Language Learners</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Unit 1: Curriculum for ELL • Subgroup Accommodations and Modifications • Multi-language glossary • Pupil edition in Spanish • Vocabulary flash cards <p>Students at Risk for Failure</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications <p>Gifted and Talented</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications <p>Students with 504 Plans</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications
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