

Grade: 5 Subject: Music

The purpose of Music in the Fifth Grade is to: Provide students accessible, sequential, and robust music instruction in school. Students in our school district deserve the right to a music education and music-making which will provide them with a robust and active music life. According to the *Declaration on Equity in Music for City Students* written by The Symposium on Music in Schools at Yale University, an **active music life** means “creating, performing, and responding to music in a variety of settings. It is characterized by: Accessible, sequential, and robust music instruction in schools; Outside-of-school opportunities that provide services that schools do not provide; and informal music-making (at home, at places of worship, with family and friends, etc.)”

Though an active music life requires all three contexts, it is our responsibility as professionally certified music educators to ensure that students of the Seymour Public Schools have access to a sequential and robust music education at the primary level. We recognize that “access” does not simply refer to the existence of music opportunities at school; it means an ongoing commitment to strengthen and expand our existing music programs so that they become more robust and inclusionary.

Primary level general music offers every student the opportunity to participate in the artistic process of creating, performing, responding, and connecting to music. Through singing, movement, playing instruments and the use of technology students will acquire musical knowledge and skill, as well as an artistic outlet of expression, a method of interpersonal communication, and the ability to live a more robust active music life. Units will be spiraled in subsequent years to allow students to follow a logical sequence and explore music at a deeper level of understanding. Units are run concurrently throughout the school year. By not segmenting units to specific timeframes, students receive an authentic musical experience; one piece of music literature will often be used to touch upon multiple if not all units in a particular grade level.

Unit 1 – Rhythm

Unit 2 – Scales and Melodies

Unit 3 – Expression

Unit 4 - Harmony

Unit 5 - Composing with form

Unit 6 - Discovering Major Works

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UNIT 1- Rhythm

<p>Subject: Grade: Time Frame: (# of weeks, etc)</p>	<p>Music - Grade 5 - On Going - September - June</p>
<p>CCSS Overarching Standards</p>	<ul style="list-style-type: none"> ● Creating <ul style="list-style-type: none"> ○ Imagine ○ Plan and Make ○ Evaluate and Refine ○ Present ● Performing <ul style="list-style-type: none"> ○ Select ○ Analyze ○ Interpret ○ Rehearse, Evaluate, and Refine ○ Present ● Responding <ul style="list-style-type: none"> ○ Select ○ Analyze ○ Evaluate ● Connecting <ul style="list-style-type: none"> ○ Synthesize and relate knowledge and personal experiences to make music. ○ Relate musical ideas and works with varied context to deepen understanding.
<p>Enduring Understanding</p>	<ul style="list-style-type: none"> ● The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. 1.1.5 ● Musicians' creative choices are influenced by their expertise, context, and expressive intent. 2.1.5 ● Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. 3.1.5 ● Musician's presentation of creative work is the culmination of a process of creation and communication. 3.2.5 ● Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. 4.1.5 ● Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. 4.2.5 ● Performers make interpretive decisions based on their understanding of context and expressive intent. 4.3.5 ● To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. 5.1.5

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	<ul style="list-style-type: none"> ● Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response. 6.1.5 ● Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. 7.1.5 ● Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. 7.2.5 ● The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. 9.1.5 ● Musicians connect their personal interest, experiences, ideas, and knowledge to creating, performing, and responding. 10.0.5 ● Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. 11.0.5
<p>Essential Questions</p>	<ul style="list-style-type: none"> ● How do musicians generate creative ideas? 1.1.5 ● How do musicians make creative decisions? 2.1.5 ● How do musicians improve the quality of their creative work? 3.1.5 ● When is creative work ready to share? 3.2.5 ● How do performers select repertoire? 4.1.5 ● How does understanding the structure and context of musical works inform performance? 4.2.5 ● How do performers interpret musical works? 4.3.5 ● How do musicians improve the quality of their performance? 5.1.5 ● When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? 6.1.5 ● How do individuals choose music to experience? 7.1.5 ● How does understanding the structure and context of music inform a response? 7.2.5 ● How do we judge the quality of musical work(s) and performance(s)? 9.1.5 ● How do musicians make meaningful connections to creating, performing, and responding? 10.0.5 ● How do the other arts, other disciplines, context, and daily life inform creating, performing, and responding to music? 11.0.5
<p>Priority Standards</p>	<p>MU:Cr1.1.5</p> <p>a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).</p> <p>b. Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.</p> <p>MU:Cr2.1.5</p>

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<p>a. Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.</p> <p>b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.</p> <p>MU:Cr3.1.5</p> <p>a. Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.</p> <p>MU:Cr3.2.5 Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.</p> <p>MU:Pr4.1.5 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.</p> <p>MU:Pr4.2.5</p> <p>a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.</p> <p>b. When analyzing selected music, read and perform using standard notation.</p> <p>c. Explain how context (such as social, cultural, and historical) informs performances.</p> <p>MU:Pr4.3.5 Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities(such as dynamics, tempo, timbre, and articulation/style).</p> <p>MU:Pr5.1.5</p> <p>a. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.</p> <p>b. Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.</p> <p>MU:Pr6.1.5</p> <p>a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</p>

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	<p>b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p> <p>MU:Re7.1.5 Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p> <p>MU:Re7.2.5 Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).</p> <p>MU:Re9.1.5 Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.</p> <p>MU:Cn10.0.5 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cn11.0.5 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>		
<p>Performance Expectations</p> <p>(Student outcomes: what will students will know/understand and be able to do)</p>	<ul style="list-style-type: none"> ● Respond to, create with notation, and perform various rhythms ● Create with notation, perform, and respond to subdivisions of the beat in duple and triple meters ● Improvise rhythms in various meters ● Create, notate, and perform a rhythmic piece, using specified rhythms in a specified meter ● Decode rhythmic patterns. 		
<p style="text-align: center;">Strategies (examples)</p> <ul style="list-style-type: none"> ● Draw upward and downward arrows to show parts of each beat ● Demonstrate a method of counting, or syllables, while performing rhythms ● Model conducting patterns for various meters ● Create movement to practice subdivision of the beat ● Design visual aids to model various subdivisions of the beat <ul style="list-style-type: none"> ● Use pre-recorded music to model movement to meter 	<p style="text-align: center;">Materials/Resources (examples)</p> <ul style="list-style-type: none"> ● Classroom instruments ● Music Games ● Dances or created movements to show concept taught ● Songs related to concepts taught ● Staff notation materials ● Live/pre-recorded performances and identify the related concept ● Technology ● Quaver Music ● Vocabulary Wall ● Conversational Solfege - Level 2 - John M. Feierabend 	<p style="text-align: center;">Assessments (examples)</p> <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> ● Music Journal ● Exit Ticket ● Rubric <p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> ● Music Journal ● Exit Ticket ● Self Assessment 	

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UNIT 2- Scales and Melodies

Subject: Grade: Time Frame: (# of weeks, etc)	Music - Grade 5 - On Going - September - June
CCSS Overarching Standards	<ul style="list-style-type: none"> ● Creating <ul style="list-style-type: none"> ○ Imagine ○ Plan and Make ○ Evaluate and Refine ○ Present ● Performing <ul style="list-style-type: none"> ○ Select ○ Analyze ○ Rehearse, Evaluate, and Refine ○ Present ● Responding <ul style="list-style-type: none"> ○ Select ○ Analyze ○ Evaluate ● Connecting <ul style="list-style-type: none"> ○ Synthesize and relate knowledge and personal experiences to make music. ○ Relate musical ideas and works with varied context to deepen understanding.
Enduring Understanding	<ul style="list-style-type: none"> ● The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. 1.1.5 ● Musicians' creative choices are influenced by their expertise, context, and expressive intent. 2.1.5 ● Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. 3.1.5 ● Musician's presentation of creative work is the culmination of a process of creation and communication. 3.2.5 ● Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. 4.1.5 ● Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. 4.2.5 ● To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. 5.1.5 ● Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response. 6.1.5 ● Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. 7.1.5

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	<ul style="list-style-type: none"> ● Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. 7.2.5 ● The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. 9.1.5 ● Musicians connect their personal interest, experiences, ideas, and knowledge to creating, performing, and responding. 10.0.5 ● Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. 11.0.5
<p>Essential Questions</p>	<ul style="list-style-type: none"> ● How do musicians generate creative ideas? 1.1.5 ● How do musicians make creative decisions? 2.1.5 ● How do musicians improve the quality of their creative work? 3.1.5 ● When is creative work ready to share? 3.2.5 ● How do performers select repertoire? 4.1.5 ● How does understanding the structure and context of musical works inform performance? 4.2.5 ● How do musicians improve the quality of their performance? 5.1.5 ● When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? 6.1.5 ● How do individuals choose music to experience? 7.1.5 ● How does understanding the structure and context of music inform a response? 7.2.5 ● How do we judge the quality of musical work(s) and performance(s)? 9.1.5 ● How do musicians make meaningful connections to creating, performing, and responding? 10.0.5 ● How do the other arts, other disciplines, context, and daily life inform creating, performing, and responding to music? 11.0.5
<p>Priority Standards</p>	<p>MU:Cr1.1.5</p> <p>a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).</p> <p>b. Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.</p> <p>MU:Cr2.1.5</p> <p>a. Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.</p> <p>b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.</p>

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<p>MU:Cr3.1.5</p> <p>a. Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.</p> <p>MU:Cr3.2.5 Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.</p> <p>MU:Pr4.1.5 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.</p> <p>MU:Pr4.2.5</p> <p>a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.</p> <p>b. When analyzing selected music, read and perform using standard notation.</p> <p>c. Explain how context (such as social, cultural, and historical) informs performances. MU:Pr5.1.5</p> <p>a. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.</p> <p>b. Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.</p> <p>MU:Pr6.1.5</p> <p>a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</p> <p>b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p> <p>MU:Re7.1.5 Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p> <p>MU:Re7.2.5 Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).</p> <p>MU:Re9.1.5 Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.</p>

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	<p>MU:Cn10.0.5 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cn11.0.5 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	
<p>Performance Expectations</p> <p>(Student outcomes: what will students will know/understand and be able to do)</p>	<ul style="list-style-type: none"> ● Perform melodies in various keys, understanding movable do ● Identify and notate the tonic and dominant in many keys and modes ● Identify, in notation, accidentals ● Read notation of, and perform on classroom instrument specified notes ● Using prior knowledge of rhythm, create a melody in a specified mode or key ● Improvise melodies in a specified key ● Decode melodic patterns. 	
<p style="text-align: center;">Strategies (examples)</p> <ul style="list-style-type: none"> ● Model singing with solfeggio, beginning on different pitches ● Create visual aids that show half/whole step patterns to discover scales and keys ● When using Orff instruments, remove bars that are not in the specified key ● Model improvisation using chord tones, rather than the entire scale 	<p style="text-align: center;">Materials/Resources (examples)</p> <ul style="list-style-type: none"> ● Classroom instruments ● Music Games ● Dances or created movements to show concept taught ● Songs related to concepts taught ● Staff notation materials ● Live/pre-recorded performances and identify the related concept ● Technology ● Quaver Music ● Vocabulary Wall ● Conversational Solfege - Level 2 - John M. Feierabend 	<p style="text-align: center;">Assessments (examples)</p> <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> ● Scales and Melodies Assessment ● Rubric <p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> ● Scales and Melodies Assessment ● Self Assessment

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UNIT 3- Expression

<p>Subject: Grade: Time Frame: (# of weeks, etc)</p>	<p>Music Grade 5 - On Going - September - June</p>
<p>CCSS Overarching Standards</p>	<ul style="list-style-type: none"> ● Creating <ul style="list-style-type: none"> ○ Imagine ○ Plan and Make ○ Evaluate and Refine ○ Present ● Performing <ul style="list-style-type: none"> ○ Select ○ Analyze ○ Interpret ○ Rehearse, Evaluate, and Refine ○ Present ● Responding <ul style="list-style-type: none"> ○ Select ○ Analyze ○ Interpret ○ Evaluate ● Connecting <ul style="list-style-type: none"> ○ Synthesize and relate knowledge and personal experiences to make music. ○ Relate musical ideas and works with varied context to deepen understanding.
<p>Enduring Understanding</p>	<ul style="list-style-type: none"> ● The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. 1.1.5 ● Musicians' creative choices are influenced by their expertise, context, and expressive intent. 2.1.5 ● Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. 3.1.5 ● Musician's presentation of creative work is the culmination of a process of creation and communication. 3.2.5 ● Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. 4.1.5 ● Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. 4.2.5 ● Performers make interpretive decisions based on their understanding of context and expressive intent. 4.3.5 ● To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. 5.1.5

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	<ul style="list-style-type: none"> • Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response. 6.1.5 • Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. 7.1.5 • Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. 7.2.5 • Through their use of elements and structures of music, creators and performers provide clues to their expressive intent 8.1.5 • The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. 9.1.5 • Musicians connect their personal interest, experiences, ideas, and knowledge to creating, performing, and responding. 10.0.5 • Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. 11.0.5
<p>Essential Questions</p>	<ul style="list-style-type: none"> • How do musicians generate creative ideas? 1.1.5 • How do musicians make creative decisions? 2.1.5 • How do musicians improve the quality of their creative work? 3.1.5 • When is creative work ready to share? 3.2.5 • How do performers select repertoire? 4.1.5 • How does understanding the structure and context of musical works inform performance? 4.2.5 • How do performers interpret musical works? 4.3.5 • How do musicians improve the quality of their performance? 5.1.5 • When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? 6.1.5 • How do individuals choose music to experience? 7.1.5 • How does understanding the structure and context of music inform a response? 7.2.5 • How do we discern the musical creators' and performers' expressive intent? 8.1.5 • How do we judge the quality of musical work(s) and performance(s)? 9.1.5 • How do musicians make meaningful connections to creating, performing, and responding? 10.0.5 • How do the other arts, other disciplines, context, and daily life inform creating, performing, and responding to music? 11.0.5
<p>Priority Standards</p>	<p>MU:Cr1.1.5</p> <p>a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).</p> <p>b. Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.</p> <p>MU:Cr2.1.5</p>

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a. Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.

b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.

MU:Cr3.1.5

a. Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.

MU:Cr3.2.5 Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.

MU:Pr4.1.5 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.

MU:Pr4.2.5

a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

b. When analyzing selected music, read and perform using standard notation.

c. Explain how context (such as social, cultural, and historical) informs performances.

MU:Pr4.3.5 Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).

MU:Pr5.1.5

a. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.

b. Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.

MU:Pr6.1.5

a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

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	<p>b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p> <p>MU:Re7.1.5 Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p> <p>MU:Re7.2.5 Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).</p> <p>MU:Re8.1.5 Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.</p> <p>MU:Re9.1.5 Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.</p> <p>MU:Cn10.0.5 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cn11.0.5 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>		
<p>Performance Expectations</p> <p>(Student outcomes: what will students will know/understand and be able to do)</p>	<ul style="list-style-type: none"> ● Identify symbols in notation, and perform pieces with various dynamics, tempos, and articulations eg: subito, andante, and marcato ● Listen to and discuss composer/performer intent through expressive elements ● Using prior knowledge of rhythm and melody, create, notate, and perform a piece with specific expressive intent 		
<p style="text-align: center;">Strategies (examples)</p> <ul style="list-style-type: none"> ● Compile student-created criteria to evaluate the expressiveness in performances ● Present different performances of the same piece for students to respond to expressiveness ● Design charts to discuss expression symbols' effects on mood 	<p style="text-align: center;">Materials/Resources (examples)</p> <ul style="list-style-type: none"> ● Classroom instruments ● Music Games ● Dances or created movements to show concept taught ● Songs related to concepts taught ● Staff notation materials ● Live/pre-recorded performances and identify the related concept ● Technology ● Quaver Music ● Vocabulary Wall 	<p style="text-align: center;">Assessments (examples)</p> <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> ● Expression Assessment ● Rubric <p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> ● Music Journal ● Exit Ticket ● Self Assessment 	

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<ul style="list-style-type: none">• Research and use technology that will allow students to collaborate on adding expression to a piece of music	<ul style="list-style-type: none">• Conversational Solfege - Level 2 - John M. Feierabend	
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UNIT 4- Harmony

<p>Subject: Grade: Time Frame: (# of weeks, etc)</p>	<p>Music - Grade 5 - On Going - September - June</p>
<p>CCSS Overarching Standards</p>	<ul style="list-style-type: none"> ● Creating <ul style="list-style-type: none"> ○ Imagine ○ Plan and Make ○ Evaluate and Refine ○ Present ● Performing <ul style="list-style-type: none"> ○ Select ○ Analyze ○ Interpret ○ Rehearse, Evaluate, and Refine ○ Present ● Responding <ul style="list-style-type: none"> ○ Select ○ Analyze ○ Interpret ○ Evaluate ● Connecting <ul style="list-style-type: none"> ○ Synthesize and relate knowledge and personal experiences to make music. ○ Relate musical ideas and works with varied context to deepen understanding.
<p>Enduring Understanding</p>	<ul style="list-style-type: none"> ● The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. 1.1.5 ● Musicians' creative choices are influenced by their expertise, context, and expressive intent. 2.1.5 ● Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. 3.1.5 ● Musician's presentation of creative work is the culmination of a process of creation and communication. 3.2.5 ● Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. 4.1.5 ● Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. 4.2.5 ● Performers make interpretive decisions based on their understanding of context and expressive intent. 4.3.5 ● To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. 5.1.5

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	<ul style="list-style-type: none"> ● Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response. 6.1.5 ● Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. 7.1.5 ● Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. 7.2.5 ● Through their use of elements and structures of music, creators and performers provide clues to their expressive intent 8.1.5 ● The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. 9.1.5 ● Musicians connect their personal interest, experiences, ideas, and knowledge to creating, performing, and responding. 10.0.5 ● Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. 11.0.5
<p>Essential Questions</p>	<ul style="list-style-type: none"> ● How do musicians generate creative ideas? 1.1.5 ● How do musicians make creative decisions? 2.1.5 ● How do musicians improve the quality of their creative work? 3.1.5 ● When is creative work ready to share? 3.2.5 ● How do performers select repertoire? 4.1.5 ● How does understanding the structure and context of musical works inform performance? 4.2.5 ● How do performers interpret musical works? 4.3.5 ● How do musicians improve the quality of their performance? 5.1.5 ● When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? 6.1.5 ● How do individuals choose music to experience? 7.1.5 ● How does understanding the structure and context of music inform a response? 7.2.5 ● How do we discern the musical creators' and performers' expressive intent? 8.1.5 ● How do we judge the quality of musical work(s) and performance(s)? 9.1.5 ● How do musicians make meaningful connections to creating, performing, and responding? 10.0.5 ● How do the other arts, other disciplines, context, and daily life inform creating, performing, and responding to music? 11.0.5
<p>Priority Standards</p>	<p>MU:Cr1.1.5</p> <p>a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).</p> <p>b. Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.</p> <p>MU:Cr2.1.5</p>

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a. Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.

b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.

MU:Cr3.1.5

a. Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.

MU:Cr3.2.5 Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.

MU:Pr4.1.5 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.

MU:Pr4.2.5

a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

b. When analyzing selected music, read and perform using standard notation.

c. Explain how context (such as social, cultural, and historical) informs performances.

MU:Pr4.3.5 Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).

MU:Pr5.1.5

a. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.

b. Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.

MU:Pr6.1.5

a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

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	<p>b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p> <p>MU:Re7.1.5 Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p> <p>MU:Re7.2.5 Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).</p> <p>MU:Re8.1.5 Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.</p> <p>MU:Re9.1.5 Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.</p> <p>MU:Cn10.0.5 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cn11.0.5 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>		
<p>Performance Expectations</p> <p>(Student outcomes: what will students will know/understand and be able to do)</p>	<ul style="list-style-type: none"> ● Create, notate, and perform 2- or 3- part harmony ● Identify, notate, and perform chord intervals ● Improvise melodies matching chord changes ● Using prior knowledge of rhythm, melody, and expression, create a chord progression to accompany a melody 		
<p style="text-align: center;">Strategies (examples)</p> <ul style="list-style-type: none"> ● Model the use of technology to record and compile layers of harmony ● Create and use visual aids/smartboards/elmos to show chord changes in time ● Develop charts to show melodic pitches that match chord changes ● Play pre-recorded accompaniment for chord changes 	<p style="text-align: center;">Materials/Resources (examples)</p> <ul style="list-style-type: none"> ● Classroom instruments ● Music Games ● Dances or created movements to show concept taught ● Songs related to concepts taught ● Staff notation materials ● Live/pre-recorded performances and identify the related concept ● Technology ● Quaver Music ● Vocabulary Wall 	<p style="text-align: center;">Assessments (examples)</p> <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> ● Harmony Assessment ● Rubric <p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> ● Music Journal ● Exit Ticket ● Self Assessment 	

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| | <ul style="list-style-type: none">• Conversational Solfege - Level 2 - John M. Feierabend | |
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UNIT 5- Composing with Form

<p>Subject: Grade: Time Frame: (# of weeks, etc)</p>	<p>Music - Grade 5 - On Going - September - June</p>
<p>CCSS Overarching Standards</p>	<ul style="list-style-type: none"> ● Creating <ul style="list-style-type: none"> ○ Imagine ○ Plan and Make ○ Evaluate and Refine ○ Present ● Performing <ul style="list-style-type: none"> ○ Select ○ Analyze ○ Interpret ○ Rehearse, Evaluate, and Refine ○ Present ● Responding <ul style="list-style-type: none"> ○ Select ○ Analyze ○ Interpret ○ Evaluate ● Connecting <ul style="list-style-type: none"> ○ Synthesize and relate knowledge and personal experiences to make music. ○ Relate musical ideas and works with varied context to deepen understanding.
<p>Enduring Understanding</p>	<ul style="list-style-type: none"> ● The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. 1.1.5 ● Musicians' creative choices are influenced by their expertise, context, and expressive intent. 2.1.5 ● Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. 3.1.5 ● Musician's presentation of creative work is the culmination of a process of creation and communication. 3.2.5 ● Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. 4.1.5 ● Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. 4.2.5 ● Performers make interpretive decisions based on their understanding of context and expressive intent. 4.3.5 ● To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. 5.1.5

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	<ul style="list-style-type: none"> ● Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response. 6.1.5 ● Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. 7.1.5 ● Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. 7.2.5 ● Through their use of elements and structures of music, creators and performers provide clues to their expressive intent 8.1.5 ● The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. 9.1.5 ● Musicians connect their personal interest, experiences, ideas, and knowledge to creating, performing, and responding. 10.0.5 ● Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. 11.0.5
<p>Essential Questions</p>	<ul style="list-style-type: none"> ● How do musicians generate creative ideas? 1.1.5 ● How do musicians make creative decisions? 2.1.5 ● How do musicians improve the quality of their creative work? 3.1.5 ● When is creative work ready to share? 3.2.5 ● How do performers select repertoire? 4.1.5 ● How does understanding the structure and context of musical works inform performance? 4.2.5 ● How do performers interpret musical works? 4.3.5 ● How do musicians improve the quality of their performance? 5.1.5 ● When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? 6.1.5 ● How do individuals choose music to experience? 7.1.5 ● How does understanding the structure and context of music inform a response? 7.2.5 ● How do we discern the musical creators' and performers' expressive intent? 8.1.5 ● How do we judge the quality of musical work(s) and performance(s)? 9.1.5 ● How do musicians make meaningful connections to creating, performing, and responding? 10.0.5 ● How do the other arts, other disciplines, context, and daily life inform creating, performing, and responding to music? 11.0.5
<p>Priority Standards</p>	<p>MU:Cr1.1.5</p> <p>a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).</p> <p>b. Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.</p> <p>MU:Cr2.1.5</p>

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<p>a. Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.</p> <p>b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.</p> <p>MU:Cr3.1.5</p> <p>a. Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.</p> <p>MU:Cr3.2.5 Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.</p> <p>MU:Pr4.1.5 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.</p> <p>MU:Pr4.2.5</p> <p>a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.</p> <p>b. When analyzing selected music, read and perform using standard notation.</p> <p>c. Explain how context (such as social, cultural, and historical) informs performances.</p> <p>MU:Pr4.3.5 Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities(such as dynamics, tempo, timbre, and articulation/style).</p> <p>MU:Pr5.1.5</p> <p>a. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.</p> <p>b. Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.</p> <p>MU:Pr6.1.5</p> <p>a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</p>

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	<p>b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p> <p>MU:Re7.1.5 Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p> <p>MU:Re7.2.5 Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).</p> <p>MU:Re8.1.5 Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.</p> <p>MU:Re9.1.5 Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.</p> <p>MU:Cn10.0.5 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cn11.0.5 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>		
<p>Performance Expectations</p> <p>(Student outcomes: what will students will know/understand and be able to do)</p>	<ul style="list-style-type: none"> ● Listen and identify contrasting sections of various forms, including movements, intros, and a finale ● Respond to chord changes in specified forms ● Improvise a melody to a specified form eg: a 12 bar blues ● Using prior knowledge of rhythm, melody, expression, and harmony, create a piece with a specified form 		
<p style="text-align: center;">Strategies (examples)</p> <ul style="list-style-type: none"> ● Create movements to show contrasting sections in form ● Use smartboards/technology to show chord changes in time ● Make visual aids to show melodic notes that match chord changes ● Demonstrate the use of technology to collaborate and create music with notation/symbols 	<p style="text-align: center;">Materials/Resources (examples)</p> <ul style="list-style-type: none"> ● Classroom instruments ● Music Games ● Dances or created movements to show concept taught ● Songs related to concepts taught ● Staff notation materials ● Live/pre-recorded performances and identify the related concept ● Technology ● Quaver Music ● Vocabulary Wall 	<p style="text-align: center;">Assessments (examples)</p> <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> ● Composing with Form Assessment ● Rubric <p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> ● Music Journal ● Exit Ticket ● Self Assessment 	

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<ul style="list-style-type: none">• Model improvisation over chord changes	<ul style="list-style-type: none">• Conversational Solfege - Level 2 - John M. Feierabend	
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UNIT 6- Discovering Major Works

<p>Subject: Grade: Time Frame: (# of weeks, etc)</p>	<p>Music - Grade 5 - On Going - September - June</p>
<p>CCSS Overarching Standards</p>	<ul style="list-style-type: none"> ● Performing <ul style="list-style-type: none"> ○ Select ○ Analyze ○ Interpret ○ Rehearse, Evaluate, and Refine ○ Present ● Responding <ul style="list-style-type: none"> ○ Select ○ Analyze ○ Interpret ○ Evaluate ● Connecting <ul style="list-style-type: none"> ○ Synthesize and relate knowledge and personal experiences to make music. ○ Relate musical ideas and works with varied context to deepen understanding.
<p>Enduring Understanding</p>	<ul style="list-style-type: none"> ● Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. 4.1.5 ● Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. 4.2.5 ● Performers make interpretive decisions based on their understanding of context and expressive intent. 4.3.5 ● To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. 5.1.5 ● Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response. 6.1.5 ● Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. 7.1.5 ● Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. 7.2.5 ● Through their use of elements and structures of music, creators and performers provide clues to their expressive intent 8.1.5 ● The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. 9.1.5 ● Musicians connect their personal interest, experiences, ideas, and knowledge to creating, performing, and responding. 10.0.5

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	<ul style="list-style-type: none"> Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. 11.0.5
<p>Essential Questions</p>	<ul style="list-style-type: none"> How do performers select repertoire? 4.1.5 How does understanding the structure and context of musical works inform performance? 4.2.5 How do performers interpret musical works? 4.3.5 How do musicians improve the quality of their performance? 5.1.5 When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? 6.1.5 How do individuals choose music to experience? 7.1.5 How does understanding the structure and context of music inform a response? 7.2.5 How do we discern the musical creators' and performers' expressive intent? 8.1.5 How do we judge the quality of musical work(s) and performance(s)? 9.1.5 How do musicians make meaningful connections to creating, performing, and responding? 10.0.5 How do the other arts, other disciplines, context, and daily life inform creating, performing, and responding to music? 11.0.5
<p>Priority Standards</p>	<p>MU:Pr4.1.5 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.</p> <p>MU:Pr4.2.5</p> <p>a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.</p> <p>b. When analyzing selected music, read and perform using standard notation.</p> <p>c. Explain how context (such as social, cultural, and historical) informs performances.</p> <p>MU:Pr4.3.5 Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).</p> <p>MU:Pr5.1.5</p> <p>a. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.</p> <p>b. Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.</p>

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	<p>MU:Pr6.1.5</p> <p>a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</p> <p>b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p> <p>MU:Re7.1.5 Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p> <p>MU:Re7.2.5 Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).</p> <p>MU:Re8.1.5 Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.</p> <p>MU:Re9.1.5 Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.</p> <p>MU:Cn10.0.5 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cn11.0.5 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>
<p>Performance Expectations</p> <p>(Student outcomes: what will students will know/understand and be able to do)</p>	<ul style="list-style-type: none"> ● Listen to/watch performances of major works and identify their historical/cultural importance ● Identify unique musical elements in various styles/genres of music ● Discuss and develop a system of criteria to evaluate performances ● Perform a selection from a major work

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Strategies (examples)	Materials/Resources (examples)	Assessments (examples)
<ul style="list-style-type: none"> ● Present performances on Youtube ● Take students to watch a live performance on a field trip/assembly ● Model the use of technology to research historical/cultural contexts of major works ● Create timelines and maps to discover relationships between major works 	<ul style="list-style-type: none"> ● Classroom instruments ● Music Games ● Dances or created movements to show concept taught ● Songs related to concepts taught ● Staff notation materials ● Live/pre-recorded performances and identify the related concept ● Technology ● Quaver Music ● Vocabulary Wall ● Conversational Solfege - Level 2 - John M. Feierabend 	<p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> ● Discovering Major Works Assessment ● Rubric <p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> ● Music Journal ● Exit Ticket ● Self Assessment