

Teacher: CORE	Year: 2017-18
Music Grade 5	Course: Music
Grade 5	Month: All Months

S Vocal Technique ~

Vocal Technique is ongoing throughout the first, second, third and fourth marking periods.

e	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
p	What does good singing sound like when singing alone and with a group?	Group Blend	Discover how to blend his/her voice with those singing other vocal parts.	Group Blend	Teacher observation of vocal blending while singing in parts.		Varied repertoire of music from sources including (but not limited to):	MU.5-8.1.a-sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles
t	What does good singing look and feel like when singing alone and with a group?						The Music Connection Text Book Series (Gr. K-5)	
e							Varied Kodaly Texts	
m							120 Singing Games and Dances	
b							Varied Orff Texts	
e							Music K-8 Magazine	
r							Listening Examples from Varied Composers	
							Personal Song Collections	
							www.makingmusicfun.net	
							www.¬es.com	

Melody Review ~ Review of melodic concepts from level 4.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we communicate with others?	DO' - LA - SOL - MI - RE - DO - LA, - SOL, Melodic Patterns	Perform melodic patterns through echo using the tone syllables high do, la, sol, mi, re, do, low la and low sol.	Melodic Solfege:	Varied performance assessment of vocal performance of la/sol/mi/re/do/low la/low sol patterns		Varied repertoire of music from sources including (but not limited to):	MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles from diverse cultures
How is music communicated from one person to another? Does all music sound the same?	Partner Songs	Locate the relative positions of high do, la, sol, mi, re, do, low la and low sol on the staff. Read melodic patterns using high do, la, sol, mi, re, do, low la and low sol from the staff. Perform with classmates partner songs.	High Do La Sol Mi Re Do Low La Low Sol	through echo singing, melodic ostinato patterns, placement of notes on the staff, identification of parts of the staff and staff reading. Teacher observation of student performance singing partner songs with classmates.		The Music Connection Text Book Series (Gr. K-5) Varied Kodaly Texts 120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun.net	MU.K-4.1.d-sing ostinatos, partner songs, and rounds MU.K-4.1.e-Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor MU.K-4.5.b-use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher MU.K-4.6.c-use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances MU.K-4.6.e-respond through purposeful movement 4 to selected prominent music characteristics 5 or to specific music events 6 while listening to music

Melody ~ Melody is ongoing throughout the first, second, third and fourth marking periods.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we communicate with others?	Melodic Ostinato Patterns	Perform simple melodic ostinato patterns with given songs.	Ostinato	Teacher observation of student performance of melodic ostinato patterns and singing in round/canon with classmates.		Varied repertoire of music from sources including (but not limited to):	MU.5-8.1.a-sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles
How is music communicated from one person to another? Does all music sound the same?	Songs in Round	Perform with classmates songs in round.	Round/Canon			The Music Connection Text Book Series (Gr. K-5) Varied Kodaly Texts 120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun.net	MU.5-8.1.d-sing music written in two and three parts Students who participate in a choral ensemble MU.5-8.6.a-describe specific music events 3 in a given aural example, using appropriate terminology

Rhythm ~ Rhythm is ongoing throughout the first, second, third and fourth marking periods.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we communicate with others?	Note Value: Sixteenth Notes	Reinforce notation for sixteenth notes and sixteenth/eighth note combinations.	Sixteenth Notes (ti-ka-ti-ka)	Varied performance assessment including sixteenth notes and sixteenth/eight note combinations:		Varied repertoire of music from sources including (but not limited to):	MU.5-8.5.a-read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures
How is music communicated from one person to another?	Note Value: Sixteenth/Eighth Note Combinations		Sixteenth/Eighth Note Combinations (ti-ti-ka and ti-ka-ti)	Performance of rhythmic patterns and ostinato patterns through clapping and classroom instruments.		The Music Connection Text Book Series (Gr. K-5)	MU.5-8.5.c- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
Does all music sound the same?	Rhythmic Ostinato Patterns		Ostinato	Identification and notation of rhythmic patterns and grouping of rhythmic values into measures.		Varied Kodaly Texts 120 Singing Games and Dances	MU.5-8.6.a-describe specific music events 3 in a given aural example, using appropriate terminology MU.5-8.6.c-demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music
How would you create new rhythmic values that are longer or shorter in length?		Perform patterns incorporating sixteenth notes and sixteenth/eighth note combinations through echo and reading. Identify sixteenth notes and sixteenth/eighth note combinations within prerecorded music, song material and speech patterns. Perform simple ostinato patterns incorporating sixteenth notes and sixteenth/eighth note combinations.				Varied Orff Texts Music K-8 Magazine	
		Combine and layer various ostinato patterns.				Listening Examples from Varied Composers Personal Song Collections	

Form ~
Form is ongoing throughout the first, second, third and fourth marking periods.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
Does all music sound the same?	Rondo Form	Label similar and contrasting sections with letters A, B and C to create Rondo Form (ABACA).	Form	Varied performance assessment of recognizing the form of a song as Rondo Form.		Varied repertoire of music from sources including (but not limited to):	MU.5-8.6.a-describe specific music events 3 in a given aural example, using appropriate terminology
What does it mean to be organized? How can music be organized?		Identify form in musical compositions.	Rondo			The Music Connection Text Book Series (Gr. K-5) Varied Kodaly Texts 120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun.net www.8notes.com	

O Vocal Technique ~

Vocal Technique is ongoing throughout the first, second, third and fourth marking periods.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
<p>t What does good singing sound like when singing alone and with a group?</p> <p>o What does good singing look and feel like when singing alone and with a group?</p>	Group Blend	Discover how to blend his/her voice with those singing other vocal parts.	Group Blend	Teacher observation of vocal blending while singing in parts.		<p>Varied repertoire of music from sources including (but not limited to):</p> <p>The Music Connection Text Book Series (Gr. K-5)</p> <p>Varied Kodaly Texts 120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun.net www.8notes.com</p>	MU.5-8.1.a-sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles
Melody Review ~	Review of melodic concepts from level 4.						

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we communicate with others?	DO' - LA - SOL - MI - RE - DO - LA, - SOL, Melodic Patterns	Perform melodic patterns through echo using the tone syllables high do, la, sol, mi, re, do, low la and low sol.	Melodic Solfege:	Varied performance assessment of vocal performance of la/sol/mi/re/do/low la/low sol patterns		Varied repertoire of music from sources including (but not limited to):	MU.K-4.1.c-sing from memory a varied repertoire of songs representing *genres and *styles from diverse cultures

<p>How is music communicated from one person to another? Does all music sound the same?</p>	<p>Partner Songs</p>	<p>Locate the relative positions of high do, la, sol, mi, re, do, low la and low sol on the staff.</p>	<p>High Do</p>	<p>through echo singing, melodic ostinato patterns, placement of notes on the staff, identification of parts of the staff and staff reading. Teacher observation of student performance singing partner songs with classmates.</p>	<p>The Music Connection Text Book Series (Gr. K-5)</p>	<p>MU.K-4.1.d-sing ostinatos, partner songs, and rounds</p>
		<p>Read melodic patterns using high do, la, sol, mi, re, do, low la and low sol from the staff.</p>	<p>La</p>		<p>Varied Kodaly Texts</p>	<p>MU.K-4.1.e-Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor</p>
		<p>Perform with classmates partner songs.</p>	<p>Sol</p>		<p>120 Singing Games and Dances</p>	<p>MU.K-4.5.b-use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys</p>
			<p>Mi</p>		<p>Varied Orff Texts</p>	<p>MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher</p>
			<p>Re</p>		<p>Music K-8 Magazine</p>	<p>MU.K-4.6.c-use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances</p>
			<p>Do</p>		<p>Listening Examples from Varied Composers</p>	<p>MU.K-4.6.e-respond through purposeful movement 4 to selected prominent music characteristics 5 or to specific music events 6 while listening to music</p>
			<p>Low La</p>		<p>Personal Song Collections</p>	
			<p>Low Sol</p>		<p>www.makingmusicfun.net</p>	
	<p>Partner Songs</p>	<p>www.8notes.com</p>				

Melody ~ Melody is ongoing throughout the first, second, third and fourth marking periods.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we communicate with others?	Melodic Ostinato Patterns	Perform simple melodic ostinato patterns with given songs.	Ostinato	Teacher observation of student performance of melodic ostinato patterns and singing in round/canon with classmates.		Varied repertoire of music from sources including (but not limited to):	MU.5-8.1.a-sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles
How is music communicated from one person to another? Does all music sound the same?	Songs in Round	Perform with classmates songs in round.	Round/Canon			The Music Connection Text Book Series (Gr. K-5) Varied Kodaly Texts 120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun.net www.8notes.com	MU.5-8.1.d-sing music written in two and three parts Students who participate in a choral ensemble MU.5-8.6.a-describe specific music events 3 in a given aural example, using appropriate terminology

Rhythm ~ Rhythm is ongoing throughout the first, second, third and fourth marking periods.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we communicate with others?	Note Value: Sixteenth Notes	Reinforce notation for sixteenth notes and sixteenth/eighth note combinations.	Sixteenth Notes (ti-ka-ti-ka)	Varied performance assessment including sixteenth notes and sixteenth/eight note combinations:		Varied repertoire of music from sources including (but not limited to):	MU.5-8.5.a-read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures
How is music communicated from one person to another?	Note Value: Sixteenth/Eighth Note Combinations	Perform patterns incorporating sixteenth notes and sixteenth/eighth note combinations through echo and reading.	Sixteenth/Eighth Note Combinations (ti-ti-ka and ti-ka-ti)	Performance of rhythmic patterns and ostinato patterns through clapping and classroom instruments.		The Music Connection Text Book Series (Gr. K-5)	MU.5-8.5.c- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
Does all music sound the same?	Rhythmic Ostinato Patterns	Identify sixteenth notes and sixteenth/eighth note combinations within prerecorded music, song material and speech patterns.	Ostinato	Identification and notation of rhythmic patterns and grouping of rhythmic values into measures.		Varied Kodaly Texts	MU.5-8.6.a-describe specific music events 3 in a given aural example, using appropriate terminology
How would you create new rhythmic values that are longer or shorter in length?		Perform simple ostinato patterns incorporating sixteenth notes and sixteenth/eighth note combinations. Combine and layer various ostinato patterns.				120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun.net www.8notes.com	MU.5-8.6.c-demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music

Form ~
Form is ongoing throughout the first, second, third and fourth marking periods.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
Does all music sound the same? What does it mean to be organized? How can music be organized?	Rondo Form	Label similar and contrasting sections with letters A, B and C to create Rondo Form (ABACA). Identify form in musical compositions.	Form Rondo	Varied performance assessment of recognizing the form of a song as Rondo Form.		Varied repertoire of music from sources including (but not limited to): The Music Connection Text Book Series (Gr. K-5) Varied Kodaly Texts 120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun.net www.8notes.com	MU.5-8.6.a-describe specific music events 3 in a given aural example, using appropriate terminology

N Vocal Technique ~
Vocal Technique is ongoing throughout the first, second, third and fourth marking periods.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What does good singing sound like when singing alone and with a group?	Group Blend	Discover how to blend his/her voice with those singing other vocal parts.	Group Blend	Teacher observation of vocal blending while singing in parts.		Varied repertoire of music from sources including (but not limited to):	MU.5-8.1.a-sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles

e What does good singing look and feel like when singing alone and with a group?

The Music Connection
Text Book Series (Gr. K-5)

m
b
e
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Varied Kodaly Texts
120 Singing Games and Dances
Varied Orff Texts
Music K-8 Magazine
Listening Examples from Varied Composers
Personal Song Collections
www.makingmusicfun.net
www.8notes.com

Melody ~ Melody is ongoing throughout the first, second, third and fourth marking periods.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we communicate with others?	Reinforce DO' - LA - SOL - MI - RE - DO - LA, - SOL, Melodic Patterns	Perform melodic patterns through echo using the tone syllables high do, la, sol, mi, re, do, low la and low sol.	Melodic Solfege:	Varied performance assessment of vocal performance of do'/la/sol/mi/re/do/low la/low sol patterns through echo singing, melodic ostinato patterns, placement of notes on the staff, identification of parts of the staff and staff reading. Teacher observation of student performance singing in round/canon with classmates.		Varied repertoire of music from sources including (but not limited to): The Music Connection Text Book Series (Gr. K-5) Varied Kodaly Texts 120 Singing Games and Dances	MU.5-8.1.a-sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles MU.5-8.1.d-sing music written in two and three parts Students who participate in a choral ensemble MU.5-8.5.b- read at sight simple melodies in both the treble and bass clefs MU.5-8.5.c- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
How is music communicated from one person to another?	Melodic Ostinato Patterns	Locate the relative positions of high do, la, sol, mi, re, do, low la and low sol on the staff.	Do'				
Does all music sound the same?	Songs in Round	Read melodic patterns using high do, la, sol, mi, re, do, low la and low sol from the staff. Perform simple melodic ostinato patterns with given songs.	La Sol				

Perform with classmates songs in round.

Mi

Varied Orff Texts

MU.5-8.6.a-describe specific music events 3 in a given aural example, using appropriate terminology

Re

Music K-8 Magazine

MU.5-8.6.c-demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music

Do

Listening Examples from Varied Composers

La,

Personal Song Collections

Sol,

www.makingmusicfun.net

Ostinato

www.8notes.com

Round/Canon

Rhythm ~

Rhythm is ongoing throughout the first, second, third and fourth marking periods.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we communicate with others?	Note Value: Sixteenth Notes	Reinforce notation for sixteenth notes and sixteenth/eighth note combinations.	Sixteenth Notes (ti-ka-ti-ka)	Varied performance assessment including sixteenth notes, sixteenth/eight note combinations, and dotted		Varied repertoire of music from sources including (but not limited to):	MU.5-8.5.a-read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures
How is music communicated from one person to another?	Note Value: Sixteenth/Eighth Note Combinations	Perform patterns incorporating sixteenth notes and sixteenth/eighth note combinations through echo and reading.	Sixteenth/Eighth Note Combinations (ti-ti-ka and ti-ka-ti)	eighth/sixteenth note combinations: Performance of rhythmic patterns and ostinato patterns through clapping and classroom instruments.		The Music Connection Text Book Series (Gr. K-5)	MU.5-8.5.c- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
Does all music sound the same?	Rhythmic Ostinato Patterns	Identify sixteenth notes and sixteenth/eighth note combinations within prerecorded music, song material and speech patterns.	Ostinato	Identification and notation of rhythmic patterns and grouping		Varied Kodaly Texts	MU.5-8.6.a-describe specific music events 3 in a given aural example, using appropriate terminology

How would you create new rhythmic values that are longer or shorter in length?		Perform simple ostinato patterns incorporating sixteenth notes and sixteenth/eighth note combinations.	Dotted Eighth/Sixteenth Note Combination (trip-ka)	of rhythmic values into measures.	120 Singing Games and Dances	MU.5-8.6.c-demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music
	Note Value: Dotted Eighth/Sixteenth Note Combinations	Identify notation for dotted eighth/sixteenth note combinations.			Varied Orff Texts	
		Perform patterns incorporating dotted eighth/sixteenth note combinations through echo and reading. Identify dotted eighth/sixteenth note combinations within prerecorded music, song material and speech patterns. Perform simple ostinato patterns incorporating dotted eighth/sixteenth note combinations. Combine and layer various ostinato patterns.			Music K-8 Magazine	
					Listening Examples from Varied Composers	
					Personal Song Collections	
					www.makingmusicfun.net	
					www.8notes.com	
Form ~	Form is ongoing throughout the first, second, third and fourth marking periods.					

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
Does all music sound the same?	Rondo Form	Label similar and contrasting sections with letters A, B and C to create Rondo Form (ABACA).	Form	Varied performance assessment of recognizing the form of a song as Rondo Form.		Varied repertoire of music from sources including (but not limited to):	MU.5-8.6.a-describe specific music events 3 in a given aural example, using appropriate terminology

What does it mean to be organized?
How can music be organized?

Identify form in musical compositions. Rondo

The Music Connection Text Book Series (Gr. K-5)
Varied Kodaly Texts

120 Singing Games and Dances
Varied Orff Texts
Music K-8 Magazine
Listening Examples from Varied Composers
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www.8notes.com

Recorder ~ Recorder is ongoing throughout the second, third and fourth marking periods.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What do you need to know to play and instrument?	Hand and Finger Postion	Maintain proper hand position, finger position, breathing, tone and articulation during recorder performance.	Hand Position	Varied performance assessment of proper hand position, breathing and tone production and articulation on recorder using the notes D'C'BAG.		Varied Recorder Method/Song Books Including (but not limited to):	MU.5-8.2.a-perform on at least one instrument 1 accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control
What do you already know about the recorder?	Breathing and Tone	Perform simple songs using D' C' B A G fingerings.	Breathing			Ed Sueta Recorder Method	MU.5-8.2.b- perform with expression and technical accuracy on at least one string, wind, percussion, or *classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6

What do you need to know to play the recorder well?	Articulation	Create and perform simple melodic ostinato patterns using D' C' B A G fingerings.	Tone	Music K-8 Magazine	MU.5-8.5.a-read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures
	Notes: D' C' B A G		Tonguing	Personal Recorder Repertoire	MU.5-8.5.b- read at sight simple melodies in both the treble and bass clefs
			Notes: D' C' B A G	www.musick8kids.com/html/recorder www.joytunes.com/game.php	MU.5-8.5.c- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression

D Vocal Technique ~

Vocal Technique is ongoing throughout the first, second, third and fourth marking periods.

e	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
c	What does good singing sound like when singing alone and with a group?	Group Blend	Discover how to blend his/her voice with those singing other vocal parts.	Group Blend	Teacher observation of vocal blending while singing in parts.		Varied repertoire of music from sources including (but not limited to):	MU.5-8.1.a-sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles
e	What does good singing look and feel like when singing alone and with a group?						The Music Connection Text Book Series (Gr. K-5)	
m							Varied Kodaly Texts	
b							120 Singing Games and Dances	
e							Varied Orff Texts	
r							Music K-8 Magazine	
							Listening Examples from Varied Composers	
							Personal Song Collections	

Melody ~ Melody is ongoing throughout the first, second, third and fourth marking periods.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we communicate with others?	Reinforce DO' - LA - SOL - MI - RE - DO - LA, - SOL, Melodic Patterns	Perform melodic patterns through echo using the tone syllables high do, la, sol, mi, re, do, low la and low sol.	Melodic Solfege:	Varied performance assessment of vocal performance of do'/la/sol/mi/re/do/low la/low sol patterns through echo singing,		Varied repertoire of music from sources including (but not limited to):	MU.5-8.1.a-sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles
How is music communicated from one person to another?	Melodic Ostinato Patterns	Locate the relative positions of high do, la, sol, mi, re, do, low la and low sol on the staff.	Do'	melodic ostinato patterns, placement of notes on the staff, identification of parts of the staff and staff reading. Teacher observation of student performance singing in round/canon with classmates.		The Music Connection Text Book Series (Gr. K-5)	MU.5-8.1.d-sing music written in two and three parts Students who participate in a choral ensemble
Does all music sound the same?	Songs in Round	Read melodic patterns using high do, la, sol, mi, re, do, low la and low sol from the staff. Perform simple melodic ostinato patterns with given songs. Perform with classmates songs in round.	La Sol Mi Re Do La,			Varied Kodaly Texts 120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections	MU.5-8.5.b- read at sight simple melodies in both the treble and bass clefs MU.5-8.5.c- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression MU.5-8.6.a-describe specific music events 3 in a given aural example, using appropriate terminology MU.5-8.6.c-demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music

Sol,
Ostinato
Round/Canon

www.makingmusicfun.
net
www.8notes.com

Rhythm ~ Rhythm is ongoing throughout the first, second, third and fourth marking periods.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we communicate with others?	Note Value: Sixteenth Notes	Reinforce notation for sixteenth notes and sixteenth/eighth note combinations.	Sixteenth Notes (ti-ka-ti-ka)	Varied performance assessment including sixteenth notes, sixteenth/eight note combinations, and dotted		Varied repertoire of music from sources including (but not limited to):	MU.5-8.5.a-read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures
How is music communicated from one person to another?	Note Value: Sixteenth/Eighth Note Combinations	Perform patterns incorporating sixteenth notes and sixteenth/eighth note combinations through echo and reading.	Sixteenth/Eighth Note Combinations (ti-ti-ka and ti-ka-ti)	eighth/sixteenth note combinations: Performance of rhythmic patterns and ostinato patterns through clapping and classroom instruments.		The Music Connection Text Book Series (Gr. K-5)	MU.5-8.5.c- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
Does all music sound the same?	Rhythmic Ostinato Patterns	Identify sixteenth notes and sixteenth/eighth note combinations within prerecorded music, song material and speech patterns.	Ostinato	Identification and notation of rhythmic patterns and grouping of rhythmic values into measures.		Varied Kodaly Texts	MU.5-8.6.a-describe specific music events 3 in a given aural example, using appropriate terminology
How would you create new rhythmic values that are longer or shorter in length?	Note Value: Dotted Eighth/Sixteenth Note Combinations	Perform simple ostinato patterns incorporating sixteenth notes and sixteenth/eighth note combinations. Identify notation for dotted eighth/sixteenth note combinations. Perform patterns incorporating dotted eighth/sixteenth note combinations through echo and reading.	Dotted Eighth/Sixteenth Note Combination (trip-ka)			120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine	MU.5-8.6.c-demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music

Identify dotted eighth/sixteenth note combinations within prerecorded music, song material and speech patterns.
 Perform simple ostinato patterns incorporating dotted eighth/sixteenth note combinations.
 Combine and layer various ostinato patterns.

Listening Examples from Varied Composers

Personal Song Collections

www.makingmusicfun.net

www.8notes.com

Form ~ Form is ongoing throughout the first, second, third and fourth marking periods.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
Does all music sound the same?	Rondo Form	Label similar and contrasting sections with letters A, B and C to create Rondo Form (ABACA).	Form	Varied performance assessment of recognizing the form of a song as Rondo Form.		Varied repertoire of music from sources including (but not limited to):	MU.5-8.6.a-describe specific music events 3 in a given aural example, using appropriate terminology
What does it mean to be organized? How can music be organized?		Identify form in musical compositions.	Rondo			The Music Connection Text Book Series (Gr. K-5) Varied Kodaly Texts 120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun.net www.8notes.com	

Recorder ~ Recorder is ongoing throughout the second, third and fourth marking periods.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What do you need to know to play and instrument?	Hand and Finger Postion	Maintain proper hand position, finger position, breathing, tone and articulation during recorder performance.	Hand Position	Varied performance assessment of proper hand position, breathing and tone production and articulation on recorder using the notes D'C'BAG.		Varied Recorder Method/Song Books Including (but not limited to):	MU.5-8.2.a-perform on at least one instrument 1 accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control
What do you already know about the recorder?	Breathing and Tone	Perform simple songs using D' C' B A G fingerings.	Breathing			Ed Sueta Recorder Method	MU.5-8.2.b- perform with expression and technical accuracy on at least one string, wind, percussion, or *classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6
What do you need to know to play the recorder well?	Articulation Notes: D' C' B A G	Create and perform simple melodic ostinato patterns using D' C' B A G fingerings.	Tone Tonguing Notes: D' C' B A G			Music K-8 Magazine Personal Recorder Repertoire www.musick8kids.com/html/recorder www.joytunes.com/ga-me.php	MU.5-8.5.a-read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures MU.5-8.5.b- read at sight simple melodies in both the treble and bass clefs MU.5-8.5.c- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression

J Vocal Technique ~

Vocal Technique is ongoing throughout the first, second, third and fourth marking periods.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
n What does good singing sound like when singing alone and with a group?	Group Blend	Discover how to blend his/her voice with those singing other vocal parts.	Group Blend	Teacher observation of vocal blending while singing in parts.		Varied repertoire of music from sources including (but not limited to): The Music Connection Text Book Series (Gr. K-5)	MU.5-8.1.a-sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles
u What does good singing look and feel like when singing alone and with a group?						Varied Kodaly Texts 120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun.net www.8notes.com	

a
r
y

Melody ~ Melody is ongoing throughout the first, second, third and fourth marking periods.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we communicate with others?	Reinforce DO' - LA - SOL - MI - RE - DO - LA, - SOL, Melodic Patterns	Perform melodic patterns through echo using the tone syllables high do, la, sol, mi, re, do, low la and low sol.	Melodic Solfege:	Varied performance assessment of vocal performance of do'/la/sol/mi/re/do/low la/low sol patterns through echo singing, melodic ostinato patterns, placement of notes on the staff, identification of parts of the staff and staff reading. Teacher observation of student performance singing in round/canon with classmates.		Varied repertoire of music from sources including (but not limited to):	MU.5-8.1.a-sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles
How is music communicated from one person to another?	Melodic Ostinato Patterns	Locate the relative positions of high do, la, sol, mi, re, do, low la and low sol on the staff.	Do'			The Music Connection Text Book Series (Gr. K-5)	MU.5-8.1.d-sing music written in two and three parts Students who participate in a choral ensemble
Does all music sound the same?	Songs in Round	Read melodic patterns using high do, la, sol, mi, re, do, low la and low sol from the staff. Perform simple melodic ostinato patterns with given songs. Perform with classmates songs in round.	La Sol Mi Re Do La, Sol, Ostinato Round/Canon			Varied Kodaly Texts 120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun.net www.8notes.com	MU.5-8.5.b- read at sight simple melodies in both the treble and bass clefs MU.5-8.5.c- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression MU.5-8.6.a-describe specific music events 3 in a given aural example, using appropriate terminology MU.5-8.6.c-demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music

Rhythm ~ Rhythm is ongoing throughout the first, second, third and fourth marking periods.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we communicate with others?	Note Value: Sixteenth Notes	Reinforce notation for sixteenth notes and sixteenth/eighth note combinations.	Sixteenth Notes (ti-ka-ti-ka)	Varied performance assessment including sixteenth notes, sixteenth/eight note combinations, and dotted		Varied repertoire of music from sources including (but not limited to):	MU.5-8.5.a-read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures
How is music communicated from one person to another?	Note Value: Sixteenth/Eighth Note Combinations	Perform patterns incorporating sixteenth notes and sixteenth/eighth note combinations through echo and reading.	Sixteenth/Eighth Note Combinations (ti-ti-ka and ti-ka-ti)	eighth/sixteenth note combinations: Performance of rhythmic patterns and ostinato patterns through clapping and classroom instruments.		The Music Connection Text Book Series (Gr. K-5)	MU.5-8.5.c- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
Does all music sound the same?	Rhythmic Ostinato Patterns	Identify sixteenth notes and sixteenth/eighth note combinations within prerecorded music, song material and speech patterns.	Ostinato	Identification and notation of rhythmic patterns and grouping of rhythmic values into measures.		Varied Kodaly Texts	MU.5-8.6.a-describe specific music events 3 in a given aural example, using appropriate terminology
How would you create new rhythmic values that are longer or shorter in length?	Note Value: Dotted Eighth/Sixteenth Note Combinations	Perform simple ostinato patterns incorporating sixteenth notes and sixteenth/eighth note combinations. Identify notation for dotted eighth/sixteenth note combinations. Perform patterns incorporating dotted eighth/sixteenth note combinations through echo and reading.	Dotted Eighth/Sixteenth Note Combination (trip-ka)			120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine	MU.5-8.6.c-demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music

Identify dotted eighth/sixteenth note combinations within prerecorded music, song material and speech patterns.
 Perform simple ostinato patterns incorporating dotted eighth/sixteenth note combinations.
 Combine and layer various ostinato patterns.

Listening Examples from Varied Composers

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Form ~ Form is ongoing throughout the first, second, third and fourth marking periods.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
Does all music sound the same?	Rondo Form	Label similar and contrasting sections with letters A, B and C to create Rondo Form (ABACA).	Form	Varied performance assessment of recognizing the form of a song as Rondo Form.		Varied repertoire of music from sources including (but not limited to):	MU.5-8.6.a-describe specific music events 3 in a given aural example, using appropriate terminology
What does it mean to be organized? How can music be organized?		Identify form in musical compositions.	Rondo			The Music Connection Text Book Series (Gr. K-5) Varied Kodaly Texts 120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun.net www.8notes.com	

Recorder ~ Recorder is ongoing throughout the second, third and fourth marking periods.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What do you need to know to play and instrument?	Hand and Finger Postion	Maintain proper hand position, finger position, breathing, tone and articulation during recorder performance.	Hand Position	Varied performance assessment of proper hand position, breathing and tone production and articulation on recorder using the notes D'C'BAG.		Varied Recorder Method/Song Books Including (but not limited to):	MU.5-8.2.a-perform on at least one instrument 1 accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control
What do you already know about the recorder?	Breathing and Tone	Perform simple songs using D' C' B A G fingerings.	Breathing			Ed Sueta Recorder Method	MU.5-8.2.b- perform with expression and technical accuracy on at least one string, wind, percussion, or *classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6
What do you need to know to play the recorder well?	Articulation Notes: D' C' B A G	Create and perform simple melodic ostinato patterns using D' C' B A G fingerings.	Tone Tonguing Notes: D' C' B A G			Music K-8 Magazine Personal Recorder Repertoire www.musick8kids.com/html/recorder www.joytunes.com/ga-me.php	MU.5-8.5.a-read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures MU.5-8.5.b- read at sight simple melodies in both the treble and bass clefs MU.5-8.5.c- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression

F Vocal Technique ~

Vocal Technique is ongoing throughout the first, second, third and fourth marking periods.

e	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
b	What does good singing sound like when singing alone and with a group?	Group Blend	Discover how to blend his/her voice with those singing other vocal parts.	Group Blend	Teacher observation of vocal blending while singing in parts.		Varied repertoire of music from sources including (but not limited to):	MU.5-8.1.a-sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles
r	What does good singing look and feel like when singing alone and with a group?						The Music Connection Text Book Series (Gr. K-5)	
u							Varied Kodaly Texts	
a							120 Singing Games and Dances	
r							Varied Orff Texts	
y							Music K-8 Magazine	
							Listening Examples from Varied Composers	
							Personal Song Collections	
							www.makingmusicfun.net	
							www.8notes.com	

Melody ~ Melody is ongoing throughout the first, second, third and fourth marking periods.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we communicate with others?	Reinforce DO' - LA - SOL - MI - RE - DO - LA, - SOL, Melodic Patterns	Perform melodic patterns through echo using the tone syllables high do, la, sol, mi, re, do, low la and low sol.	Melodic Solfege:	Varied performance assessment of vocal performance of do'/la/sol/mi/re/do/low la/low sol patterns through echo singing, melodic ostinato patterns, placement of notes on the staff, identification of parts of the staff and staff reading. Teacher observation of student performance singing in round/canon with classmates.		Varied repertoire of music from sources including (but not limited to):	MU.5-8.1.a-sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles
How is music communicated from one person to another?	Melodic Ostinato Patterns	Locate the relative positions of high do, la, sol, mi, re, do, low la and low sol on the staff.	Do'			The Music Connection Text Book Series (Gr. K-5)	MU.5-8.1.d-sing music written in two and three parts Students who participate in a choral ensemble
Does all music sound the same?	Songs in Round	Read melodic patterns using high do, la, sol, mi, re, do, low la and low sol from the staff. Perform simple melodic ostinato patterns with given songs. Perform with classmates songs in round.	La Sol Mi Re Do La, Sol, Ostinato Round/Canon			Varied Kodaly Texts 120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun.net www.8notes.com	MU.5-8.5.b- read at sight simple melodies in both the treble and bass clefs MU.5-8.5.c- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression MU.5-8.6.a-describe specific music events 3 in a given aural example, using appropriate terminology MU.5-8.6.c-demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music

Rhythm ~ Rhythm is ongoing throughout the first, second, third and fourth marking periods.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we communicate with others?	Note Value: Sixteenth Notes	Reinforce notation for sixteenth notes and sixteenth/eighth note combinations.	Sixteenth Notes (ti-ka-ti-ka)	Varied performance assessment including sixteenth notes, sixteenth/eight note combinations, and dotted		Varied repertoire of music from sources including (but not limited to):	MU.5-8.5.a-read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures
How is music communicated from one person to another?	Note Value: Sixteenth/Eighth Note Combinations	Perform patterns incorporating sixteenth notes and sixteenth/eighth note combinations through echo and reading.	Sixteenth/Eighth Note Combinations (ti-ti-ka and ti-ka-ti)	eighth/sixteenth note combinations: Performance of rhythmic patterns and ostinato patterns through clapping and classroom instruments. Identification and notation of rhythmic patterns and grouping of rhythmic values into measures.		The Music Connection Text Book Series (Gr. K-5)	MU.5-8.5.c- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
Does all music sound the same?	Rhythmic Ostinato Patterns	Identify sixteenth notes and sixteenth/eighth note combinations within prerecorded music, song material and speech patterns.	Ostinato			Varied Kodaly Texts	MU.5-8.6.a-describe specific music events 3 in a given aural example, using appropriate terminology
How would you create new rhythmic values that are longer or shorter in length?	Note Value: Dotted Eighth/Sixteenth Note Combinations	Perform simple ostinato patterns incorporating sixteenth notes and sixteenth/eighth note combinations.	Dotted Eighth/Sixteenth Note Combination (trip-ka)			120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine	MU.5-8.6.c-demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music
		Identify notation for dotted eighth/sixteenth note combinations.					
		Perform patterns incorporating dotted eighth/sixteenth note combinations through echo and reading.					

Identify dotted eighth/sixteenth note combinations within prerecorded music, song material and speech patterns.
 Perform simple ostinato patterns incorporating dotted eighth/sixteenth note combinations.
 Combine and layer various ostinato patterns.

Listening Examples from Varied Composers

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Form ~ Form is ongoing throughout the first, second, third and fourth marking periods.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
Does all music sound the same?	Rondo Form	Label similar and contrasting sections with letters A, B and C to create Rondo Form (ABACA).	Form	Varied performance assessment of recognizing the form of a song as Rondo Form.		Varied repertoire of music from sources including (but not limited to):	MU.5-8.6.a-describe specific music events 3 in a given aural example, using appropriate terminology
What does it mean to be organized? How can music be organized?		Identify form in musical compositions.	Rondo			The Music Connection Text Book Series (Gr. K-5) Varied Kodaly Texts 120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun.net www.8notes.com	

Recorder ~ Recorder is ongoing throughout the second, third and fourth marking periods.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What do you need to know to play and instrument?	Hand and Finger Postion	Maintain proper hand position, finger position, breathing, tone and articulation during recorder performance.	Hand Position	Varied performance assessment of proper hand position, breathing and tone production and articulation on recorder using the notes D'C'BAGE.		Varied Recorder Method/Song Books Including (but not limited to):	MU.5-8.2.a-perform on at least one instrument 1 accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control
What do you already know about the recorder?	Breathing and Tone	Perform simple songs using D' C' B A G E fingerings.	Breathing			Ed Sueta Recorder Method	MU.5-8.2.b- perform with expression and technical accuracy on at least one string, wind, percussion, or *classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6
What do you need to know to play the recorder well?	Articulation	Create and perform simple melodic ostinato patterns using D' C' B A G E fingerings.	Tone			Music K-8 Magazine	MU.5-8.5.a-read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures
	Notes: D' C' B A G E		Tonguing			Personal Recorder Repertoire	MU.5-8.5.b- read at sight simple melodies in both the treble and bass clefs
			Notes: D' C' B A G E			www.musick8kids.com/html/recorder www.joytunes.com/game.php	MU.5-8.5.c- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression

M Vocal Technique ~

Vocal Technique is ongoing throughout the first, second, third and fourth marking periods.

a Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
r What does good singing sound like when singing alone and with a group?	Group Blend	Discover how to blend his/her voice with those singing other vocal parts.	Group Blend	Teacher observation of vocal blending while singing in parts.		Varied repertoire of music from sources including (but not limited to):	MU.5-8.1.a-sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles
c What does good singing look and feel like when singing alone and with a group?						The Music Connection Text Book Series (Gr. K-5)	
h						Varied Kodaly Texts 120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun.net www.8notes.com	

Melody ~ Melody is ongoing throughout the first, second, third and fourth marking periods.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we communicate with others?	Reinforce DO' - LA - SOL - MI - RE - DO - LA, - SOL, Melodic Patterns	Perform melodic patterns through echo using the tone syllables high do, la, sol, mi, re, do, low la and low sol.	Melodic Solfege:	Varied performance assessment of vocal performance of do'/la/sol/mi/re/do/low la/low sol patterns through echo singing, melodic ostinato patterns, placement of notes on the staff, identification of parts of the staff and staff reading. Teacher observation of student performance singing in round/canon with classmates.		Varied repertoire of music from sources including (but not limited to):	MU.5-8.1.a-sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles
How is music communicated from one person to another?	Melodic Ostinato Patterns	Locate the relative positions of high do, la, sol, mi, re, do, low la and low sol on the staff.	Do'			The Music Connection Text Book Series (Gr. K-5)	MU.5-8.1.d-sing music written in two and three parts Students who participate in a choral ensemble
Does all music sound the same?	Songs in Round	Read melodic patterns using high do, la, sol, mi, re, do, low la and low sol from the staff. Perform simple melodic ostinato patterns with given songs. Perform with classmates songs in round.	La Sol Mi Re Do La, Sol, Ostinato Round/Canon			Varied Kodaly Texts 120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun.net www.8notes.com	MU.5-8.5.b- read at sight simple melodies in both the treble and bass clefs MU.5-8.5.c- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression MU.5-8.6.a-describe specific music events 3 in a given aural example, using appropriate terminology MU.5-8.6.c-demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music

Rhythm ~ Rhythm is ongoing throughout the first, second, third and fourth marking periods.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we communicate with others?	Note Value: Sixteenth Notes	Reinforce notation for sixteenth notes and sixteenth/eighth note combinations.	Sixteenth Notes (ti-ka-ti-ka)	Varied performance assessment including sixteenth notes, sixteenth/eight note combinations, and dotted		Varied repertoire of music from sources including (but not limited to):	MU.5-8.5.a-read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures
How is music communicated from one person to another?	Note Value: Sixteenth/Eighth Note Combinations	Perform patterns incorporating sixteenth notes and sixteenth/eighth note combinations through echo and reading.	Sixteenth/Eighth Note Combinations (ti-ti-ka and ti-ka-ti)	eighth/sixteenth note combinations: Performance of rhythmic patterns and ostinato patterns through clapping and classroom instruments. Identification and notation of rhythmic patterns and grouping of rhythmic values into measures.		The Music Connection Text Book Series (Gr. K-5)	MU.5-8.5.c- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
Does all music sound the same?	Rhythmic Ostinato Patterns	Identify sixteenth notes and sixteenth/eighth note combinations within prerecorded music, song material and speech patterns.	Ostinato			Varied Kodaly Texts	MU.5-8.6.a-describe specific music events 3 in a given aural example, using appropriate terminology
How would you create new rhythmic values that are longer or shorter in length?	Note Value: Dotted Eighth/Sixteenth Note Combinations	Perform simple ostinato patterns incorporating sixteenth notes and sixteenth/eighth note combinations.	Dotted Eighth/Sixteenth Note Combination (trip-ka)			120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine	MU.5-8.6.c-demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music
		Identify notation for dotted eighth/sixteenth note combinations.					
		Perform patterns incorporating dotted eighth/sixteenth note combinations through echo and reading.					

Identify dotted eighth/sixteenth note combinations within prerecorded music, song material and speech patterns.
 Perform simple ostinato patterns incorporating dotted eighth/sixteenth note combinations.
 Combine and layer various ostinato patterns.

Listening Examples from Varied Composers

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Form ~ Form is ongoing throughout the first, second, third and fourth marking periods.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
Does all music sound the same?	Rondo Form	Label similar and contrasting sections with letters A, B and C to create Rondo Form (ABACA).	Form	Varied performance assessment of recognizing the form of a song as Rondo Form.		Varied repertoire of music from sources including (but not limited to):	MU.5-8.6.a-describe specific music events 3 in a given aural example, using appropriate terminology
What does it mean to be organized? How can music be organized?		Identify form in musical compositions.	Rondo			The Music Connection Text Book Series (Gr. K-5) Varied Kodaly Texts 120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun.net www.8notes.com	

Recorder ~ Recorder is ongoing throughout the second, third and fourth marking periods.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What do you need to know to play and instrument?	Hand and Finger Postion	Maintain proper hand position, finger position, breathing, tone and articulation during recorder performance.	Hand Position	Varied performance assessment of proper hand position, breathing and tone production and articulation on recorder using the notes D'C'BAGE.		Varied Recorder Method/Song Books Including (but not limited to):	MU.5-8.2.a-perform on at least one instrument 1 accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control
What do you already know about the recorder?	Breathing and Tone	Perform simple songs using D' C' B A G E fingerings.	Breathing			Ed Sueta Recorder Method	MU.5-8.2.b- perform with expression and technical accuracy on at least one string, wind, percussion, or *classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6
What do you need to know to play the recorder well?	Articulation	Create and perform simple melodic ostinato patterns using D' C' B A G fingerings.	Tone			Music K-8 Magazine	MU.5-8.5.a-read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures
	Notes: D' C' B A G E		Tonguing			Personal Recorder Repertoire	MU.5-8.5.b- read at sight simple melodies in both the treble and bass clefs
			Notes: D' C' B A G E			www.musick8kids.com/html/recorder www.joytunes.com/ga me.php	MU.5-8.5.c- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression

A Vocal Technique ~

Vocal Technique is ongoing throughout the first, second, third and fourth marking periods.

p	Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
r	What does good singing sound like when singing alone and with a group?	Group Blend	Discover how to blend his/her voice with those singing other vocal parts.	Group Blend	Teacher observation of vocal blending while singing in parts.		Varied repertoire of music from sources including (but not limited to):	MU.5-8.1.a-sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles
i	What does good singing look and feel like when singing alone and with a group?						The Music Connection Text Book Series (Gr. K-5)	
l							Varied Kodaly Texts 120 Singing Games and Dances Varied Orff Texts Music K-8 Magazine Listening Examples from Varied Composers Personal Song Collections www.makingmusicfun.net www.8notes.com	

Melody ~ Melody is ongoing throughout the first, second, third and fourth marking periods.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we communicate with others?	Reinforce DO' - LA - SOL - MI - RE - DO - LA, - SOL, Melodic Patterns	Perform melodic patterns through echo using the tone syllables high do, la, sol, mi, re, do, low la and low sol.	Melodic Solfege:	Varied performance assessment of vocal performance of do'/la/sol/mi/re/do/l ow la/low sol patterns through echo singing, melodic ostinato patterns, placement of notes on the staff, identification of parts of the staff and staff reading. Teacher observation of student performance singing in round/canon with classmates.		Varied repertoire of music from sources including (but not limited to):	MU.5-8.1.a-sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles
How is music communicated from one person to another?	Melodic Ostinato Patterns	Locate the relative positions of high do, la, sol, mi, re, do, low la and low sol on the staff.	Do'			The Music Connection Text Book Series (Gr. K-5)	MU.5-8.1.d-sing music written in two and three parts Students who participate in a choral ensemble
Does all music sound the same?	Songs in Round	Read melodic patterns using high do, la, sol, mi, re, do, low la and low sol from the staff.	La			Varied Kodaly Texts	MU.5-8.5.b- read at sight simple melodies in both the treble and bass clefs
	Partner Songs	Perform simple melodic ostinato patterns with given songs.	Sol			120 Singing Games and Dances	MU.5-8.5.c- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
	Tonality	Perform with classmates songs in round.	Mi			Varied Orff Texts	MU.5-8.6.a-describe specific music events 3 in a given aural example, using appropriate terminology
	Counter melody	Perform with classmates partner songs.	Re			Music K-8 Magazine	MU.5-8.6.c-demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music
		Discover qualities that distinguish a composition as major, minor or other tonalities.	Do			Listening Examples from Varied Composers	
		Identify compositions as written in major, minor or other tonalities.	La,			Personal Song Collections	

Perform with classmates songs including a counter melody.

Sol,

www.makingmusicfun.net

Ostinato
Round/Canon
Parnter Songs
Tonality
Major
Minor
Counter melody

www.8notes.com

Rhythm ~

Rhythm is ongoing throughout the first, second, third and fourth marking periods.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we communicate with others?	Note Value: Sixteenth Notes	Reinforce notation for sixteenth notes and sixteenth/eighth note combinations.	Sixteenth Notes (ti-ka-ti-ka)	Varied performance assessment including sixteenth notes, sixteenth/eight note combinations, and dotted		Varied repertoire of music from sources including (but not limited to):	MU.5-8.5.a-read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures
How is music communicated from one person to another?	Note Value: Sixteenth/Eighth Note Combinations	Perform patterns incorporating sixteenth notes and sixteenth/eighth note combinations through echo and reading.	Sixteenth/Eighth Note Combinations (ti-ti-ka and ti-ka-ti)	eighth/sixteenth note combinations: Performance of rhythmic patterns and ostinato patterns through clapping and classroom instruments.		The Music Connection Text Book Series (Gr. K-5)	MU.5-8.5.c- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
Does all music sound the same?	Rhythmic Ostinato Patterns	Identify sixteenth notes and sixteenth/eighth note combinations within prerecorded music, song material and speech patterns.	Ostinato	Identification and notation of rhythmic patterns and grouping of rhythmic values into measures.		Varied Kodaly Texts	MU.5-8.6.a-describe specific music events 3 in a given aural example, using appropriate terminology
How would you create new rhythmic values that are longer or shorter in length?		Perform simple ostinato patterns incorporating sixteenth notes and sixteenth/eighth note combinations.	Dotted Eighth/Sixteenth Note Combination (trip-ka)			120 Singing Games and Dances	MU.5-8.6.c-demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music

Note Value: Dotted Eighth/Sixteenth Note Combinations Identify notation for dotted eighth/sixteenth note combinations.

Perform patterns incorporating dotted eighth/sixteenth note combinations through echo and reading. Identify dotted eighth/sixteenth note combinations within prerecorded music, song material and speech patterns. Perform simple ostinato patterns incorporating dotted eighth/sixteenth note combinations. Combine and layer various ostinato patterns.

Varied Orff Texts

Music K-8 Magazine

Listening Examples from Varied Composers

Personal Song Collections

www.makingmusicfun.net

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Form ~ Form is ongoing throughout the first, second, third and fourth marking periods.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
Does all music sound the same?	Rondo Form	Label similar and contrasting sections with letters A, B and C to create Rondo Form (ABACA).	Form	Varied performance assessment of recognizing the form of a song as Rondo Form or Theme and Variations and identification of musical elements varied in Theme and Variations Form.		Varied repertoire of music from sources including (but not limited to):	MU.5-8.6.a-describe specific music events 3 in a given aural example, using appropriate terminology
What does it mean to be organized? How can music be organized?	Theme and Variations	Identify form in musical compositions. Develop ways to vary a theme and relate them to a given composition.	Rondo Theme			The Music Connection Text Book Series (Gr. K-5) Varied Kodaly Texts	
What is a theme?			Variations			120 Singing Games and Dances	

How many different ways can you present a theme?

Varied Orff Texts

Music K-8 Magazine
Listening Examples
from Varied
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Collections
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Recorder ~ Recorder is ongoing throughout the second, third and fourth marking periods.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What do you need to know to play and instrument?	Hand and Finger Postion	Maintain proper hand position, finger position, breathing, tone and articulation during recorder performance.	Hand Position	Varied performance assessment of proper hand position, breathing and tone production and articulation on recorder using the notes D'C'BAGE.		Varied Recorder Method/Song Books Including (but not limited to):	MU.5-8.2.a-perform on at least one instrument 1 accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control
What do you already know about the recorder?	Breathing and Tone	Perform simple songs using D' C' B A G E fingerings.	Breathing			Ed Sueta Recorder Method	MU.5-8.2.b- perform with expression and technical accuracy on at least one string, wind, percussion, or *classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6
What do you need to know to play the recorder well?	Articulation Notes: D' C' B A G E	Create and perform simple melodic ostinato patterns using D' C' B A G E fingerings.	Tone Tonguing			Music K-8 Magazine Personal Recorder Repertoire	MU.5-8.5.a-read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures MU.5-8.5.b- read at sight simple melodies in both the treble and bass clefs

Melody ~ Melody is ongoing throughout the first, second, third and fourth marking periods.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we communicate with others?	Reinforce DO' - LA - SOL - MI - RE - DO - LA, - SOL, Melodic Patterns	Perform melodic patterns through echo using the tone syllables high do, la, sol, mi, re, do, low la and low sol.	Melodic Solfege:	Varied performance assessment of vocal performance of do'/la/sol/mi/re/do/low la/low sol patterns through echo singing, melodic ostinato patterns, placement of notes on the staff, identification of parts of the staff and staff reading. Teacher observation of student performance singing in round/canon, partner songs, and countermelodies with classmates.		Varied repertoire of music from sources including (but not limited to):	MU.5-8.1.a-sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles
How is music communicated from one person to another?	Melodic Ostinato Patterns	Locate the relative positions of high do, la, sol, mi, re, do, low la and low sol on the staff.	Do'			The Music Connection Text Book Series (Gr. K-5)	MU.5-8.1.d-sing music written in two and three parts Students who participate in a choral ensemble
Does all music sound the same?	Songs in Round	Read melodic patterns using high do, la, sol, mi, re, do, low la and low sol from the staff.	La			Varied Kodaly Texts	MU.5-8.5.b- read at sight simple melodies in both the treble and bass clefs
	Partner Songs	Perform simple melodic ostinato patterns with given songs.	Sol			120 Singing Games and Dances	MU.5-8.5.c- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
	Tonality	Perform with classmates songs in round.	Mi			Varied Orff Texts	MU.5-8.6.a-describe specific music events 3 in a given aural example, using appropriate terminology
	Counter melody	Perform with classmates partner songs.	Re			Music K-8 Magazine	MU.5-8.6.c-demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music
		Discover qualities that distinguish a composition as major, minor or other tonalities.	Do			Listening Examples from Varied Composers	
		Identify compositions as written in major, minor or other tonalities.	La,			Personal Song Collections	

Perform with classmates songs including a counter melody.

Sol,

www.makingmusicfun.net

Ostinato
Round/Canon
Parnter Songs
Tonality
Major
Minor
Counter melody

www.8notes.com

Rhythm ~

Rhythm is ongoing throughout the first, second, third and fourth marking periods.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we communicate with others?	Note Value: Sixteenth Notes	Reinforce notation for sixteenth notes and sixteenth/eighth note combinations.	Sixteenth Notes (ti-ka-ti-ka)	Varied performance assessment including sixteenth notes, sixteenth/eight note combinations, and dotted		Varied repertoire of music from sources including (but not limited to):	MU.5-8.5.a-read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures
How is music communicated from one person to another?	Note Value: Sixteenth/Eighth Note Combinations	Perform patterns incorporating sixteenth notes and sixteenth/eighth note combinations through echo and reading.	Sixteenth/Eighth Note Combinations (ti-ti-ka and ti-ka-ti)	eighth/sixteenth note combinations: Performance of rhythmic patterns and ostinato patterns through clapping and classroom instruments.		The Music Connection Text Book Series (Gr. K-5)	MU.5-8.5.c- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
Does all music sound the same?	Rhythmic Ostinato Patterns	Identify sixteenth notes and sixteenth/eighth note combinations within prerecorded music, song material and speech patterns.	Ostinato	Identification and notation of rhythmic patterns and grouping of rhythmic values into measures.		Varied Kodaly Texts	MU.5-8.6.a-describe specific music events 3 in a given aural example, using appropriate terminology
How would you create new rhythmic values that are longer or shorter in length?		Perform simple ostinato patterns incorporating sixteenth notes and sixteenth/eighth note combinations.	Dotted Eighth/Sixteenth Note Combination (trip-ka)			120 Singing Games and Dances	MU.5-8.6.c-demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music

Note Value: Dotted Eighth/Sixteenth Note Combinations Identify notation for dotted eighth/sixteenth note combinations.

Perform patterns incorporating dotted eighth/sixteenth note combinations through echo and reading. Identify dotted eighth/sixteenth note combinations within prerecorded music, song material and speech patterns. Perform simple ostinato patterns incorporating dotted eighth/sixteenth note combinations. Combine and layer various ostinato patterns.

Varied Orff Texts

Music K-8 Magazine

Listening Examples from Varied Composers

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Form ~ Form is ongoing throughout the first, second, third and fourth marking periods.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
Does all music sound the same?	Rondo Form	Label similar and contrasting sections with letters A, B and C to create Rondo Form (ABACA).	Form	Varied performance assessment of recognizing the form of a song as Rondo Form or Theme and Variations and identification of musical elements varied in Theme and Variations Form.		Varied repertoire of music from sources including (but not limited to):	MU.5-8.6.a-describe specific music events 3 in a given aural example, using appropriate terminology
What does it mean to be organized? How can music be organized?	Theme and Variations	Identify form in musical compositions. Develop ways to vary a theme and relate them to a given composition.	Rondo Theme			The Music Connection Text Book Series (Gr. K-5) Varied Kodaly Texts	
What is a theme?			Variations			120 Singing Games and Dances	

How many different ways can you present a theme?

Varied Orff Texts

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Recorder ~ Recorder is ongoing throughout the second, third and fourth marking periods.

Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What do you need to know to play and instrument?	Hand and Finger Postion	Maintain proper hand position, finger position, breathing, tone and articulation during recorder performance.	Hand Position	Varied performance assessment of proper hand position, breathing and tone production and articulation on recorder using the notes D'C'BAGE.		Varied Recorder Method/Song Books Including (but not limited to):	MU.5-8.2.a-perform on at least one instrument 1 accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control
What do you already know about the recorder?	Breathing and Tone	Perform simple songs using D' C' B A G E fingerings.	Breathing			Ed Sueta Recorder Method	MU.5-8.2.b- perform with expression and technical accuracy on at least one string, wind, percussion, or *classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6
What do you need to know to play the recorder well?	Articulation Notes: D' C' B A G E	Create and perform simple melodic ostinato patterns using D' C' B A G E fingerings.	Tone Tonguing			Music K-8 Magazine Personal Recorder Repertoire	MU.5-8.5.a-read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures MU.5-8.5.b- read at sight simple melodies in both the treble and bass clefs

Notes: D' C' B A G E

MU.5-8.5.c- identify and define
standard notation symbols for
pitch, rhythm, dynamics, tempo,
articulation, and expression

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