Teacher: CORE

Music Grade 5 Year: 2017-18

Course: Music

Grade 5 Month: All Months

# S Vocal Technique ~

		marking periods.						
e	Essential							
	Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	What does good singing sound like when singing alone and with a group? What does good singing look and feel 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.		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							Varied Kodaly Texts	
r	n						120 Singing Games and	
b							Dances Varied Orff Texts	
E							Music K-8 Magazine	
r							Listening Examples	
							from Varied	
							Composers	
							Personal Song	
							Collections	
							www.makingmusicfun. net	
							www.8notes.com	

Melody Review ~ Review of melodic concepts from level

4.

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

Partner Songs www.8notes.com

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

	perious.						
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	Lessons	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?	Songs in Round	Perform with classmates songs in round.	Round/Canon	in round/canon with classmates.			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?						Varied Kodaly Texts	MU.5-8.6.a-describe specific music events 3 in a given aural example, using appropriate terminology
						120 Singing Games and	
						Dances Varied Orff Texts	
						Music K-8 Magazine	
						Listening Examples	
						from Varied	
						Composers	
						Personal Song	
						Collections www.makingmusicfun.	
						net	

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

		periods.						
Essent	ial							
Questi	ions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How d	lo we	Note Value:	Reinforce notation for	Sixteenth Notes (ti-	Varied performance		Varied repertoire of	MU.5-8.5.a-read whole, half,
comm	unicate	Sixteenth Notes	sixteenth notes and	ka-ti-ka)	assessment including		music from sources	quarter, eighth, sixteenth, and
with o	thers?		sixteenth/eighth note		sixteenth notes and		including (but not	dotted notes and rests in $2/4$ , $3/4$
			combinations.		sixteenth/eight note		limited to):	, 4/4 , 6/8 , 3/8 , and alla breve
					combinations:			meter signatures
How is	s music	Note Value:		Sixteenth/Eighth	Perfomance of			MU.5-8.5.c- identify and define
comm	unicated	Sixteenth/Eighth		Note Combinations	rhythmic patterns		•	standard notation symbols for
from c	ne person	Note Combinations		(ti-ti-ka and ti-ka-ti)	and ostinato patterns		5)	pitch, rhythm, dynamics, tempo,
to ano	ther?				through clapping and			articulation, and expression
Does a	all music	Rhythmic Ostinato		Ostinato	classroom		Varied Kodaly Texts	MU.5-8.6.a-describe specific
sound	the same?	Patterns			instruments.			music events 3 in a given aural
					Identification and			example, using appropriate
					notation of rhythmic			terminology
			Perform patterns		patterns and grouping			MU.5-8.6.c-demonstrate
			incorporating sixteenth		of rhythmic values		Dances	knowledge of the basic principles
			notes and		into measures.			of meter, rhythm, tonality,
			sixteenth/eighth note					intervals, chords, and harmonic
			combinations through					progressions in their analyses of
			echo and reading.				V : 10 ((T )	music
	vould you		Identify sixteenth notes				Varied Orff Texts	
create	-		and sixteenth/eighth note					
•	nic values		combinations within					
	re longer or		prerecorded music, song					
Shorte	er in length?		material and speech					
			patterns. Perform simple ostinato				Music K-8 Magazine	
			patterns incorporating				iviusic K-o iviagazine	
			sixteenth notes and					
			sixteenth/eighth note					
			combinations.					
			55.115111dti01151				Listening Examples	
							from Varied	
							Composers	
			Combine and				Personal Song	
			layer various ostinato				Collections	
			patterns.					

www.makingmusicfun. net www.8notes.com

	perious.						
Essential	Contont	Kanadada and Chilla	Vasabulani	A	Lana	Danaumana	Chandanda
Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
Does all music	Rondo Form	Label similar and	Form	Varied performance		Varied repertoire of	MU.5-8.6.a-describe specific
sound the same?		contrasting sections with		assessment of		music from sources	music events 3 in a given aural
		letters A, B and C to		recognizing the form		including (but not	example, using appropriate
		create Rondo Form		of a song as Rondo		limited to):	terminology
		(ABACA).		Form.			
What does it		Identify form in musical	Rondo			The Music Connection	
mean to be		compositions.				Text Book Series (Gr. K-	
organized?						5)	
How can music be						Varied Kodaly Texts	
organized?							
						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	

0	Vocal	Technique

		marking periods.						
С	Essential							
	Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	What does good singing sound like when singing alone and with a group? What does good singing look and feel 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
b e							Varied Kodaly Texts 120 Singing Games and	
r							Dances Varied Orff Texts	
							Music K-8 Magazine Listening Examples	
							from Varied	
							Composers	
							Personal Song	
							Collections www.makingmusicfun.	
							net	
							www.8notes.com	
	Melody Review ~	Review of melodic concepts from level						
		4.						
	Essential							

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

How is music communicated from one person to another?	Partner Songs	Locate the relative positions of high do, la, sol, mi, re, do, low la and low sol on the staff.	High Do	through echo singing, melodic ostinato patterns, placement of notes on the staff,		MU.K-4.1.d-sing ostinatos, partner songs, and rounds
Does all music sound the same?		Read melodic patterns using high do, la, sol, mi, re, do, low la and low sol from the staff.	La	identification of parts of the staff and staff reading. Teacher observation of student performance	Varied Kodaly Texts	MU.K-4.1.e-Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor
		Perform with classmates partner songs.	Sol	singing partner songs with classmates.	120 Singing Games and Dances	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
			Mi		Varied Orff Texts	MU.K-4.5.d-use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher
			Re		Music K-8 Magazine	MU.K-4.6.c-use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances
			Do		Listening Examples from Varied Composers	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
			Low La		Personal Song	
			Low Sol		Collections www.makingmusicfun. net	

www.8notes.com

Partner Songs

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

	perious.						
Essential	Cantant	Kin avada da a a a d Chill	Manahalama	A		December	Chandanda
Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we	Melodic Ostinato	Perform simple melodic	Ostinato	Teacher observation		Varied repertoire of	MU.5-8.1.a-sing accurately and
communicate	Patterns	ostinato patterns with		of student		music from sources	with good breath control
with others?		given songs.		performance of		including (but not	throughout their singing ranges,
				melodic ostinato		limited to):	alone and in small and large
				patterns and singing			ensembles
How is music	Songs in Round	Perform with classmates	Round/Canon	in round/canon with			MU.5-8.1.d-sing music written in
communicated		songs in round.		classmates.		•	two and three parts Students who
from one person						5)	participate in a choral ensemble
to another?							
Does all music						Varied Kodaly Texts	MU.5-8.6.a-describe specific
sound the same?							music events 3 in a given aural
							example, using appropriate
							terminology
						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	

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

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

	noriods						
Facantial	periods.				_		
Essential	Combont	Karanda da ara di Chilla	Manalaulau.	A		D	Charada ada
Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
Does all music	Rondo Form	Label similar and	Form	Varied performance		Varied repertoire of	MU.5-8.6.a-describe specific
sound the same?		contrasting sections with		assessment of		music from sources	music events 3 in a given aural
		letters A, B and C to		recognizing the form		including (but not	example, using appropriate
		create Rondo Form		of a song as Rondo		limited to):	terminology
		(ABACA).		Form.			
What does it		Identify form in musical	Rondo			The Music Connection	
mean to be		compositions.				Text Book Series (Gr. K-	
organized?						5)	
How can music be organized?						Varied Kodaly Texts	
organizea:						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	
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	Group Blend	Discover how to blend	Group Blend	Teacher observation		Varied repertoire of	MU.5-8.1.a-sing accurately and

0	Essential							
	Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	J	Group Blend	Discover how to blend	Group Blend	Teacher observation		•	MU.5-8.1.a-sing accurately and
	singing sound like		his/her voice with those		of vocal blending			with good breath control
	when singing		singing other vocal parts.		while singing in parts.		• .	throughout their singing ranges,
	alone and with a						•	alone and in small and large
	group?							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)

Varied Kodaly Texts

m b

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

Dances

bass clefs

standard notation symbols for

pitch, rhythm, dynamics, tempo, articulation, and expression

120 Singing Games and MU.5-8.5.c- identify and define

Melody ~

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

re, do, low la and low sol

ostinato patterns with

Perform simple melodic Sol

from the staff.

given songs.

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

reading. Teacher

student performance

round/canon with

observation of

singing in

classmates.

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

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.			Music K-8 Magazine	
		Identify dotted			Listening Examples	
		eighth/sixteenth note			from Varied	
		combinations within			Composers	
		prerecorded music, song				
		material and speech				
		patterns.				
		Perform simple ostinato			Personal Song	
		patterns incorporating			Collections	
		dotted eighth/sixteenth				
		note combinations.				
		Combine and			www.makingmusicfun.	
		layer various ostinato			net	
		patterns.			<u>.</u> .	
F 0	Form is angaing				www.8notes.com	
Form ~	Form is ongoing throughout the first,					
	second, third and					
	fourth marking					
	periods.					
Essential						
Questions	Content	Knowledge and Skills	Vocabulary	Assessments Lesson	s Resources	Standards

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

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 ~

	periousi						
Essential							
Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What do you need to know to play and instrument?	l 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		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	notes D'C'BAG.		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		MU.5-8.5.c- identify and define
					www.musick8kids.com	standard notation symbols for pitch, rhythm, dynamics, tempo,
					/html/recorder www.joytunes.com/ga me.php	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
С	What does good	Group Blend	Discover how to blend	Group Blend	Teacher observation		Varied repertoire of	MU.5-8.1.a-sing accurately and
	singing sound like		his/her voice with those		of vocal blending		music from sources	with good breath control
	when singing		singing other vocal parts.		while singing in parts.		including (but not	throughout their singing ranges,
	alone and with a						limited to):	alone and in small and large
	group?							ensembles
е	What does good						The Music Connection	
	singing look and						Text Book Series (Gr. K-	
	feel like when						5)	
	singing alone and							
	with a group?							
							Maria di Kadaba Tarri	
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	

www.makingmusicfun. net www.8notes.com

	periods.						
Essential							
Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we	Reinforce DO' - LA -	Perform melodic patterns	Melodic Solfege:	Varied performance		Varied repertoire of	MU.5-8.1.a-sing accurately and
communicate	SOL - MI - RE - DO -	through echo using the		assessment of vocal		music from sources	with good breath control
with others?	LA, - SOL, Melodic	tone syllables high do, la,		performance of		including (but not	throughout their singing ranges,
	Patterns	sol, mi, re, do, low la and		do'/la/sol/mi/re/do/l		limited to):	alone and in small and large
		low sol.		ow la/low sol patterns			ensembles
How is music	Melodic Ostinato	Locate the relative	Do'	through echo singing,		The Music Connection	MU.5-8.1.d-sing music written in
communicated	Patterns	positions of high do, la,		melodic ostinato		Text Book Series (Gr. K-	two and three parts Students who
from one person		sol, mi, re, do, low la and		patterns, placement		5)	participate in a choral ensemble
to another?		low sol on the staff.		of notes on the staff,			
Does all music	Songs in Round	Read melodic patterns	La	identification of parts		Varied Kodaly Texts	MU.5-8.5.b- read at sight simple
sound the same?		using high do, la, sol, mi,		of the staff and staff			melodies in both the treble and
		re, do, low la and low sol		reading. Teacher			bass clefs
		from the staff.	- 1	observation of			
		Perform simple melodic	Sol	student performance			MU.5-8.5.c- identify and define
		ostinato patterns with		singing in		Dances	standard notation symbols for
		given songs.		round/canon with			pitch, rhythm, dynamics, tempo,
		5 ( )		classmates.		V : 10 ((T )	articulation, and expression
		Perform with classmates	Mi			Varied Orff Texts	MU.5-8.6.a-describe specific
		songs in round.					music events 3 in a given aural
							example, using appropriate
			Re			Music K-8 Magazine	terminology MU.5-8.6.c-demonstrate
			Ne			iviusic K-o iviagazine	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	

www.makingmusicfun. Sol, net Ostinato www.8notes.com

Rhythm ~ Rhythm is ongoing

throughout the first	t,
second, third and	
fourth marking	
periods.	

echo and reading.

Essentiai							
Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we	Note Value:	Reinforce notation for	Sixteenth Notes (ti-	Varied performance		Varied repertoire of	MU.5-8.5.a-read whole, half,
communicate	Sixteenth Notes	sixteenth notes and	ka-ti-ka)	assessment including		music from sources	quarter, eighth, sixteenth, and
with others?		sixteenth/eighth note		sixteenth notes,		including (but not	dotted notes and rests in 2/4 , 3/4
		combinations.		sixteenth/eight note		limited to):	, 4/4 , 6/8 , 3/8 , and alla breve
		- •		combinations, and			meter signatures
How is music	Note Value:	Perform patterns	Sixteenth/Eighth	dotted			MU.5-8.5.c- identify and define
communicated	Sixteenth/Eighth	incorporating sixteenth	Note Combinations	eighth/sixteenth note		•	standard notation symbols for
from one person	Note Combinations	notes and	(ti-ti-ka and ti-ka-ti)	combinations:		5)	pitch, rhythm, dynamics, tempo,
to another?		sixteenth/eighth note		Perfomance of			articulation, and expression
		combinations through echo and reading.		rhythmic patterns and ostinato patterns			
Does all music	Rhythmic Ostinato	Identify sixteenth notes	Ostinato	through clapping and		Varied Kodaly Texts	MU.5-8.6.a-describe specific
sound the same?	Patterns	and sixteenth/eighth note		classroom		varied Rodaly Texts	music events 3 in a given aural
		combinations within		instruments.			example, using appropriate
		prerecorded music, song		Identification and			terminology
		material and speech		notation of rhythmic			<u> </u>
		patterns.		patterns and grouping			
How would you		Perform simple ostinato	Dotted	of rhythmic values		120 Singing Games and	MU.5-8.6.c-demonstrate
create new		patterns incorporating	Eighth/Sixteenth	into measures.		Dances	knowledge of the basic principles
rhythmic values		sixteenth notes and	Note Combination				of meter, rhythm, tonality,
that are longer or		sixteenth/eighth note	(trip-ka)				intervals, chords, and harmonic
shorter in length?		combinations.					progressions in their analyses of
						V : 10 % T :	music
	Note Value: Dotted	Identify notation for				Varied Orff Texts	
	Eighth/Sixteenth Note Combinations	dotted eighth/sixteenth note combinations.					
	Note Combinations	note combinations.					
		Perform patterns				Music K-8 Magazine	
		incorporating dotted				<b>G</b>	
		eighth/sixteenth note					
		combinations through					

Round/Canon

Identify dotted eighth/sixteenth note	Listening Examples from Varied
combinations within	Composers
prerecorded music, song	composers
material and speech	
•	
patterns.	
Perform simple ostinato	Personal Song
patterns incorporating	Collections
dotted eighth/sixteenth	
note combinations.	
Combine and	www.makingmusicfun.
layer various ostinato	net
patterns.	
	www.8notes.com

Essential							
Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
Does all music	Rondo Form	Label similar and	Form	Varied performance		Varied repertoire of	MU.5-8.6.a-describe specific
sound the same?		contrasting sections with		assessment of		music from sources	music events 3 in a given aural
		letters A, B and C to		recognizing the form		including (but not	example, using appropriate
		create Rondo Form		of a song as Rondo		limited to):	terminology
		(ABACA).		Form.			
What does it		Identify form in musical	Rondo			The Music Connection	
mean to be		compositions.				Text Book Series (Gr. K-	
organized?						5)	
How can music be	2					Varied Kodaly Texts	
organized?							
						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 ~

	perious.						
Essential Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What do you need to know to play and instrument?		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	2030113	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	notes D'C'BAG.		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?	d 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/ga me.php	MU.5-8.5.c- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression

### J Vocal Technique ~

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

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

	perious.						
Essential							
Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we	Reinforce DO' - LA -	Perform melodic patterns	Melodic Solfege:	Varied performance		Varied repertoire of	MU.5-8.1.a-sing accurately and
communicate	SOL - MI - RE - DO -	through echo using the		assessment of vocal		music from sources	with good breath control
with others?	LA, - SOL, Melodic	tone syllables high do, la,		performance of		including (but not	throughout their singing ranges,
	Patterns	sol, mi, re, do, low la and		do'/la/sol/mi/re/do/l		limited to):	alone and in small and large
		low sol.		ow la/low sol patterns			ensembles
How is music	Melodic Ostinato	Locate the relative	Do'	through echo singing,			MU.5-8.1.d-sing music written in
communicated	Patterns	positions of high do, la,		melodic ostinato		•	two and three parts Students who
from one person		sol, mi, re, do, low la and		patterns, placement		5)	participate in a choral ensemble
to another?	Canania Davad	low sol on the staff.	1-	of notes on the staff,		Variad Kadalı Tayıta	NALLE O.E. b. good at sight signals
Does all music sound the same?	Songs in Round	Read melodic patterns	La	identification of parts		Varied Kodaly Texts	MU.5-8.5.b- read at sight simple melodies in both the treble and
sound the samer		using high do, la, sol, mi, re, do, low la and low sol		of the staff and staff			bass clefs
		from the staff.		reading. Teacher observation of			bass ciers
		Perform simple melodic	Sol	student performance		120 Singing Games and	MU.5-8.5.c- identify and define
		ostinato patterns with	301	singing in		Dances	standard notation symbols for
		given songs.		round/canon with		Burices	pitch, rhythm, dynamics, tempo,
		g		classmates.			articulation, and expression
		Perform with classmates	Mi	0.000000.		Varied Orff Texts	MU.5-8.6.a-describe specific
		songs in round.					music events 3 in a given aural
		J					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	
			Cal			Collections	
			Sol,			www.makingmusicfun. net	
			Ostinato			www.8notes.com	
			Round/Canon			VV VV VV.OHOLES.COH	
			Round/Carlon				

	51 .1 .
Rhythm ~	Rhythm is ongoing
	throughout the first,
	second, third and
	fourth marking
	periods.

	perious.						
Essential							
Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we	Note Value:	Reinforce notation for	Sixteenth Notes (ti-	Varied performance		Varied repertoire of	MU.5-8.5.a-read whole, half,
communicate	Sixteenth Notes	sixteenth notes and	ka-ti-ka)	assessment including		music from sources	quarter, eighth, sixteenth, and
with others?		sixteenth/eighth note		sixteenth notes,		including (but not	dotted notes and rests in 2/4, 3/4
		combinations.		sixteenth/eight note		limited to):	, 4/4 , 6/8 , 3/8 , and alla breve
				combinations, and			meter signatures
How is music	Note Value:	Perform patterns	Sixteenth/Eighth	dotted			MU.5-8.5.c- identify and define
communicated	Sixteenth/Eighth	incorporating sixteenth	Note Combinations	eighth/sixteenth note		·	standard notation symbols for
from one person	Note Combinations	notes and	(ti-ti-ka and ti-ka-ti)	combinations:		5)	pitch, rhythm, dynamics, tempo,
to another?		sixteenth/eighth note		Perfomance of			articulation, and expression
		combinations through		rhythmic patterns			
		echo and reading.		and ostinato patterns			
Does all music	Rhythmic Ostinato	Identify sixteenth notes	Ostinato	through clapping and		Varied Kodaly Texts	MU.5-8.6.a-describe specific
sound the same?	Patterns	and sixteenth/eighth note		classroom			music events 3 in a given aural
		combinations within		instruments.			example, using appropriate
		prerecorded music, song		Identification and			terminology
		material and speech		notation of rhythmic			
How would you		patterns.	Dotted	patterns and grouping	5	120 Singing Camps and	MU.5-8.6.c-demonstrate
create new		Perform simple ostinato patterns incorporating	Eighth/Sixteenth	of rhythmic values		Dances	knowledge of the basic principles
rhythmic values		sixteenth notes and	Note Combination	into measures.		Dances	of meter, rhythm, tonality,
that are longer or		sixteenth/eighth note	(trip-ka)				intervals, chords, and harmonic
shorter in length?		combinations.	(trip-ka)				progressions in their analyses of
shorter in length:		combinations.					music
	Note Value: Dotted	Identify notation for				Varied Orff Texts	music
	Eighth/Sixteenth	dotted eighth/sixteenth				variou offi fexts	
	Note Combinations	note combinations.					
	222 22						
		Perform patterns				Music K-8 Magazine	
		incorporating dotted				-	
		eighth/sixteenth note					
		combinations through					
		echo and reading.					

Identify dotted eighth/sixteenth note	Listening Examples from Varied
combinations within	Composers
prerecorded music, song	composers
material and speech	
•	
patterns.	
Perform simple ostinato	Personal Song
patterns incorporating	Collections
dotted eighth/sixteenth	
note combinations.	
Combine and	www.makingmusicfun.
layer various ostinato	net
patterns.	
	www.8notes.com

Essential							
Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
Does all music	Rondo Form	Label similar and	Form	Varied performance		Varied repertoire of	MU.5-8.6.a-describe specific
sound the same?		contrasting sections with		assessment of		music from sources	music events 3 in a given aural
		letters A, B and C to		recognizing the form		including (but not	example, using appropriate
		create Rondo Form		of a song as Rondo		limited to):	terminology
		(ABACA).		Form.			
What does it		Identify form in musical	Rondo			The Music Connection	
mean to be		compositions.				Text Book Series (Gr. K-	
organized?						5)	
How can music be	2					Varied Kodaly Texts	
organized?							
						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 ~

Essential	Content	Knowledge and Skills	Vacabulani	Assessments	Lossons	Doceurees	Standards
Questions What do you need to know to play and instrument?	Content Hand and Finger Postion	Knowledge and Skills  Maintain proper hand position, finger position, breathing, tone and articulation during recorder performance.	Vocabulary Hand Position	Varied performance assessment of proper hand position, breathing and tone production and articulation on recorder using the	Lessons	Resources 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	notes D'C'BAG.		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				MU.5-8.5.c- identify and define standard notation symbols for
						www.musick8kids.com /html/recorder www.joytunes.com/ga me.php	pitch, rhythm, dynamics, tempo, articulation, and expression

### F Vocal Technique ~

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

	perioas.						
Essential							
Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we	Reinforce DO' - LA -	•	Melodic Solfege:	Varied performance		Varied repertoire of	MU.5-8.1.a-sing accurately and
communicate	SOL - MI - RE - DO -	through echo using the		assessment of vocal		music from sources	with good breath control
with others?	LA, - SOL, Melodic	tone syllables high do, la,		performance of		including (but not	throughout their singing ranges,
	Patterns	sol, mi, re, do, low la and		do'/la/sol/mi/re/do/l		limited to):	alone and in small and large
		low sol.		ow la/low sol patterns			ensembles
How is music	Melodic Ostinato	Locate the relative	Do'	through echo singing,			MU.5-8.1.d-sing music written in
communicated	Patterns	positions of high do, la,		melodic ostinato		· · · · · · · · · · · · · · · · · · ·	two and three parts Students who
from one person		sol, mi, re, do, low la and		patterns, placement		5)	participate in a choral ensemble
to another?		low sol on the staff.		of notes on the staff,			
Does all music	Songs in Round	Read melodic patterns	La	identification of parts		Varied Kodaly Texts	MU.5-8.5.b- read at sight simple
sound the same?		using high do, la, sol, mi,		of the staff and staff			melodies in both the treble and
		re, do, low la and low sol from the staff.		reading. Teacher			bass clefs
		Perform simple melodic	Sol	observation of		120 Singing Games and	MU.5-8.5.c- identify and define
		ostinato patterns with	301	student performance singing in		Dances	standard notation symbols for
		given songs.		round/canon with		Dances	pitch, rhythm, dynamics, tempo,
		8.10.1.00.180.		classmates.			articulation, and expression
		Perform with classmates	Mi	olassillates.		Varied Orff Texts	MU.5-8.6.a-describe specific
		songs in round.				varied of it reads	music events 3 in a given aural
		551.65 11.1541141					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	
			C 1			Collections	
			Sol,			www.makingmusicfun.	
			Ostinata			net	
			Ostinato Round/Canon			www.8notes.com	
			Noullu/Calloll				

	51 .1 .
Rhythm ~	Rhythm is ongoing
	throughout the first,
	second, third and
	fourth marking
	periods.

	perious.						
Essential							
Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we	Note Value:	Reinforce notation for	Sixteenth Notes (ti-	Varied performance		Varied repertoire of	MU.5-8.5.a-read whole, half,
communicate	Sixteenth Notes	sixteenth notes and	ka-ti-ka)	assessment including		music from sources	quarter, eighth, sixteenth, and
with others?		sixteenth/eighth note		sixteenth notes,		including (but not	dotted notes and rests in 2/4, 3/4
		combinations.		sixteenth/eight note		limited to):	, 4/4 , 6/8 , 3/8 , and alla breve
				combinations, and			meter signatures
How is music	Note Value:	Perform patterns	Sixteenth/Eighth	dotted			MU.5-8.5.c- identify and define
communicated	Sixteenth/Eighth	incorporating sixteenth	Note Combinations	eighth/sixteenth note		·	standard notation symbols for
from one person	Note Combinations	notes and	(ti-ti-ka and ti-ka-ti)	combinations:		5)	pitch, rhythm, dynamics, tempo,
to another?		sixteenth/eighth note		Perfomance of			articulation, and expression
		combinations through		rhythmic patterns			
		echo and reading.		and ostinato patterns			
Does all music	Rhythmic Ostinato	Identify sixteenth notes	Ostinato	through clapping and		Varied Kodaly Texts	MU.5-8.6.a-describe specific
sound the same?	Patterns	and sixteenth/eighth note		classroom			music events 3 in a given aural
		combinations within		instruments.			example, using appropriate
		prerecorded music, song		Identification and			terminology
		material and speech		notation of rhythmic			
How would you		patterns.	Dotted	patterns and grouping	5	120 Singing Cames and	MU.5-8.6.c-demonstrate
create new		Perform simple ostinato patterns incorporating	Eighth/Sixteenth	of rhythmic values		Dances	knowledge of the basic principles
rhythmic values		sixteenth notes and	Note Combination	into measures.		Dances	of meter, rhythm, tonality,
that are longer or		sixteenth/eighth note	(trip-ka)				intervals, chords, and harmonic
shorter in length?		combinations.	(trip-ka)				progressions in their analyses of
shorter in length:		combinations.					music
	Note Value: Dotted	Identify notation for				Varied Orff Texts	music
	Eighth/Sixteenth	dotted eighth/sixteenth				variou offi fexts	
	Note Combinations	note combinations.					
	222 22						
		Perform patterns				Music K-8 Magazine	
		incorporating dotted				-	
		eighth/sixteenth note					
		combinations through					
		echo and reading.					

Identify dotted eighth/sixteenth note	Listening Examples from Varied
combinations within	Composers
prerecorded music, song	composers
material and speech	
•	
patterns.	
Perform simple ostinato	Personal Song
patterns incorporating	Collections
dotted eighth/sixteenth	
note combinations.	
Combine and	www.makingmusicfun.
layer various ostinato	net
patterns.	
	www.8notes.com

Essential							
Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
Does all music	Rondo Form	Label similar and	Form	Varied performance		Varied repertoire of	MU.5-8.6.a-describe specific
sound the same?		contrasting sections with		assessment of		music from sources	music events 3 in a given aural
		letters A, B and C to		recognizing the form		including (but not	example, using appropriate
		create Rondo Form		of a song as Rondo		limited to):	terminology
		(ABACA).		Form.			
What does it		Identify form in musical	Rondo			The Music Connection	
mean to be		compositions.				Text Book Series (Gr. K-	
organized?						5)	
How can music be	2					Varied Kodaly Texts	
organized?							
						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 ~

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

### M Vocal Technique ~

;	Essential							
	Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
(	What does good singing sound like when singing alone and with a group? What does good singing look and feel like when	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.		music from sources	MU.5-8.1.a-sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles
	singing alone and with a group?							
ı	ı						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.
Facontial	

Facential	репоиз.						
Essential	Cantant	Kanadan and Chill-	Va cala ulamı	A	Lanager	Deservices	Chandanda
Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we	Reinforce DO' - LA -	Perform melodic patterns	Melodic Solfege:	Varied performance		Varied repertoire of	MU.5-8.1.a-sing accurately and
communicate	SOL - MI - RE - DO -	through echo using the		assessment of vocal		music from sources	with good breath control
with others?	LA, - SOL, Melodic	tone syllables high do, la,		performance of		including (but not	throughout their singing ranges,
	Patterns	sol, mi, re, do, low la and		do'/la/sol/mi/re/do/l		limited to):	alone and in small and large
		low sol.	5.1	ow la/low sol patterns		T	ensembles
How is music	Melodic Ostinato	Locate the relative	Do'	through echo singing,			MU.5-8.1.d-sing music written in
communicated	Patterns	positions of high do, la,		melodic ostinato		•	two and three parts Students who
from one person		sol, mi, re, do, low la and		patterns, placement		5)	participate in a choral ensemble
to another?	6 . 6 .	low sol on the staff.		of notes on the staff,		V : 14 11 <del>T</del> .	
Does all music	Songs in Round	Read melodic patterns	La	identification of parts		Varied Kodaly Texts	MU.5-8.5.b- read at sight simple
sound the same?		using high do, la, sol, mi,		of the staff and staff			melodies in both the treble and
		re, do, low la and low sol from the staff.		reading. Teacher			bass clefs
		Perform simple melodic	Sol	observation of		120 Singing Cames and	MU.5-8.5.c- identify and define
		ostinato patterns with	301	student performance		Dances	standard notation symbols for
		given songs.		singing in round/canon with		Dances	pitch, rhythm, dynamics, tempo,
		given songs.		classmates.			articulation, and expression
		Danfarra William I are a second	B 4:	Classifiates.		Vania d Ouff Tauta	•
		Perform with classmates	Mi			Varied Orff Texts	MU.5-8.6.a-describe specific music events 3 in a given aural
		songs in round.					example, using appropriate
							terminology
			Re			Music K-8 Magazine	MU.5-8.6.c-demonstrate
			Ne			Widsic K-o Wagazine	knowledge of the basic principles
							of meter, rhythm, tonality,
							intervals, chords, and harmonic
							progressions in their analyses of
							music
			Do			Listening Examples	music
						from Varied	
						Composers	
			La,			Personal Song	
			1			Collections	
			Sol,			www.makingmusicfun.	
			,			net	
			Ostinato			www.8notes.com	
			Round/Canon				
			•				

	51 .1 .
Rhythm ~	Rhythm is ongoing
	throughout the first,
	second, third and
	fourth marking
	periods.

	perious.						
Essential							
Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we	Note Value:	Reinforce notation for	Sixteenth Notes (ti-	Varied performance		Varied repertoire of	MU.5-8.5.a-read whole, half,
communicate	Sixteenth Notes	sixteenth notes and	ka-ti-ka)	assessment including		music from sources	quarter, eighth, sixteenth, and
with others?		sixteenth/eighth note		sixteenth notes,		including (but not	dotted notes and rests in 2/4, 3/4
		combinations.		sixteenth/eight note		limited to):	, 4/4 , 6/8 , 3/8 , and alla breve
				combinations, and			meter signatures
How is music	Note Value:	Perform patterns	Sixteenth/Eighth	dotted			MU.5-8.5.c- identify and define
communicated	Sixteenth/Eighth	incorporating sixteenth	Note Combinations	eighth/sixteenth note		·	standard notation symbols for
from one person	Note Combinations	notes and	(ti-ti-ka and ti-ka-ti)	combinations:		5)	pitch, rhythm, dynamics, tempo,
to another?		sixteenth/eighth note		Perfomance of			articulation, and expression
		combinations through		rhythmic patterns			
		echo and reading.		and ostinato patterns			
Does all music	Rhythmic Ostinato	Identify sixteenth notes	Ostinato	through clapping and		Varied Kodaly Texts	MU.5-8.6.a-describe specific
sound the same?	Patterns	and sixteenth/eighth note		classroom			music events 3 in a given aural
		combinations within		instruments.			example, using appropriate
		prerecorded music, song		Identification and			terminology
		material and speech		notation of rhythmic			
How would you		patterns.	Dotted	patterns and grouping	5	120 Singing Cames and	MU.5-8.6.c-demonstrate
create new		Perform simple ostinato patterns incorporating	Eighth/Sixteenth	of rhythmic values		Dances	knowledge of the basic principles
rhythmic values		sixteenth notes and	Note Combination	into measures.		Dances	of meter, rhythm, tonality,
that are longer or		sixteenth/eighth note	(trip-ka)				intervals, chords, and harmonic
shorter in length?		combinations.	(trip-ka)				progressions in their analyses of
shorter in length:		combinations.					music
	Note Value: Dotted	Identify notation for				Varied Orff Texts	music
	Eighth/Sixteenth	dotted eighth/sixteenth				variou offi fexts	
	Note Combinations	note combinations.					
	222 22						
		Perform patterns				Music K-8 Magazine	
		incorporating dotted				-	
		eighth/sixteenth note					
		combinations through					
		echo and reading.					

Identify dotted eighth/sixteenth note	Listening Examples from Varied
combinations within	Composers
prerecorded music, song	composers
material and speech	
•	
patterns.	
Perform simple ostinato	Personal Song
patterns incorporating	Collections
dotted eighth/sixteenth	
note combinations.	
Combine and	www.makingmusicfun.
layer various ostinato	net
patterns.	
	www.8notes.com

Essential							
Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
Does all music	Rondo Form	Label similar and	Form	Varied performance		Varied repertoire of	MU.5-8.6.a-describe specific
sound the same?		contrasting sections with		assessment of		music from sources	music events 3 in a given aural
		letters A, B and C to		recognizing the form		including (but not	example, using appropriate
		create Rondo Form		of a song as Rondo		limited to):	terminology
		(ABACA).		Form.			
What does it		Identify form in musical	Rondo			The Music Connection	
mean to be		compositions.				Text Book Series (Gr. K-	
organized?						5)	
How can music be	2					Varied Kodaly Texts	
organized?							
						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 ~

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

# A Vocal Technique ~

р	Essential	31						
	Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
r i	What does good singing sound like when singing alone and with a group? What does good singing look and feel like when singing alone and	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
I	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	

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

	perioas.						
Essential							
Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we	Reinforce DO' - LA -	Perform melodic patterns	Melodic Solfege:	Varied performance		Varied repertoire of	MU.5-8.1.a-sing accurately and
communicate	SOL - MI - RE - DO -	through echo using the		assessment of vocal		music from sources	with good breath control
with others?	LA, - SOL, Melodic	tone syllables high do, la,		performance of		including (but not	throughout their singing ranges,
	Patterns	sol, mi, re, do, low la and		do'/la/sol/mi/re/do/l		limited to):	alone and in small and large
		low sol.		ow la/low sol patterns			ensembles
How is music	Melodic Ostinato	Locate the relative	Do'	through echo singing,			MU.5-8.1.d-sing music written in
communicated	Patterns	positions of high do, la,		melodic ostinato			two and three parts Students who
from one person		sol, mi, re, do, low la and		patterns, placement		5)	participate in a choral ensemble
to another?		low sol on the staff.		of notes on the staff,			
Does all music	Songs in Round	Read melodic patterns	La	identification of parts		Varied Kodaly Texts	MU.5-8.5.b- read at sight simple
sound the same?		using high do, la, sol, mi,		of the staff and staff			melodies in both the treble and
		re, do, low la and low sol		reading. Teacher			bass clefs
	Danta an Canas	from the staff.	C-1	observation of		420 Circles Comment	NAME OF a identify and define
	Partner Songs	Perform simple melodic	Sol	student performance			MU.5-8.5.c- identify and define
		ostinato patterns with		singing in		Dances	standard notation symbols for
		given songs.		round/canon with			pitch, rhythm, dynamics, tempo, articulation, and expression
	Tanaka.	Danfanna aikh alaanaakaa	N 4:	classmates.		Vania d Ouff Tauta	•
	Tonality	Perform with classmates	Mi			Varied Orff Texts	MU.5-8.6.a-describe specific
		songs in round.					music events 3 in a given aural
							example, using appropriate
	Countermelody	Perform with classmates	Re			Music K-8 Magazine	terminology MU.5-8.6.c-demonstrate
	Countermelody		Re			IVIUSIC K-8 IVIAGAZITIE	knowledge of the basic principles
		partner songs.					of meter, rhythm, tonality,
							intervals, chords, and harmonic
							progressions in their analyses of
							music
		Discover qualities that	Do			Listening Examples	music
		distinguish a composition	50			from Varied	
		as major, minor or				Composers	
		other tonalities.				<b>, , , , , , , , , , , , , , , , , ,</b>	
		<del></del> -					
		Identify compositions as	La,			Personal Song	
		written in major, minor or				Collections	
		other tonalities.					

	Perform with classmates songs including a countermelody.	Sol,	www.makingmusicfun. net
		Ostinato	www.8notes.com
		Round/Canon	
		Parnter Songs	
		Tonality	
		Major	
		Minor	
		Countermelody	
Rhythm is ongoing			
throughout the first	,		
second, third and			
fourth marking			

Rhythm ~

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

Note Value: Dotted Eighth/Sixteenth	Identify notation for dotted eighth/sixteenth	Varied Orff Texts
Note Combinations	note combinations.	
	Perform patterns	Music K-8 Magazine
	incorporating dotted	
	eighth/sixteenth note	
	combinations through	
	echo and reading.	
	Identify dotted	Listening Examples
	eighth/sixteenth note	from Varied
	combinations within	Composers
	prerecorded music, song	
	material and speech	
	patterns.	
	Perform simple ostinato	Personal Song
	patterns incorporating	Collections
	dotted eighth/sixteenth	
	note combinations.	
	Combine and	www.makingmusicfun.
	layer various ostinato	net
	patterns.	
		www.8notes.com
Form is ongoing		

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

Recorder ~

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

/html/recorder www.joytunes.com/ga me.php

MU.5-8.5.c- identify and define standard notation symbols for www.musick8kids.com pitch, rhythm, dynamics, tempo, articulation, and expression

#### M Vocal Technique ~

		marking perious.						
а	Essential							
	Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
У	What does good	Group Blend	Discover how to blend	Group Blend	Teacher observation		Varied repertoire of	MU.5-8.1.a-sing accurately and
	singing sound like		his/her voice with those		of vocal blending		music from sources	with good breath control
	when singing		singing other vocal parts.		while singing in parts.		including (but not	throughout their singing ranges,
	alone and with a						limited to):	alone and in small and large
	group?						•	ensembles
	What does good						The Music Connection	
	singing look and						Text Book Series (Gr. K-	
	feel like when						5)	
	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. making music fun.	
							net	
							www.8notes.com	

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

	periods.						
Essential							
Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
How do we	Reinforce DO' - LA -	Perform melodic patterns	Melodic Solfege:	Varied performance		Varied repertoire of	MU.5-8.1.a-sing accurately and
communicate	SOL - MI - RE - DO -	through echo using the		assessment of vocal		music from sources	with good breath control
with others?	LA, - SOL, Melodic	tone syllables high do, la,		performance of		including (but not	throughout their singing ranges,
	Patterns	sol, mi, re, do, low la and		do'/la/sol/mi/re/do/l		limited to):	alone and in small and large
		low sol.		ow la/low sol patterns			ensembles
How is music	Melodic Ostinato	Locate the relative	Do'	through echo singing,			MU.5-8.1.d-sing music written in
communicated	Patterns	positions of high do, la,		melodic ostinato		•	two and three parts Students who
from one person		sol, mi, re, do, low la and		patterns, placement		5)	participate in a choral ensemble
to another?		low sol on the staff.		of notes on the staff,			
Does all music	Songs in Round	Read melodic patterns	La	identification of parts		Varied Kodaly Texts	MU.5-8.5.b- read at sight simple
sound the same?		using high do, la, sol, mi,		of the staff and staff			melodies in both the treble and
		re, do, low la and low sol		reading. Teacher			bass clefs
		from the staff.		observation of			
	Partner Songs	Perform simple melodic	Sol	student performance			MU.5-8.5.c- identify and define
		ostinato patterns with		singing in		Dances	standard notation symbols for
		given songs.		round/canon, partner			pitch, rhythm, dynamics, tempo,
	- 10	5 (		songs, and			articulation, and expression
	Tonality	Perform with classmates	Mi	countermelodies with		Varied Orff Texts	MU.5-8.6.a-describe specific
		songs in round.		classmates.			music events 3 in a given aural
							example, using appropriate
	Carrinta mas alla diri	Doufous with alcomotos	D-			Music I/ O Magazina	terminology
	Countermelody	Perform with classmates	Re			Music K-8 Magazine	MU.5-8.6.c-demonstrate
		partner songs.					knowledge of the basic principles
							of meter, rhythm, tonality,
							intervals, chords, and harmonic
							progressions in their analyses of
		Discover qualities that	Do			Listening Examples	music
		distinguish a composition	DO			from Varied	
		as major, minor or				Composers	
		other tonalities.				Composers	
		other tollullities.					
		Identify compositions as	La,			Personal Song	
		written in major, minor or	,			Collections	
		other tonalities.					

	Perform with classmates songs including a countermelody.	Sol,	www.makingmusicfun. net
		Ostinato	www.8notes.com
		Round/Canon	
		Parnter Songs	
		Tonality	
		Major	
		Minor	
		Countermelody	
Rhythm is ongoing			
throughout the first	,		
second, third and			
fourth marking			

Rhythm ~

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

Note Value: Dotted Eighth/Sixteenth	Identify notation for dotted eighth/sixteenth	Varied Orff Texts
Note Combinations	note combinations.	
	Perform patterns	Music K-8 Magazine
	incorporating dotted	
	eighth/sixteenth note	
	combinations through	
	echo and reading.	
	Identify dotted	Listening Examples
	eighth/sixteenth note	from Varied
	combinations within	Composers
	prerecorded music, song	
	material and speech	
	patterns.	
	Perform simple ostinato	Personal Song
	patterns incorporating	Collections
	dotted eighth/sixteenth	
	note combinations.	
	Combine and	www.makingmusicfun.
	layer various ostinato	net
	patterns.	
		www.8notes.com
Form is ongoing		

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

Recorder ~

Essential							
Questions	Content	Knowledge and Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What do you need Hand and Maintain proper hand		Hand Position	Varied performance		Varied Recorder	MU.5-8.2.a-perform on at least	
to know to play and instrument?	Finger Postion	position, finger position, breathing, tone and articulation during recorder performance.		assessment of proper hand position, breathing and tone production and articulation on recorder using the		Method/Song Books Including (but not limited to):	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	notes D'C'BAGE.		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

/html/recorder www.joytunes.com/ga me.php

MU.5-8.5.c- identify and define standard notation symbols for www.musick8kids.com pitch, rhythm, dynamics, tempo, articulation, and expression