

|                         |                    |
|-------------------------|--------------------|
| <b>Select a Course:</b> | Music Grade 5      |
| <b>Teacher:</b>         | CORE Music Grade 5 |
| <b>Course:</b>          | Music Grade 5      |
| <b>Year:</b>            | 2016-17            |
| <b>Months:</b>          | - All -            |

|  |  |   |   |   |  |  |
|--|--|---|---|---|--|--|
| August   | <p><b>Enduring Understandings</b> ✕ <b>Essential Questions</b> ✕ <b>Standards</b> ✕ <b>Knowledge &amp; Skills</b> ✕ <b>Academic Language</b> ✕</p>   |   |   |   |  |  |
| September  | <p><b>Form</b> In this unit, students will appreciate the variety form offers as it is used to organize and analyze music.</p> <p><b>Enduring Understandings</b> ✕ <b>Essential Questions</b> ✕ <b>Standards</b> ✕ <b>Knowledge &amp; Skills</b> ✕ <b>Academic Language</b> ✕</p> <table border="1"> <tr> <td> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>Music is organized by form.</li> </ul> </td> <td> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>How does the structure of a musical piece create its order and clarity?</li> <li>How does understanding the structure and context of music inform a response?</li> </ul> </td> <td> <p><b>Standards</b></p> <ul style="list-style-type: none"> <li>MU:Pr4.2.5.a - Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.</li> <li>MU:Re7.2.5.a - Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).</li> </ul> </td> <td> <p><b>Knowledge &amp; Skills</b></p> <ul style="list-style-type: none"> <li>Students should know and be able to do: Identify the structure of music in AB, ABA, and Rondo form.</li> </ul> </td> <td> <p><b>Academic Language</b></p> <ul style="list-style-type: none"> <li>Tier 2: Structure Organization</li> <li>Tier 3: AB form ABA form rondo form</li> </ul> </td> </tr> </table> | <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>Music is organized by form.</li> </ul>   | <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>How does the structure of a musical piece create its order and clarity?</li> <li>How does understanding the structure and context of music inform a response?</li> </ul> | <p><b>Standards</b></p> <ul style="list-style-type: none"> <li>MU:Pr4.2.5.a - Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.</li> <li>MU:Re7.2.5.a - Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).</li> </ul> | <p><b>Knowledge &amp; Skills</b></p> <ul style="list-style-type: none"> <li>Students should know and be able to do: Identify the structure of music in AB, ABA, and Rondo form.</li> </ul>             | <p><b>Academic Language</b></p> <ul style="list-style-type: none"> <li>Tier 2: Structure Organization</li> <li>Tier 3: AB form ABA form rondo form</li> </ul>                |
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| October  | <p><b>Enduring Understandings</b> ✕ <b>Essential Questions</b> ✕ <b>Standards</b> ✕ <b>Knowledge &amp; Skills</b> ✕ <b>Academic Language</b> ✕</p>   |   |   |   |  |  |
| November   | <p><b>Enduring Understandings</b> ✕ <b>Essential Questions</b> ✕ <b>Standards</b> ✕ <b>Knowledge &amp; Skills</b> ✕ <b>Academic Language</b> ✕</p>   |   |   |   |  |  |
| December   | <p><b>Grade 5 Music Dotted Quarter / Eighth Notes</b> Big Idea: patterns</p> <p><b>Enduring Understandings</b> ✕ <b>Essential Questions</b> ✕ <b>Standards</b> ✕ <b>Knowledge &amp; Skills</b> ✕ <b>Academic Language</b> ✕</p> <table border="1"> <tr> <td> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>Rhythms are divisions of the beat.</li> <li>Dotted quarter / eighth is an uneven rhythm with a note in between the beat.</li> <li>Students will connect to</li> </ul> </td> <td> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>How does understanding the structure and context of musical works inform performance?</li> </ul> </td> <td> <p><b>Standards</b></p> <ul style="list-style-type: none"> <li>MU:Pr4.2.5.a - Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.</li> <li>MU:Pr4.2.5.b - When analyzing selected music, read and perform using standard notation.</li> </ul> </td> <td> <p><b>Knowledge &amp; Skills</b></p> <ul style="list-style-type: none"> <li>Students will experience this rhythm through listening.</li> <li>Students will be able to identify this rhythm.</li> </ul> </td> <td> <p><b>Academic Language</b></p> <ul style="list-style-type: none"> <li>Tier 2: fractions uneven</li> <li>Tier 3: ta-i ti dotted quarter note eighth note off beat</li> </ul> </td> </tr> </table>  | <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>Rhythms are divisions of the beat.</li> <li>Dotted quarter / eighth is an uneven rhythm with a note in between the beat.</li> <li>Students will connect to</li> </ul>  | <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>How does understanding the structure and context of musical works inform performance?</li> </ul>   | <p><b>Standards</b></p> <ul style="list-style-type: none"> <li>MU:Pr4.2.5.a - Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.</li> <li>MU:Pr4.2.5.b - When analyzing selected music, read and perform using standard notation.</li> </ul>  | <p><b>Knowledge &amp; Skills</b></p> <ul style="list-style-type: none"> <li>Students will experience this rhythm through listening.</li> <li>Students will be able to identify this rhythm.</li> </ul> | <p><b>Academic Language</b></p> <ul style="list-style-type: none"> <li>Tier 2: fractions uneven</li> <li>Tier 3: ta-i ti dotted quarter note eighth note off beat</li> </ul> |
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|----------|---|---|---|---|--|
|          | <p>mathematics by understanding the mathematical relationships and fractions in this rhythm.</p>  |   | <p>MU:Pr5.1.5.a - Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.</p> <p>MU:Pr5.1.5.b - Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.</p> <p>MU:Re7.2.5.a - Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).</p> | <p> Students will be able to experience this rhythm in a variety of mediums.</p>              |  |
| January  | <p><b>Enduring Understandings</b> ✕</p>   | <p><b>Essential Questions</b> ✕</p>   | <p><b>Standards</b> ✕</p>   | <p><b>Knowledge &amp; Skills</b> ✕</p>  | <p><b>Academic Language</b> ✕</p>                              |
| February | <p><b>Enduring Understandings</b> ✕</p>   | <p><b>Essential Questions</b> ✕</p>   | <p><b>Standards</b> ✕</p>   | <p><b>Knowledge &amp; Skills</b> ✕</p>  | <p><b>Academic Language</b> ✕</p>                              |
| March    | <p> <b>Compose</b> In this unit, students will engage in composition using five pitches to create melody and express contour.</p>   |   |   |   |  |
|          | <p><b>Enduring Understandings</b> ✕</p>   | <p><b>Essential Questions</b> ✕</p>   | <p><b>Standards</b> ✕</p>   | <p><b>Knowledge &amp; Skills</b> ✕</p>  | <p><b>Academic Language</b> ✕</p>                              |
|          | <p> Students will understand that melodies have contour.</p> <p> The main idea of most musical compositions is expressed through the melody.</p> <p> Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> | <p> How is melody created?</p> <p> How do musicians improve the quality of their performance?</p> <p> How do musicians make meaningful connections to creating, performing, and responding?</p> | <p>MU:Cr1.1.5.b - Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.</p> <p>MU:Cr2.1.5.b - Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.</p>  | <p> Students should know and be able to do: Create a melody using five different pitches.</p> | <p> Tier 2 Composition Contour</p> <p> Tier 3 Melody Pitch</p> |
| April    | <p><b>Enduring Understandings</b> ✕</p>   | <p><b>Essential Questions</b> ✕</p>   | <p><b>Standards</b> ✕</p>   | <p><b>Knowledge &amp; Skills</b> ✕</p>  | <p><b>Academic Language</b> ✕</p>                              |
| May      | <p><b>Enduring Understandings</b> ✕</p>   | <p><b>Essential Questions</b> ✕</p>   | <p><b>Standards</b> ✕</p>   | <p><b>Knowledge &amp; Skills</b> ✕</p>  | <p><b>Academic Language</b> ✕</p>                              |
| June     | <p><b>Enduring Understandings</b> ✕</p>   | <p><b>Essential Questions</b> ✕</p>   | <p><b>Standards</b> ✕</p>   | <p><b>Knowledge &amp; Skills</b> ✕</p>  | <p><b>Academic Language</b> ✕</p>                              |
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July

**Understandings**

**Questions**

**& Skills**

**Language**