

**Shrewsbury Borough School Visual and Performing Arts Curriculum 2012**  
**Music**  
**Grade 5**

<p><b>Topic 1: Melody</b></p> <p><b>Objectives:</b></p> <p>Play the major scale and the blues scale on a chosen instrument.</p> <p>Read pieces in the key of A minor and C major.</p> <p>Create original melodies using the blues scale.</p> <p>Critique other students' original melodies.</p> <p><b>Essential Questions:</b></p> <p>How do the major scale and the blues scale differ from each other in sound and overall feel?</p>	<p><b>Lessons, Activities, and Student Products:</b></p> <p>Students will read and play the C major scale and use it to improvise.</p> <p>Minor Melodies:  Students will create and play original pieces; then critique each other's compositions making specific comments.</p>	<p><b>Materials:</b></p> <p>Manuscript paper</p> <p>Wind instruments</p>	<p><b>Assessment:</b></p> <p>Performance rubric – note accuracy during C major scale.</p> <p>Correct tones used in minor scale when constructing melody.</p>	<p><b>NJCCCS:</b></p> <p><b><u>1.1: The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music.</u></b></p> <p><b>1.1.8.B: Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to <u>ear training and listening skill</u>, and temporal spatial reasoning ability is connected to listening skill.</b></p> <p>The <u>elements of music</u> are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to</p>
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				<p>musical literacy.</p> <p><b>1.1.5.B.1: Identify the <u>elements of music</u> in response to aural prompts and printed music notational systems.</b></p> <p><b>1.1.5.B.2: Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.</b></p> <p><b><u>1.3: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and presenting works of art in music.</u></b></p> <p><b>1.3.5.B.3: Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.</b></p> <p><b><u>1.4: All students will</u></b></p>
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				<p><b><u>demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of music.</u></b></p> <p><b>1.4.5.A.1: Employ basic, <u>discipline-specific arts terminology</u> to categorize works of dance, music, theatre, and visual art according to established classifications.</b></p> <p><b>1.4.5.B.2: Employ basic, <u>discipline-specific arts terminology</u> to categorize works of dance, music, theatre, and visual art according to established classifications.</b></p>
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<p><b>Topic 2: Harmony</b></p> <p><b>Objectives:</b></p> <p>Identify two- and three-part choral harmonies.</p> <p>Sing with two- part harmony.</p> <p>Recognize instrumental harmonies and their role in determining texture.</p>	<p><b>Lessons, Activities, and Student Products:</b></p> <p>Listen to and analyze The Beach Boys’ ‘Surfin USA.’ Sing sections of the song using harmony.</p> <p>As an ensemble, arrange sections of songs in repertoire so that different combinations of instruments are playing together.</p> <p>Analyze overall texture depending on sound combinations.</p> <p>Compare and contrast harmony usage in the classical period to the impressionistic period by playing excerpts of recordings by Haydn and Debussy.</p> <p>Use Venn Diagram as organizer.</p>	<p><b>Materials:</b></p> <p>Music – CDs or MP3</p> <p>Whiteboard</p>	<p><b>Assessments:</b></p> <p>Assess understanding when singing two part harmonies.</p> <p>Venn Diagram</p>	<p><b>NJCCCS:</b></p> <p><b><u>1.1: The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music.</u></b></p> <p><b><u>1.1.5.B.1: Identify the elements of music in response to aural prompts and printed music notational systems.</u></b></p>
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<p><b>Topic 3: Form</b></p> <p><b>Objectives:</b></p> <p>Recognize and perform compositions in A-B-A, and theme and variation formats.</p> <p>Create a theme and variation and play on a chosen instrument.</p>	<p><b>Lessons, Activities, and Student Products:</b></p> <p>Listen to and analyze the format of Mozart’s Rondo in C to Mozart’s theme and variations on ‘Twinkle, Twinkle.’</p> <p>Create a theme and variations for ‘Mary had a Little Lamb’ on a chosen instrument. Perform for the class.</p>	<p><b>Materials:</b></p> <p>Manuscript paper</p> <p>Wind instruments</p> <p>Music – CDs or Mp3s</p>	<p><b>Assessments:</b></p> <p>Check Theme and Variations written on manuscript paper.</p> <p>Theme and variations performance – use performance rubric.</p>	<p><b>NJCCCS:</b></p> <p><b><u>1.3: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and presenting works of art in music.</u></b></p> <p><b>1.3.5.B.4: Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.</b></p>
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<p><b>Topic 4: Tone Color</b></p> <p><b>Objectives:</b></p> <p>Identify instrumental ensembles.</p> <p>Play instruments in trios.</p> <p>Identify brass versus woodwind instrument tone colors.</p>	<p><b>Lessons, Activities, and Student Products:</b></p> <p>Listen to recordings of the following pieces written for small instrumental ensembles: Big Band – Duke Ellington; Jazz Quartet – Bebop Jazz. Identify repetition, contrast, harmony, and tonality.</p> <p>Listen for woodwind versus brass passages; understand their role in the orchestra.</p>	<p><b>Materials:</b></p> <p>Music CDs or MP3s.</p>	<p><b>Assessments:</b></p> <p>Check guided questions.</p>	<p><b>NJCCCS:</b></p> <p><b><u>1.3: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and presenting works of art in music.</u></b></p> <p><b><u>1.3.5.B.1: Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.</u></b></p>
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<p><b>Topic 5: Expression</b></p> <p><b>Objectives:</b></p> <p>Perform expressively on a chosen instrument through the rise of tempo and dynamics.</p> <p>Create short melodic and rhythmic passages on a chosen instrument to reflect mood.</p> <p>Critique each other's playing style and expression.</p> <p>Syncopate a familiar song.</p>	<p><b>Lessons, Activities, and Student Products:</b></p> <p>Charlie Parker's 'Blue Suede Shoes.' Listen to the recording and analyze how the music and performance contribute to the mood.</p> <p>Melodic rhythmic passages: Students will create original short melodies and rhythmic passages; then perform on chosen instrument. Use tempo, dynamics, and rhythm.</p>	<p><b>Materials:</b></p> <p>Music CDs or MP3s.</p> <p>Manuscript paper</p> <p>Wind instruments</p>	<p><b>Assessments:</b></p> <p>Performance Rubric.</p>	<p><b>NJCCCS:</b></p> <p><b><u>1.4:All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of music.</u></b></p> <p><b>1.4.2.B.2: Apply the principles of positive critique in giving and receiving responses to performances.</b></p>
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