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| **DOMAIN: PERFORM**  **Foundations**  **P1:** Select, analyze and interpret artistic work for performance.  **P2:** Develop and refine artistic techniques and work for performance.  **P3:** Convey and express meaning through the presentation of artistic work.  **Color Code Key**   * Major Work of the Grade * Areas of Reinforcement * Areas of Enrichment | **G5 Q2 PERFORM DOMAIN RESOURCE LIST**  *Orff Source = OS*  *Purposeful Pathways 1 = PP1*  *Purposeful Pathways 2 = PP2*  *Recorder Routes = RR*  *Rhythmically Moving = RM*  *Spotlight On Music = SOM*  *Share the Music =STM*  *Silver Burdett Making Music = SBMM*  *World Music Drumming = WMD*  [*www.dsokids.com*](http://www.dsokids.com/) *(Dallas Symphony Orchestra)*  [www.sfskids.org](http://www.sfskids.org/) (San Francisco Symphony)  <http://www.nyphilkids.org/> *(New York Philharmonic)*  <http://www.classicsforkids.com/>  <https://kids.usa.gov/art-and-music/index.shtml>  <http://teachingwithorff.com/> |

| QUARTER 2 | | | | |
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| KNOWLEDGE & SKILLS | ACTIVITIES/OUTCOMES | ASSESSMENTS | RESOURCES | CORRELATIONS |
| **P1.A**  **Musical Concepts**  Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context and technical skill. | Determine what piece of music would be suitable for a performance based on context and skill | Observe student input as they plan their own in class or school performance. Students can decide how pieces might be introduced, order of pieces, etc. Assess group discussion using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1o7euJ5IGWaxh9tgYkc-glPjAHkr1MQvn_VGWEBPhSLY/edit?usp=sharing) | Hava Nagila” *SOM* Gr. 5  “Singabahamabayo” *SOM Gr. 5*  [“Mango Walk”](https://docs.google.com/document/d/1S859oGPtvCtnwf4QUUU-PFSd7H7s7PihB_Vt5hq7IAo/edit?usp=sharing) *SOM* Gr. 5  Land of the Silver Birch *OS*  Debka Hora" *Highlighting the Holidays*  -VII: "Noël Nouvelet" *Highlighting the* *Holidays*  I-V: "Sweet Potatoes/Mango Walk” *STM* Gr. 5 [(Activity, See Appendix)](https://docs.google.com/document/d/1S859oGPtvCtnwf4QUUU-PFSd7H7s7PihB_Vt5hq7IAo/edit?usp=sharing)  ["Mah Kah Way" (See Appendix)](https://docs.google.com/document/d/1SsCMmEv-322u_d_Q-YcESAgReR6eQKp0bHLEIy85eGc/edit?usp=sharing)  Market Song *RR*  C'-C: Silly Duet *RR* | **5.SL.CC.1** Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing their own ideas clearly. |
| **P1.B**  **Musical Contrasts**  Demonstrate understanding of the structure and elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance. | Perform a simple 2-chord accompaniment (I-V; I-VII; I-iii; I-VI) for a melody on barred instruments. | Observe students’ ability to perform a simple two-chord accompaniment and assess using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1QWg20bMfLeQCRdYSf4jJ3cFl8LGQvYTh3YsP7VxaR3w/edit?usp=sharing). | -VII: "Noël Nouvelet" *Highlighting the* *Holidays*  I-V: Siyahamaba OS3  "Sweet Potatoes/Mango Walk” *STM* Gr. 5 [(Activity, See Appendix)](https://docs.google.com/document/d/1S859oGPtvCtnwf4QUUU-PFSd7H7s7PihB_Vt5hq7IAo/edit?usp=sharing)  ["Mah Kah Way" (See Appendix)](https://docs.google.com/document/d/1SsCMmEv-322u_d_Q-YcESAgReR6eQKp0bHLEIy85eGc/edit?usp=sharing)  "Pay Me My Money Down" *Silver Burdett Making Music* Gr. 4  “The Old Ark’s A Moverin’” *As American As Apple Pie*  “Little Jack Horner” *3rd Rhyme’s the Charm* | Vocabulary: Idioms  When learning a song, discuss the meaning of the idioms in the text of a song such as “Mango Walk” (number ‘leven= best quality).  **5.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.  **5.RI.CS.4** Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings. |
| **P1.C**  **Musical Context**  Explain how context (such as social, cultural, and historical) informs performances. | Describe the differences in performing two different pieces of music | Observe students' discussion of how they performed the two pieces differently | Lady in the Graveyard *OS*  "Sweet Potatoes/Mango Walk” *STM* Gr. 5 [(Activity, See Appendix)](https://docs.google.com/document/d/1S859oGPtvCtnwf4QUUU-PFSd7H7s7PihB_Vt5hq7IAo/edit?usp=sharing) | **5.RI.CS.4** Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.  **5.RI.CS.6** Analyze the similarities and differences in points of view of multiple accounts of the same event or topic. |
| **P1.D**  **Notation**  When analyzing selected music, read and perform using standard notation in treble clef with voice, body percussion, and/or instruments. | Read and perform traditional notation for melody and rhythm using whole, half, eighth, and sixteenth notes, syncopation, and whole, half, and quarter rests.  Read and perform rhythm patterns using combinations of one eighth-two sixteenths and two sixteenths-one eighth | Observe and assess student performance of recorder performance and melodic/rhythmic reading skills using teacher-created or [district-provided rubric](https://docs.google.com/document/d/1L7WABxVFdYDCtbR9ULKdApRLoVgIsVT50a1lsLldKLk/edit)  Observe students' performance of notated melodic patterns using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1dk2oJiWf9bY-NVoRCFKVSv03KAGdLORQPPPLptDl6Jk/edit?usp=sharing).  Observe and assess student performance of rhythms and/or rhythm reading using teacher-created or [district-provided rubric](https://docs.google.com/document/d/12-PBi_17xMob64Sg-jCN89UGJ_bcNZFX7mtlXGI_Dpo/edit?usp=sharing). | Hava Nagila” *SOM* Gr. 5  “Singabahamabayo” *SOM Gr. 5*  [“Mango Walk”](https://docs.google.com/document/d/1S859oGPtvCtnwf4QUUU-PFSd7H7s7PihB_Vt5hq7IAo/edit?usp=sharing) *SOM* Gr. 5  “Southern Nights” *SOM* Gr. 5  "Funga Alafia" SBMM Gr. 5  "Shake the Papaya Down" SBMM Gr. 4  ["Syncopotato" (See Appendix)](https://docs.google.com/document/d/1yyCl5Jt5jX_6OaGyopk2VkGsCJ8d6DPPn6I5E-MVV50/edit?usp=sharing)  “Uskudar” *SOM* Gr. 5  “Joshua Fit the Battle of Jericho” *SOM* Gr. 5  “Simple Gifts” *SOM* Gr. 5  "See Saw Sacradown" *SBMM* Gr. 2 (Trad.)  “HIll and Gully” *SOM* Gr. 5  [“Mango Walk”](https://docs.google.com/document/d/1S859oGPtvCtnwf4QUUU-PFSd7H7s7PihB_Vt5hq7IAo/edit?usp=sharing) *SOM Gr. 5*  “Chorus of Villagers” *SOM Gr. 5*  "Double Barreled Canon" Playtime  ["Canon for Mallets" (See Appendix)](https://docs.google.com/document/d/13jWc2lXqGlhl4fzh_cu2ptwrr1U1-gOhhbl4xUZW52A/edit?usp=sharing)  "Who Can Retell?" *STM* Gr. 5 [(See Appendix Also)](https://docs.google.com/document/d/1E6y1rb8jf9iryoBZMnixNUEJ6ONFjJ2bVGqyVsrDDlc/edit?usp=sharing)  “The Cliffs of Doneen” *SOM* Gr. 5  “Arirang” *SOM* Gr. 5  [Transitioning from Iconic to Traditional Notation](https://drive.google.com/file/d/0B1eNkvNz85T6Sl85RzNic004c1U/view?usp=sharing)  Land of the Silver Birch *OS*  Debka Hora" *Highlighting the Holidays*  "Who Can Retell?" *STM* Gr. 5 [(See Appendix Also)](https://docs.google.com/document/d/1E6y1rb8jf9iryoBZMnixNUEJ6ONFjJ2bVGqyVsrDDlc/edit?usp=sharing) | Phonics/Word Work: Matching Game  Create a set of cards that has notated rhythmic and/or melodic fragments from a song and a set of cards that has the corresponding lyrics. Challenge students or teams of students to match the most correct pairs.  **5.FL.F.5** Read with sufficient accuracy and fluency to support comprehension. |
| **P2.A**  **Apply Feedback**  Apply established criteria to judge student rehearsal and/or performance. | Exhibit skill in playing simple orchestrations on pitched and unpitched instruments using correct technique.  Use self-assessment, peer or teacher feedback to improve a performance. | Observe students playing simple orchestrations on pitched and unpitched instruments and assess using an applicable teacher-created or district-provided rubric.  [SCS Unpitched Percussion Instrument Rubric](https://docs.google.com/document/d/1-W7pk8OuhteZf8Ym8HjFWkqP6mHDHyGd_N0ym507oZM/edit?usp=sharing)  [SCS Pitched Percussion Instrument Rubric](https://docs.google.com/document/d/1fQexktP-AMYv_MsFMul-lxf8xjxlw6iGCWS3Ny6cY9U/edit?usp=sharing)  Assess as students restate and apply appropriate feedback using teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1crXQBXfok9maXmfDdvE0lmTIi0Os8FvLximPQT4dYGA/edit?usp=sharing) | “Alexander and the Terrible, Horrible, No Good, Very Bad Day” *Creative Bits with Children’s Lit*  “Rumble in the Jungle” *Mallet Madness* | When listening to feedback, apply ELA standard **5.SL.CC.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. |
| **P2.B**  **Rehearse and Refine**  Rehearse to refine technical accuracy and expressive qualities, and address performance challenges, showing improvement. | Following teacher's model and referring to teacher-created rubric, prepare for Low C on recorder. | Over time, have students' monitor their progress to a higher level of success. Assess progress using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1L7WABxVFdYDCtbR9ULKdApRLoVgIsVT50a1lsLldKLk/edit?usp=sharing) | E-D-C: Revisit "Hot Cross Buns"  Market Song *RR*  C'-C: Silly Duet *RR*  "Funga Alafia"  "Lil' Liza Jane” *RR*  “Sanctuary” *8 More* | Give an in-class performance complete with a verbal introduction of the piece. **5.SL.PKI.6** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. |
| **P3.A**  **Singing**  Sing alone and with others, with expression, technical accuracy, and appropriate interpretation.  Specified Fifth Grade skills: Pitch matching games, extended scales/modes, questions/answers, in circle formation, in major/minor, in canon, partner songs, and with proper posture/diction/tone/breath support/placement/enunciation). | Sing two- and three-part canons | Observe students singing in two vocal parts in small groups and assess using teacher-created or [district-provided rubric](https://docs.google.com/document/d/1hgiCc6pf-mUgmExK1S2YhowWJXQ2p202L3M9rw0ZEzw/edit?usp=sharing). | “By the Singing Water” *SOM* Gr. 5  “Dance for the Nations” *SOM* Gr. 5  "Ah, Poor Bird" SBMM Gr. 4  “Lift Up Your Voices” *SOM* Gr. 5  “Tzena, Tzena” *SOM* Gr. 5  “Sweet Music” *SOM* Gr. 5  “Mi Gallo” *SOM* Gr. 5 | Comprehension: Lyricist’s Purpose  What do the lyrics of each song tell you about how each song is to be performed in terms of phrasing, dynamics, movement, style, etc.?  5.RL.CS.6 Describe how a narrator’s or speaker’s point of view influences how events are described. |
| **P3.B**  **Instruments and Body Percussion**  Using body percussion or instruments, perform instrumentally (pitched/unpitched), alone and with others, with expression, technical accuracy, and appropriate interpretation.  Specified Fifth Grade skills: Standard notation, ascending/descending, canon, a pitched accompaniment, a chord/broken chord/level bordun, extended rhythm patterns, appropriate technique (mallet technique, tone, etc.), with a teacher/student conductor in various tempi/dynamics, and a melody. | Perform easy instrumental canon  Read and perform C’-B-A-G-E-D-C patterns on recorder from a combination of traditional and iconic notation. | Observe students playing instrumental canon and assess using teacher-created or [district-provided rubric](https://docs.google.com/document/d/1hgiCc6pf-mUgmExK1S2YhowWJXQ2p202L3M9rw0ZEzw/edit?usp=sharing).  Observe and assess student performance of recorder performance and melodic/rhythmic reading skills using teacher-created or [district-provided rubric](https://docs.google.com/document/d/1L7WABxVFdYDCtbR9ULKdApRLoVgIsVT50a1lsLldKLk/edit) | "Double Barreled Canon" *Playtime*  ["Canon for Mallets" (See Appendix)](https://docs.google.com/document/d/13jWc2lXqGlhl4fzh_cu2ptwrr1U1-gOhhbl4xUZW52A/edit?usp=sharing)  “Canon” *Strike It Rich!*  “Rocky Dan” *As American As Apple Pie*  C' - Silly Song *RR*  E-D-C: Revisit "Hot Cross Buns"  Market Song *RR*  C'-C: Silly Duet *RR*  "Funga Alafia"  "Lil' Liza Jane” *RR*  “Sanctuary” *8 More*  “Deidre’s Dream” *Easy 8*  [Transitioning from Iconic to Traditional Notation (Resource)](https://drive.google.com/file/d/0B1eNkvNz85T6Sl85RzNic004c1U/view?usp=sharing) | Phonics and Word Recognition: For songs like “Kokoleoko” and “Funga Alafia”, present students with text broken down by phrases. Echo-clap the rhythm of each line as students silently read text. Echo-clap again while speaking text to encourage fluency in decoding unfamiliar multisyllabic words out of context or challenge students by having the teacher only clap and the students clap and speak.  **5.FL.PWR.3** Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. |
| **P3.C**  **Performance Etiquette**  Perform appropriately for the audience and context; demonstrate appropriate posture, and evaluate performance etiquette. | Display grade-level appropriate applications of performance etiquette skills including watching the conductor, responding to non-verbal cues, maintaining appropriate posture, remaining on-task, refraining from distracting others, and properly acknowledging the audience. | Observe student performance etiquette assess using teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1OUHym7RMq9DkwSATVq2o1ldgwWju9he32NhgOx6kdyA/edit?usp=sharing) | [Concert Etiquette Video 1 (General)](https://www.youtube.com/watch?v=aYofTwnpGyA&index=3&list=PL2qS5BbUyFS15sT1Ou-Ba7UZrjP4ClUDe)  [Concert Etiquette Video 2 (Choral)](https://www.youtube.com/watch?v=pqRuA_xl1ik)    [Ten Performance Etiquette Tips for Musicians](https://blog.sheetmusicplus.com/2013/07/11/10-performance-etiquette-tips-for-musicians/)    [Performance Practices by Grade Level](https://docs.google.com/document/d/1910a7ZQPwxWiEjkGfsXGz4nD2jlvOkgdLFiKUn7Hi0c/edit?usp=sharing) | **5.SL.CC.1** Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing their own ideas clearly.  **5.SL.CC.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. |
| **P3.D**  **Audience Etiquette**  Demonstrate appropriate audience behavior, and evaluate student behavior during a performance. | Demonstrate proper audience etiquette and evaluate audience behavior during performances | Observe student behavior during performances and assess using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1RJLJOyOjiXLVtb1hkAgD7w4Kzy2IXWQLGr672T2JPTs/edit?usp=sharing) | [Audience Etiquette Self-Evaluation](https://docs.google.com/document/d/1RJLJOyOjiXLVtb1hkAgD7w4Kzy2IXWQLGr672T2JPTs/edit?usp=sharing)    [Audience Etiquette Video](https://youtu.be/etKMvzjASFk)      [List of live, local, free or low-cost events, field trip grants and how to apply for them.](https://docs.google.com/document/d/1IZSLG-11fyvRxVphyJZ0mHcpShJ_TMM_k2qebUsivlc/edit?usp=sharing) | **5.SL.CC.1** Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing their own ideas clearly.  **5.SL.CC.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. |

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| **DOMAIN: CREATE**  **Foundations**  **Cr1:** Generate and conceptualize artistic ideas and work.  **Cr2:** Organize and develop artistic ideas and work.  **Cr3:** Refine and complete artistic work.   * Major Work of the Grade * Areas of Reinforcement * Areas of Enrichment | **G5 Q2 CREATE DOMAIN RESOURCE LIST**  *Orff Source = OS*  *Purposeful Pathways 1 = PP1*  *Purposeful Pathways 2 = PP2*  *Recorder Routes = RR*  *Rhythmically Moving = RM*  *Spotlight On Music = SOM*  *Share the Music =STM*  *Silver Burdett Making Music = SBMM*  *World Music Drumming = WMD*  [*www.dsokids.com*](http://www.dsokids.com/) *(Dallas Symphony Orchestra)*  [www.sfskids.org](http://www.sfskids.org/) (San Francisco Symphony)  <http://www.nyphilkids.org/> *(New York Philharmonic)*  <http://www.classicsforkids.com/>  <https://kids.usa.gov/art-and-music/index.shtml>  <http://teachingwithorff.com/> |

| QUARTER 2 | | | | |
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| KNOWLEDGE & SKILLS | ACTIVITIES/OUTCOMES | ASSESSMENTS | RESOURCES | CORRELATIONS |
| **Cr1. A**  **Musical Concepts**  Use modal/scale based melodies in major/minor, simple/complex rhythms, and accompaniments to improvise rhythmic, melodic, harmonic, and/or movement ideas within a context (such as social, cultural, historical, etc.). | With partners, create movement questions and answers  Improvise using a limited set of pitches from a major/minor scale or mode | Observe pairs of students creating question-answer phrases and assess using teacher-created or [district-provided rubric](https://docs.google.com/document/d/1tM3JlqGFsPRS4SytiJHElfNQYg4TwKYVSDoWobdABDs/edit?usp=sharing).  Observe students improvising individually or in a class setting. | "Sweet Potatoes/Mango Walk" Share the Music Gr. 5 [(Activity, See Appendix)](https://docs.google.com/document/d/1S859oGPtvCtnwf4QUUU-PFSd7H7s7PihB_Vt5hq7IAo/edit?usp=sharing)  “Linstead Market” *SBMM*Gr. 5  Clickbeetle Clackbeetle" *Silver Burdett* *Making Music* Gr. 4  Lady in the Graveyard *OS* (see extended activity) | Public Speaking: Review good “interviewing” skills of asking meaningful questions and giving relevant answers. Relate to musical Q and A, making sure that answers are related to the questions asked and that both are of appropriate length.  **5.SL.CC.1** Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing their own ideas clearly. |
| **Cr1.B**  **Varied Timbres**  Use parameters such as improvising/composing a 2-4 measure musical idea, a modal melody, or an extended rhythm pattern using grade-appropriate note values in various forms to generate musical ideas within a given tonality, form, and/or rhythmic set | Create a 7-beat movement phrase to answer the teacher’s 8-beat movement question. | Observe pairs of students creating question-answer phrases and assess using teacher-created or [district-provided rubric](https://docs.google.com/document/d/1tM3JlqGFsPRS4SytiJHElfNQYg4TwKYVSDoWobdABDs/edit?usp=sharing). | "Sweet Potatoes/Mango Walk" Share the Music Gr. 5 [(Activity, See Appendix)](https://docs.google.com/document/d/1S859oGPtvCtnwf4QUUU-PFSd7H7s7PihB_Vt5hq7IAo/edit?usp=sharing)  “Linstead Market” *SBMM*Gr. 5  Clickbeetle Clackbeetle" *Silver Burdett* *Making Music* Gr. 4 | Public Speaking: Review good “interviewing” skills of asking meaningful questions and giving relevant answers. Relate to musical Q and A, making sure that answers are related to the questions asked and that both are of appropriate length.  **5.SL.CC.1** Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing their own ideas clearly. |
| **Cr2.A**  **Selecting Musical Ideas**  Using musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas for arrangement, improvisation, or composition. | Use question and answer ideas to create an introduction for a piece of music, using unpitched percussion | Observe students' question answer performances using a class-created rubric | Siyahamaba OS3  Funga Alafia | Create intro, interlude and coda to help sequence a piece of music for performance. **5.W.TTP.3** Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences. |
| **Cr2.B**  **Notating Ideas**  Use notation and/or recording technology to document personal musical ideas (such as grade-appropriate rhythm/melodic pattern, two-chord harmonies, introduction, coda, interlude, etc.). | Explore creating a simple two-chord accompaniment as a class. Use an iconic notation to indicate chord changes | Sing a song over a one chord so that students can identify places the chords don't fit and they need to move to a different chord. Assist students to figure out the best way to play these chords using pitched percussion and/or recorders | -VII: "Noël Nouvelet" *Highlighting the* *Holidays*  I-V: Siyahamaba OS3  "Sweet Potatoes/Mango Walk” *STM* Gr. 5 [(Activity, See Appendix)](https://docs.google.com/document/d/1S859oGPtvCtnwf4QUUU-PFSd7H7s7PihB_Vt5hq7IAo/edit?usp=sharing)  ["Mah Kah Way" (See Appendix)](https://docs.google.com/document/d/1SsCMmEv-322u_d_Q-YcESAgReR6eQKp0bHLEIy85eGc/edit?usp=sharing)  "Pay Me My Money Down" *Silver Burdett Making Music* Gr. 4  “The Old Ark’s A Moverin’” *As American As Apple Pie*  “Little Jack Horner” *3rd Rhyme’s the Charm* | Create a 1-3 sentence "composer's statement" about the class' reason for selection of the chord progression.  **5.W.PDW.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **Cr3.A**  **Refining Musical Ideas**  Interpret and apply collaboratively developed feedback to revise personal music over time, such as the efficacy of a created introduction, sequence, or coda, use of form, two-part composition, or other characteristics of a created piece of music. | As a group, work to refine the creation of an introduction so that fits a piece of music. | Assess students as they work together to create an idea | Siyahamaba OS3  Funga Alafia | **5.W.PDW.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| **Cr3.B**  **Demonstrate Musical Ideas**  Demonstrate a final version of personal musical ideas using created vocal, instrumental, movement, or two-part created pieces through performance. | Perform the final introduction as part of the whole piece. | Observe students' performance of their introduction | Siyahamaba OS3  Funga Alafia | **5.W.PDW.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |

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| **DOMAIN: RESPOND**  **Foundations**  **R1:** Perceive and analyze artistic work.  **R2:** Interpret intent and meaning in artistic work.  **R3:** Apply criteria to evaluate artistic work.   * Major Work of the Grade * Areas of Reinforcement * Areas of Enrichment | **G5 Q2 RESPOND DOMAIN RESOURCE LIST**  *Orff Source = OS*  *Purposeful Pathways 1 = PP1*  *Purposeful Pathways 2 = PP2*  *Recorder Routes = RR*  *Rhythmically Moving = RM*  *Spotlight On Music = SOM*  *Share the Music =STM*  *Silver Burdett Making Music = SBMM*  *World Music Drumming = WMD*  [*www.dsokids.com*](http://www.dsokids.com/) *(Dallas Symphony Orchestra)*  [www.sfskids.org](http://www.sfskids.org/) (San Francisco Symphony)  <http://www.nyphilkids.org/> *(New York Philharmonic)*  <http://www.classicsforkids.com/>  <https://kids.usa.gov/art-and-music/index.shtml>  <http://teachingwithorff.com/> |

| QUARTER 2 | | | | |
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| KNOWLEDGE & SKILLS | ACTIVITIES/OUTCOMES | ASSESSMENTS | RESOURCES | CORRELATIONS |
| **R1.A**  **Musical Preferences**  Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. | Cite evidence to describe why a holiday song belongs to a certain holiday | Observe a group discussion using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1o7euJ5IGWaxh9tgYkc-glPjAHkr1MQvn_VGWEBPhSLY/edit) | Seasonal Music in *SOM* Gr. 5 found on pp.386-429 | Writing: Have students write a short paragraph introducing a holiday song that includes at least three relevant details about the song and its culture/historical period. and read it as if they were presenting it at your holiday program. When speaking, emphasize expression, vocal projection and clear, slow speech.  5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  **5.SL.PKI.6** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. |
| **R1.B**  **Musical Concepts**  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) through various means such as manipulatives, movement, and/or pictorial representation). | Demonstrate how knowledge of the music's form helps to perform movement | Observe and assess as students use movement to demonstrate form using a teacher-created or a [district-provided rubric.](https://docs.google.com/document/d/14NlkFSJK8CYgrDUIig8nop_Rue-B3iQppCrQw_3h4x4/edit?usp=sharing) | “Pop! Goes the Weasel” pp. 112-3 *SOM* Gr. 5 (English)  “Mayim” 5  “Tzena, Tzena” *SOM* Gr. | **5.FL.VA.7c** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. |
| **R1.C**  **Describing Elements of Music**  Demonstrate an understanding of the elements of music applied to a listening example using teacher-given vocabulary (such as different sections of complex forms, teacher-selected orchestral instruments, etc.). | Compare and contrast listening examples using correct music vocabulary. | Students sing or listen to two teacher-selected songs and compare them songs using a Venn Diagram. Assess student understanding using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1JVOVwbinkSJuCEXR0ILk7xMaGZAgh10wGf3OWgcsC8s/edit?usp=sharing). | “Funiculi, Funicula”/“Nessun dorma” *SOM* Gr. 5 | Vocabulary: Using the graphic organizer provided in the appendix or one of your own, ask students to describe various elements of “Funiculi, Funicula” and “Nessun Dorma”.  **5.FL.VA.7c** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. |
| **R2.A**  **Musical Characteristics**  Demonstrate and explain how music concepts are used by performers to reflect intent (such as instrument selection by a composer/arranger). | Describe why a composer would use a recorder or xylophone to play or improvise a melody or sound carpet | Use a venn diagram to separate the timbral qualities of both instruments.  Assess students' ability to describe reasons for musical choices using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1FXHotn_N7Mp-qDit_GJmEsR5Y1d9KDzcwlOmd_dC6-k/edit?usp=sharing). | Lady in the Graveyard *OS* (see extended activity)  ["Canon for Mallets" (See Appendix)](https://docs.google.com/document/d/13jWc2lXqGlhl4fzh_cu2ptwrr1U1-gOhhbl4xUZW52A/edit?usp=sharing)  "Funga Alafia" | **5.FL.VA.7c** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.  **5.RI.KID.3** Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text. |
| **R3.A**  **Evaluating Artistic Work**  Evaluate musical works and performances, applying established criteria, citing evidence from the elements of music; with teacher guidance, create a rubric for evaluating music performances. | Evaluate music performances based on age-appropriate criteria | Guide students to create a rubric for evaluating music performances and ask them to formally assess a live or recorded performance. Assess students’ formal evaluations of music performances using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1fkA_1ryr29klXFPyAThUEbyp-lvWFnYhb45Z5iyWdc4/edit?usp=sharing) | [List of live, local, free or low-cost events, field trip grants and how to apply for them.](https://docs.google.com/document/d/1IZSLG-11fyvRxVphyJZ0mHcpShJ_TMM_k2qebUsivlc/edit?usp=sharing)    Recorded MCS/SCS All City performance DVDS    Student Orff Ensemble performances from YouTube, including but not limited to:    [Sample Ensemble 1](https://www.youtube.com/watch?v=Y7OTTnpbTZE)    [Sample Ensemble 2](https://www.youtube.com/watch?v=YXtTFKQWvJY)    [Sample Ensemble 3](https://www.youtube.com/watch?v=FICWwMeQD7E) | Writing:  Guide students to create a performance rubric for recorder or singing and use it to evaluate their own performance. Include short answer descriptions as well as number scale in the self-evaluations.  5.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. |

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| **DOMAIN: CONNECT**  **Foundations**  **Cn1:** Synthesize and relate knowledge and personal experiences to artistic endeavors.  **Cn2:** Relate artistic ideas and works with societal, cultural, and historical context.   * Major Work of the Grade * Areas of Reinforcement * Areas of Enrichment | **G5 Q2 CONNECT DOMAIN RESOURCE LIST**  *Orff Source = OS*  *Purposeful Pathways 1 = PP1*  *Purposeful Pathways 2 = PP2*  *Recorder Routes = RR*  *Rhythmically Moving = RM*  *Spotlight On Music = SOM*  *Share the Music =STM*  *Silver Burdett Making Music = SBMM*  *World Music Drumming = WMD*  [*www.dsokids.com*](http://www.dsokids.com/) *(Dallas Symphony Orchestra)*  [www.sfskids.org](http://www.sfskids.org/) (San Francisco Symphony)  <http://www.nyphilkids.org/> *(New York Philharmonic)*  <http://www.classicsforkids.com/>  <https://kids.usa.gov/art-and-music/index.shtml>  <http://teachingwithorff.com/> |

| QUARTER 2 | | | | |
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| KNOWLEDGE & SKILLS | ACTIVITIES/OUTCOMES | ASSESSMENTS | RESOURCES | CORRELATIONS |
| **Cn1.A**  **Music and Personal Experiences**  Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as identifying pieces of music that are important to one’s family or how music is used in daily life). | Listen to, sing, and classify various holiday songs and have students identify how they are familiar with them. | Students describe a context where they might be familiar with a holiday song. | Seasonal Music in *SOM* Gr. 5 found on pp.386-429 | Writing: Have students write a short paragraph introducing a holiday song that includes at least three relevant details about the song and its culture/historical period. and read it as if they were presenting it at your holiday program. When speaking, emphasize expression, vocal projection and clear, slow speech.  **5.W.TTP.2** Write informative/explanatory texts to examine a topic and convey ideas and information. |
| **Cn2.A**  **Society, Culture and History** | Perform songs and dances from various cultures and historical periods (Israel or other culture/historical period).    Classify music from various cultures and historical periods. | Assess student performances of songs and dances from varied cultures and historical periods using teacher-created or district-provided rubrics:  [Folk Dance Rubric](https://docs.google.com/document/d/1MmCutEB9KepbVySWJ8ntcOgvoJkmFleqHFclMJinb7s/edit?usp=sharing)  [Singing Rubric (Perform)](https://docs.google.com/document/d/1l5Hqo7uHnFNHF9Y-shJONlCCSKH89CeYXYiOaI3RbSQ/edit?usp=sharing)  [Singing Rubric (World Music)](https://docs.google.com/document/d/1ujp0d8hQOXmfUlicUyYeVYnB3Ry5LQCz1lEuYQZwsNc/edit?usp=sharing)  [Unpitched Percussion Rubric (Perform)](https://docs.google.com/document/d/1-W7pk8OuhteZf8Ym8HjFWkqP6mHDHyGd_N0ym507oZM/edit?usp=sharing)  [Unpitched Percussion Rubric (World Music)](https://docs.google.com/document/d/13gasuT1CFEy3vADY1ahZw3oxMjCFI7PQveXOImipYGQ/edit?usp=sharing)    Identify (classify) and discuss music from different genres and cultures using a graphic organizer. Assess student understanding using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1J3Uas_zW39dUz7f34HInc-cgo4MsX0rWRiAQOy9l2As/edit?usp=sharing). | “Pop! Goes the Weasel” pp. 112-3 *SOM* Gr. 5 (English)  “Mayim” 5  “Tzena, Tzena” *SOM* Gr. 5    [Writing About World Music Graphic Organizer](https://drive.google.com/file/d/0B1eNkvNz85T6ZlJDUW5ka0xSc28/view?usp=sharing) | Writing: Have students write a short paragraph introducing a dance and read it as if they were presenting it at a school program. The paragraph should include at least three relevant details about the dance and its culture/historical period. When speaking, emphasize expression, vocal projection and clear, slow speech.  **5.W.TTP.2** Write informative/explanatory texts to examine a topic and convey ideas and information. |