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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 Q3 PERFORM DOMAIN RESOURCE LIST**SOM=Spotlight On MusicSTM=Share the MusicSBMM=Silver Burdett Making Music*PP1=Purposeful Pathways 1* *PP2=Purposeful Pathways 2*  RR=Recorder Routes RM=Rhythmically Moving WMD=World Music DrummingOS=Orff Source[Musicplayonline.com](http://musicplayonline.com)[*www.dsokids.com*](http://www.dsokids.com/) *(Dallas Symphony Orchestra)* [www.sfskids.org](http://www.sfskids.org/) *(*San Francisco Symphony)<http://www.nyphilkids.org/main.phtml>  (New York Philharmonic)<http://www.classicsforkids.com/> <https://kids.usa.gov/art-and-music/index.shtml><http://teachingwithorff.com/>  |

| QUARTER 3 |
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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.  | Identify and share personal interest and/or knowledge about spirituals | Observe a class discussion | [Group Discussion Rubric](https://docs.google.com/document/d/1o7euJ5IGWaxh9tgYkc-glPjAHkr1MQvn_VGWEBPhSLY/edit)Follow the Drinkin' Gourd *SOM Gr. 5, As American As Apple Pie*Wade in the Water (Listening Example) *SOM Gr. 5, OS 3* | **5.FL.VA.7a** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. i. Use context as a clue to the meaning of a word or phrase. |
| **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.  | Identify steps, skips, and repeated notes in a notated melodyPerform a piece in rondo form, incorporating rhythmic questions and answers in the B, C, and D sections.  |  Assess as students identify skips, steps and repeated notes in a notated melody using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1mH6fQn_vzHd5XvMssIXLJ7Q0rAMcuN85J738ymPnkow/edit?usp=sharing).Observe students as they demonstrate understanding of form by performing contrasting musical ideas to represent the B, C (and D) sections of a rondo. Assess using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/14wMZsERWSlWI5029QerRvbLQRiMWdCZjgkmZOLCCVdo/edit?usp=sharing).  | “Mango Walk/Jamaican Rumba (Countermelody)” *SOM Gr. 5*“Surfin’ USA” *SOM Gr. 5*[Tikki Tikki Tembo (See Appendix)](https://docs.google.com/document/d/1FXMNn--tbsAPJ_naN_HZfO9I9-L8fWc0Dmc7wNoFY5Y/edit?usp=sharing)"Chinese Fisherman's Song *(Wang Ü Ger) STM*Gr. 3 (Find a poem for B section)"Somebody's Knockin' at Your Door" *SBMM* Gr. 4"O Desayo" *SBMM*Gr. 5 [Skips, Steps and Repeated Tones Resource](https://drive.google.com/file/d/0B1eNkvNz85T6WlljSGMtX3Y0eTg/view?usp=sharing) "The Lobsters and the Fiddler Crab" *Random House Book of Poetry for Children* “Swing Ol’ Liza” *Strike it Rich!* Play That Rhythm *musicplayonline.com* | Comprehension: Using the process outlined in the appendix, guide students to use Orff process to create an orchestration that adds tone color to key ideas and details. **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. Comprehension: Literary DevicesAsk students to identify personification (anthropomorphism) and alliteration in the poem “The Lobsters and the Fiddler Crab”. Challenge students to create contrasting rhythm sections by creating word chains of alliteration.**5.RL.KID.2** Determine a theme or central idea of a story, drama, or poem from details in the text; summarize the text.  |
| **P1.C****Musical Context**Explain how context (such as social, cultural, and historical) informs performances.  | Sing and classify songs as spirituals.  | 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)  | “In That Great Gittin' Up Mornin” *SOM Gr. 5*“Joyful, Joyful” *SOM Gr. 5*“Joshua Fit the Battle of Jericho” *SOM Gr. 5*“When the Saints Go Marchin’ in” *SOM Gr. 5*“Dry Bones” *SOM Gr. 5/STMGr. 4*"Somebody's Knockin' at Your Door" *SOM Gr. 5/SBMM* Gr. 4, “Wade in the Water” OS 3/*SBMM*Gr. 4“Ezekiel Saw the Wheel” *As American As Apple Pie* "Spiritual Trio" OS 3 | **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.SL.CC.2** Summarize a text presented in diverse media such as visual, quantitative, and oral formats.  |
| **P1.D****Notation**When analyzing selected music, read and perform using standard notation in treble clef with voice, body percussion, and/or instruments.  | Read, perform, and notate previously learned rhythms using traditional notation. | Observe as students read, perform and/or notate rhythms using traditional notation. Assess reading and performing using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/12-PBi_17xMob64Sg-jCN89UGJ_bcNZFX7mtlXGI_Dpo/edit?usp=sharing). Assess notation using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1UH0fLrbCvp3W3leWcTbQBfllJkyXJAIA3haItp7dTlI/edit?usp=sharing) | “Ezekiel Saw the Wheel” *As American As Apple Pie* Ho Ho Watanany *muiscplayonline.com* | **5.FL.VA.7b** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. iii. Use the relationship between particular words to better understand each of the words. **5.RI.RRTC.10** Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.  |
| **P2.A****Apply Feedback**Apply established criteria to judge student rehearsal and/or performance.  | Use a rubric to monitor student progress in performing partner songs | Have the class decide as group how well they performed and compare the class score with a teacher given score.  | “Mango Walk/Jamaican Rumba (Countermelody)” *SOM Gr. 5*["Sweet Potatoes/Mango Walk" STM Gr. 5 (Activity, See Appendix)](https://docs.google.com/document/d/16MrHkRL39q_fUXA6eK_VPt1qDclobmAqw7hhQxU36Jo/edit?usp=sharing)"Shake the Papaya Down" *SBMM* Gr. 4“Hallelujah/Get on Board” *SOM* Gr. 5“Pick A Little/Good Night, Ladies” *SOM* Gr. 5 "Spiritual Trio" OS 3 | **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.  |
| **P2.B****Rehearse and Refine**Rehearse to refine technical accuracy and expressive qualities, and address performance challenges, showing improvement.  | Refine a performance of a partner song to add expressive qualities | Observe students making changes to their performance based on teacher feedback | “Mango Walk/Jamaican Rumba (Countermelody)” *SOM Gr. 5*["Sweet Potatoes/Mango Walk" STM Gr. 5 (Activity, See Appendix)](https://docs.google.com/document/d/16MrHkRL39q_fUXA6eK_VPt1qDclobmAqw7hhQxU36Jo/edit?usp=sharing)"Shake the Papaya Down" *SBMM* Gr. 4“Hallelujah/Get on Board” *SOM* Gr. 5“Pick A Little/Good Night, Ladies” *SOM* Gr. 5 "Spiritual Trio" OS 3 | **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.  |
| **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 partner songs to create vocal harmony, using proper vocal technique  | Observe students as they sing a partner song and assess their mastery using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1G6_XPpG1NxEkW7ADbCy1FG4O9Q1AUdvF5CUa0vANL6k/edit?usp=sharing)  | “Mango Walk/Jamaican Rumba (Countermelody)” *SOM Gr. 5*["Sweet Potatoes/Mango Walk" STM Gr. 5 (Activity, See Appendix)](https://docs.google.com/document/d/16MrHkRL39q_fUXA6eK_VPt1qDclobmAqw7hhQxU36Jo/edit?usp=sharing)"Shake the Papaya Down" *SBMM* Gr. 4“Hallelujah/Get on Board” *SOM* Gr. 5“Pick A Little/Good Night, Ladies” *SOM* Gr. 5 "Spiritual Trio" OS 3 | Writing: Compare and ContrastIn what ways are the paired partner songs different? In what ways are they similar? List on the whiteboard or complete a Venn diagram.**5.RI.IKI.9** Integrate information from two or more texts on the same topic in order to build content knowledge. **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.  |
| **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.  | On recorder, read and perform songs that include D’-C’-B-A-G-F#-E-D-C using a combination of iconic and traditional notation. Continue to perform accompaniments that include changing chords | Observe students as they play the recorder and assess mastery using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1L7WABxVFdYDCtbR9ULKdApRLoVgIsVT50a1lsLldKLk/edit?usp=sharing).  | “When the Saints Go Marchin’ in” *SOM Gr. 5*“Joyful, Joyful, We Adore Thee” *SOM Gr. 5*[F#: "Praise the Fire" (See Appendix)](https://docs.google.com/document/d/147ZB6GGvgn1XOgHREgt54O-5renQwB3SaH4d_jXoknw/edit?usp=sharing)D': "One More River" *RR*Haunted House *RR*D': "Scotland's Burning" *RR*Tombstone Territory *RR*“Movin’ On” *Easy 8*“New Morning” *Easy 8*“Island Dance” *8 More*“Every Day of the Year” *8 More**Concert Suite* (Intermediate Option) Don Muro Take Time in Life *OS 3*Spiritual Trio *OS 3*Shenandoah *OS 3* | **5.RI.RRTC.10** Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.  |
| **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.FL.VA.7b** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  |
| **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)  | Writing: Students review concert etiquette rubric and take turns being a poor audience member while teacher performs. Then, students to write a letter to an (imaginary) unruly audience member, describing what the audience member did and how it impacted the performance.Writing: Author’s purpose Create a poster to remind audience members of how and why to behave during a formal performance. Include text that is brief and persuasive.**5.RL.CS.6** Describe how a narrator’s or speaker’s point of view influences how events are described.  |

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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. | **G5 Q3 CREATE DOMAIN RESOURCE LIST**SOM=Spotlight On MusicSTM=Share the MusicSBMM=Silver Burdett Making Music RR=Recorder Routes RM=Rhythmically Moving WMD=World Music DrummingOS=Orff Source[*www.dsokids.com*](http://www.dsokids.com/) *(Dallas Symphony Orchestra)* [www.sfskids.org](http://www.sfskids.org/) *(*San Francisco Symphony)<http://www.nyphilkids.org/main.phtml>  (New York Philharmonic)<http://www.classicsforkids.com/> <https://kids.usa.gov/art-and-music/index.shtml><http://teachingwithorff.com/>  |

| QUARTER 3 |
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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.).  | Create complementary rhythmic ostinati | Observe student complementary rhythmic creations using varied timbres | Rhythm Complements Breakout/Unit 3 *WMD* | **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  | Perform question and answer patterns on xylophone and recorder, defining the given phrase length for each part and identifying the home tone of the pentatonic | Observe student performances of melodic questions and answers and assess mastery using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1nx3Pm6ukhRZla6kQphcnYKgjtP6t5uABOsqf8CJjsUI/edit?usp=sharing).  | "Ice Cream Soda" *Recorder Routes*Terrace Tunes *Recorder Routes*“Swing Ol’ Liza” *Strike it Rich!*  | 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.  | Identify starting and stopping pitches for melodic question and answer | As a class, use a pitch stack to circle starting pitches in one color and stopping pitches in a different color for the question. Use a different pitch stack and do the same for the answer. | "Ice Cream Soda" *Recorder Routes*“Swing Ol’ Liza” *Strike it Rich!* | 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.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.).  | Create (notate or record) and perform melody that includes steps, skips, and repeated notes on barred instruments and/or recorder  | *SOM* Grade 3 Resource Master 4•9 “Repeated Notes, Steps, Skips”Observe student performances of created melodies using steps, skips and repeated notes.) Use an appropriate teacher-created or district-provided rubric for [composed melodies](https://docs.google.com/document/d/1-ZlfaHL0tHtJzTT1nBBbKr0k7K7WBJwcq8ahMFLGVdg/edit?usp=sharing) that contain skips, steps and repeated tones.  | “Compose a Pentatonic Melody” *SOM* Gr. 5, p. 247 [Pentatonic Melody Composition](https://drive.google.com/open?id=1HNmlNFr6sHl3Vq27dDKzj9DvhC2qcdzw) | **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. b. Organize an event sequence that unfolds naturally and logically.e. Provide a conclusion that follows from the narrated experiences or events. |
| **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.  | Using knowledge of steps, skips, and repeated notes, work with a partner to give feedback on a created melody. | Observe students given feedback using musical vocabulary | “Compose a Pentatonic Melody” *SOM* Gr. 5, p. 247[Pentatonic Melody Composition](https://drive.google.com/open?id=1HNmlNFr6sHl3Vq27dDKzj9DvhC2qcdzw) | **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.  |
| **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 a created pentatonic melody | Observe students' performance | “Compose a Pentatonic Melody” *SOM* Gr. 5, p. 247[Pentatonic Melody Composition](https://drive.google.com/open?id=1HNmlNFr6sHl3Vq27dDKzj9DvhC2qcdzw) | **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. b. Organize an event sequence that unfolds naturally and logically.e. Provide a conclusion that follows from the narrated experiences or events. |

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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. | **G5 Q3 RESPOND DOMAIN RESOURCE LIST**SOM=Spotlight On MusicSTM=Share the MusicSBMM=Silver Burdett Making Music RR=Recorder Routes RM=Rhythmically Moving WMD=World Music DrummingOS=Orff Source[Musicplayonline.com](http://musicplayonline.com)[*www.dsokids.com*](http://www.dsokids.com/) *(Dallas Symphony Orchestra)* [www.sfskids.org](http://www.sfskids.org/) *(*San Francisco Symphony)<http://www.nyphilkids.org/main.phtml>  (New York Philharmonic)<http://www.classicsforkids.com/> <https://kids.usa.gov/art-and-music/index.shtml><http://teachingwithorff.com/>  |

| QUARTER 3 |
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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.  | While listening to music to identify instruments of the band and orchestra, explain why people may have a preference for one instrument or family of instrument over another. | Observe students' participating in a pair-share about their preferences. | “Dance for Piccolo, Oboe, Bassoon and Side Drum” *SOM Gr. 5*“Chamber Ensemble Montage” *SOM Gr. 5*Sound Bank *SBMM (various grade levels)* Band Examples: Sousa: Stars and Stripes Forever *SBMM* Gr.1 [(Marine Band Performance video)](https://www.youtube.com/watch?v=a-7XWhyvIpE)Holst: Mars from The Planets *SBMM Gr. 4*Grainger: Irish Tune from County Derry *SBMM Gr. 4*Malaguena *SBMM* Gr. 5Orchestra Examples:J.S. Bach: Brandenburg Concerto No. 4: Allegro *SBMM* Gr. 5Stravinsky: Firebird Suite: Infernal Dance *SBMM* Gr. 5 [(San Francisco Symphony Performance video)](https://www.youtube.com/watch?v=Y8Mdw0Qu57s)Haydn: Symphony in G, No. 88, Mvt. 4 *SBMM* Gr. 2 | **5.RL.IKI.7** Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.  |
| **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).  | Explain, citing evidence, how rhythmic questions and answers can be used to create the B, C, and D sections of a rondo  | Observe students as they demonstrate understanding of form during a class discussion. | "The Lobsters and the Fiddler Crab" *Random House Book of Poetry for Children* “Swing Ol’ Liza” *Strike it Rich!* Play that Rhythm *musicplayonline.com* | Comprehension: Literary DevicesAsk students to identify personification (anthropomorphism) and alliteration in the poem “The Lobsters and the Fiddler Crab”. Challenge students to create contrasting rhythm sections by creating word chains of alliteration.**5.RI.KID.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.  |
| **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.).  | Identify individual instruments of the orchestra/band visually and aurally and discuss the tone colors of individual instruments and their families | Assess as students visually and aurally identify instruments. Assess using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1b78WRqEVOnYZaDSyrW33WFQGkm61qWfWYnZuX7Mey4Q/edit?usp=sharing).  | “Dance for Piccolo, Oboe, Bassoon and Side Drum” *SOM Gr. 5*“Chamber Ensemble Montage” *SOM Gr. 5*Sound Bank *SBMM (various grade levels)* Band Examples: Sousa: Stars and Stripes Forever *SBMM* Gr.1 [(Marine Band Performance video)](https://www.youtube.com/watch?v=a-7XWhyvIpE)Holst: Mars from The Planets *SBMM Gr. 4*Grainger: Irish Tune from County Derry *SBMM Gr. 4*Malaguena *SBMM* Gr. 5Orchestra Examples:J.S. Bach: Brandenburg Concerto No. 4: Allegro *SBMM* Gr. 5Stravinsky: Firebird Suite: Infernal Dance *SBMM* Gr. 5 [(San Francisco Symphony Performance video)](https://www.youtube.com/watch?v=Y8Mdw0Qu57s)Haydn: Symphony in G, No. 88, Mvt. 4 *SBMM* Gr. 2 [What is Tone Color?](https://youtu.be/5tGEDgkZlC8)[How Musical Instruments are Classified](https://youtu.be/WencyslK76o) | Writing: Vocabulary and SpellingDevelop students’ musical academic vocabulary by emphasizing proper spelling of instrument and instrument family names. **5.RL.IKI.7** Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem. **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 an instrument's sound characteristics and why a composer might use it to play a unique melody based on it's tone color/timbre | Observe students using musical vocabulary to discuss the composer's intent | [What is Tone Color?](https://youtu.be/5tGEDgkZlC8)[How Musical Instruments are Classified](https://youtu.be/WencyslK76o)Holst: Mars from The Planets *SBMM Gr. 4*Grainger: Irish Tune from County Derry *SBMM Gr. 4*J.S. Bach: Brandenburg Concerto No. 4: Allegro *SBMM* Gr. 5Stravinsky: Firebird Suite: Infernal Dance *SBMM* Gr. 5 [(San Francisco Symphony Performance video)](https://www.youtube.com/watch?v=Y8Mdw0Qu57s) | **5.FL.VA.7a** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.  |
| **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  | Writing: If using this skill for a portfolio evidence collection, allow students to view their performance from the pre-assessment in Quarter 1 or 2 and compare it to a video of a recent performance. **5.W.TTP.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  **5.W.RW.10** Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.  |

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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. | **G5 Q3 CONNECT DOMAIN RESOURCE LIST**SOM=Spotlight On MusicSTM=Share the MusicSBMM=Silver Burdett Making Music RR=Recorder Routes RM=Rhythmically Moving WMD=World Music DrummingOS=Orff Source[*www.dsokids.com*](http://www.dsokids.com/) *(Dallas Symphony Orchestra)* [www.sfskids.org](http://www.sfskids.org/) *(*San Francisco Symphony)<http://www.nyphilkids.org/main.phtml>  (New York Philharmonic)<http://www.classicsforkids.com/> <https://kids.usa.gov/art-and-music/index.shtml><http://teachingwithorff.com/>  |

| QUARTER 3 |
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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).  | Reflect upon which instrument you might most want to learn to play  | Observe class discussion | [*www.dsokids.com*](http://www.dsokids.com/) *(Dallas Symphony Orchestra)* [www.sfskids.org](http://www.sfskids.org/) *(*San Francisco Symphony | **5.RI.CS.6** Analyze the similarities and differences in points of view of multiple accounts of the same event or topic. **5.SL.PKI.4** Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas.   |
| **Cn2.A****Society, Culture and History**Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as comparing how music is used in various cultures and performing it).  | Perform songs and dances from various cultures and historical periods (Such as Bolivia if using the suggested resource) | 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) | "Carnavalito" *Rhythmically Moving* 5 “Los Mariachis” STM Gr. 3 | Writing: Have students write a short paragraph introducing a song or 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 song/dance and its culture/historical period. When speaking, emphasize expression, vocal projection and clear, slow speech.**5.SL.PKI.4** Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas.  |