

Windsor Public Schools
Curriculum Map
Grade 5, Music, Unit 1
BOE Approved Date: **Revised Summer 2021**

Purpose of the Course:

Throughout this course, students in Grade 5 will develop their competency as songwriters and musicians. This will begin with a focus on common song forms as well as the literary and poetic techniques used in lyrics writing as well as explore how an artist's intent and purpose can be determined from their music and lyrics. Students will then create short compositions with guided intent and purpose and explore creating both lyrics and melodic and harmonic elements of a song. Finally, through the lens of social justice, students will identify a topic or cause of personal interest and create musical work designed to raise awareness or support a given cause.

Grade Level: 5

Course Name: General Music

Unit 1: What's in a Song?

Length of the Unit: 10 Lessons (45 Minutes Each)

Purpose of the Unit:

Through this unit students will utilize their knowledge of a diverse collection of songs and explore the formal structures of popular music composition as well as the various musical and literary devices used in the drafting of lyrics. Additionally, they will begin to understand more concretely the interplay between the music and the lyrical content of a song and how the musical elements can be used to highlight or enhance the emotional impact of the lyrics. Students will be able to then apply these skills to analyze both the musical form and the lyrical content of songs.

National Core Arts/Music Standards Addressed in Unit:

[MU:Re7.1.5a](#), [MU:Re7.2.5a](#), [MU:Re8.1.5a](#), [MU:Cn11.0.5a](#)

Essential Questions*:

- How are musical thoughts organized?
- How does the structure of a song influence our perception of and reaction to a song?
- How can decisions regarding form and lyrics reflect an artist's intent?
- What elements from poetry and literature are commonly used in song lyrics?
- What is the connection between song lyrics and other forms of creative writing?

Big Ideas/Students Will Know (Concepts):

- Students will know several different common musical forms.
- Students will know the specific sections and elements that go into creating musical form.
- Students will know the relationship between lyrics and poetic writing.
- Students will know the ways in which music can enhance or augment lyrical impact and meaning.

Students will be able to (Skills*):

**The teacher should use the following as posted and verbal objectives for their classes.*

1. Students will be able to identify the form of specific songs as well as identify the transition between different sections of a song.
2. Students will be able to identify, and support with evidence, the central lyrical theme of a song.
3. Students will be able to identify specific musical elements that either support or are in contrast with the lyrical content of music.
4. Students will be able to perform a variety of songs from various genres and time periods.

Academic Vocabulary: Key Words and Phrases

bridge	intent	mood	refrain
chorus	intro	outro	rhyme scheme
form	listening map	phrase	simile
hook	lyrics	popular song form	strophic
imagery	message	pre-chorus	unity and variety
instrumental break	metaphor	purpose	verse

Common Learning Experiences:

- Engage in rhyming games and develop lyrical fluency
- Listen to, perform, and analyze, musical examples from a wide range of genres and historical periods
- Engage with music through kinesthetic music in the form of movement activities, dance

- activities, or games
- Aurally identify a variety of instruments and instrument families by timbre
- Aurally identify a variety of musical genres
- Use classroom instruments and technology to create or perform music

Significant Task 1: Listening for Intent

MU:Re7.1.5a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

MU:Re7.2.5a: 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).

MU:Cn11.0.5a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Standards-Related Teaching Strategies

Below is a list of suggested teaching strategies that can be used to teach the skills embedded in the standards of this Task. The strategies should be used prior to students attempting to complete the Task.

Standard	Strategy
MU:Re7.1.5a	<ul style="list-style-type: none"> → Model for the class how to perform a close reading of lyrics in order to find the purpose of a song → Use related pictures and images to connect to lyrics, then have students conduct an image search and find an image that they think connects to the song → Show an image to the students before playing a piece of music, have them predict what the music might be like, afterwards have them reflect on their predictions
MU:Re7.2.5a	<ul style="list-style-type: none"> → Have students first look at the lyrics of a song and try to determine their message or purpose - ask them to predict what the music for the song might sound like; after listening to the song, have students reflect on their predictions → Using the above strategy explore both songs where the lyrics and music align (“Rock and

	<p>Roll All Nite”) and songs where there is a disconnect (“Perfect Day”) and discuss the effect the cognitive dissonance can have on our reaction to a song</p> <ul style="list-style-type: none"> → Use literacy strategies that highlight the figurative language in lyrics → Compare and contrast the musical and lyrical content of verses and choruses or hooks; discuss with students the repetition and “catchy” melodies found in the hook or chorus; discuss what is the purpose for those musical traits
<p>MU:Cn11.0.5a</p>	<ul style="list-style-type: none"> → Use strategies such as highlighting, word clouds, sticky notes, or other strategies to identify the most important lines in a text → Use various literacy strategies to drill down and isolate the central meaning or phrase of a song

Students will perform a close listening of the lyrics to a song with a focus on discerning the artist’s message or intent. Students will participate in close reading, group discussion, and journaling to help solidify their ideas. Students will submit a written summary of the purpose or meaning of the lyrics to a song.

Grading Rubric TBD

Extend/Enrich:

Have students create a word cloud poster which focuses the largest text on the central phrase or meaning from a song, but also includes other meaningful lyrics and phrases in sizes and shapes relative to their importance.

Timeline: 5 Lessons

Key vocabulary:

- chorus
- imagery
- intent
- lyrics
- message
- metaphor
- mood
- phrase
- purpose
- refrain
- rhyme scheme

- simile
- verse

Resources:

Suggested Musical Examples:

[“Gonna Be an Engineer”](#) - Peggy Seeger (Women’s Rights)

[“Fast Car”](#) - Tracy Chapman (Personal Freedom)

[“Wayfaring Stranger”](#) - Rhiannon Giddens (Spiritual/Loss)

[“No Regrets”](#) - Aesop Rock (Individuality/SEL)

[“Perfect Day”](#) - Lou Reed (Introspection) *useful for teaching how musical elements can create cognitive dissonance with lyrics

[“Rock and Roll All Nite”](#) - KISS (Party/Celebration)

[The Secret to Writing Lyrics](#) - video discusses *writing* lyrics but is useful for teachers to watch as a reminder of things to discuss from lyrics with students. Later can be shared with students when they want to start writing lyrics.

Significant Task 2: Breaking Apart a Song

MU:Re7.1.5a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

MU:Re7.2.5a: 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).

MU:Re8.1.5a: Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers’ and personal interpretations to reflect expressive intent.

Standards-Related Teaching Strategies

Below is a list of suggested teaching strategies that can be used to teach the skills embedded in the standards of this Task. The strategies should be used prior to students attempting to complete the Task.

Standard	Strategy
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MU:Re7.1.5a	<ul style="list-style-type: none"> → Include image maps when playing music examples for students to provide them with a more personal context; when analyzing form try to use something more meaningful than just shapes or letters
MU:Re7.2.5a	<ul style="list-style-type: none"> → When discussing and learning about the different sections of a song (verse, chorus, etc.) connect the musical characteristics of each section and how it impacts their response → Focus student attention on concepts such as repetition, singability, and familiarity. How does it feel to hear a song we know well? What parts of a song do we often want to sing along with? How does the pre-chorus prepare the listener for the chorus? → Model looking for patterns and repetition in lyrics. Discuss these ideas with students: “Even outside of a chorus, how do repeated lyrics connect listeners to the broader form of a song? What are literary devices found in lyrics that can give listeners clues about the musical form?”
MU:Re8.1.5a	<ul style="list-style-type: none"> → Identify the way musical elements such as texture, instrumentation, tempo, and dynamics can vary between sections of a song → When designing listening maps, find ways to visually incorporate textural changes in the music

Students will identify the structural elements of a song’s form and rhyme scheme and how these elements can be combined in variation for different musical intents. Students will use listening maps, graphic organizers, as well as music technology to help visualize common patterns in music. Students will generate basic listening maps based on teacher selected works.

Grading Rubric TBD

Extend/Enrich:

Have students generate visual listening maps for their own chosen songs. Have a student import a song into Soundtrap and remix it by changing the order of verses, chorus, and other sections. Songs could also create their own song using technology that follows a common form.

Timeline: 5 Lessons

Key vocabulary:

- bridge
- chorus
- form
- hook
- instrumental break
- intro
- listening map
- outro
- popular song form
- pre-chorus
- refrain
- rhyme scheme
- strophic
- unity and variety
- verse

Resources:

[Learn Popular Music Song Structure](#) - An amusing music video that teaches the form of Intro, Verse, Pre-Chorus, Chorus, Verse, Pre-Chorus, Chorus, Instrumental Break, Bridge, Chorus, Ending.

[Anatomy of a Song](#) - More a resource for teachers or for student enrichment. Gets into a deeper understanding of the functions of the parts of songs and can help inform instruction for students.

[Listening Maps as a Means for Understanding Music](#) - A short article with links to additional resources for listening maps.

Common Assessments:

Unit Post-Assessment

Teacher will present a text (video, story, etc.) and a playlist of songs to students. The students will choose the song they feel best represents the given text and explain the reasoning behind their choice.

Teacher Notes:

When looking for music examples try to look for examples that students can approximate or play

on classroom instruments. This allows you to have students perform the works before or after analyzing the lyrics or form and makes the analysis more relevant and personal.