

# SMCPS Course Syllabus



<b>Course:</b>	Music (General & Chorus) - Grade 5	<b>Course Number:</b>	
<b>Dates Covered:</b>	2019-2020	<b>Course Duration:</b>	Year Long
<b>Text Resources:</b> used throughout the course	Including, but not limited to the following: Silver-Burdett Making Music		
<b>Supplemental Resources:</b> used throughout the course	(A variety of songs and pieces of music as determined by the teacher.) <a href="#">Teacher Edition</a> isbn10: 0382343581 <a href="#">Resource Book</a> isbn10: 0382344790 <a href="#">Activities for the Substitute Teacher - CD Package K-8</a> isbn10: 0382341406 <a href="#">Keyboard Accompaniment Book</a> <a href="#">Listening Map Transparencies</a> isbn10: 0382344642 <a href="#">Master Index and Correlations K-8</a> <a href="#">Student Edition</a> isbn10: 0382343492      isbn10: 038234488X isbn10: 0382348885		
<b>MCCRS Connection:</b> Appropriate connections to be regularly included in the planning for implementation of the standards below	How will students <ul style="list-style-type: none"> <li>• Demonstrate independence</li> <li>• Build strong relationships</li> <li>• Respond to the varying demands of audience, task, purpose, and discipline.</li> <li>• Comprehend, as well as critique</li> </ul> <ul style="list-style-type: none"> <li>• Value evidence</li> <li>• Use technology and digital media strategically and capably</li> <li>• Understand other perspectives and cultures</li> <li>• Make sense of problems and persevere in solving them</li> </ul> <ul style="list-style-type: none"> <li>• Reason abstractly and quantitatively</li> <li>• Construct viable arguments and critique the reasoning of others</li> <li>• Model with music</li> <li>• Use appropriate tools strategically</li> </ul> <ul style="list-style-type: none"> <li>• Attend to precision</li> <li>• Look for and make use of structure</li> <li>• Look for and express regularity in repeated reasoning</li> </ul>		

## Scope and Sequence:

Semester	Unit/Theme	Learning Objectives	Revolving Indicators	Instructional Resources (e.g., text and chapters)	Classroom Assessments
1	(To be determined by the teacher.)	<b>1.0 Perceiving and Responding: Aesthetic Education – Students will demonstrate the ability to perceive, perform, and respond to music.</b> 1. Develop awareness of the characteristics of musical sounds and the diversity of sounds in the environment. <ol style="list-style-type: none"> <li>Identify a variety of instruments by sight and sound, including the flute, clarinet, saxophone, trumpet, trombone, tuba, violin, cello, tympani, bass drum, snare drum, cymbals, and xylophone.</li> <li>Identify rondo form in music when presented aurally.                             <ul style="list-style-type: none"> <li>Define the term form as the way a musical composition is organized.</li> </ul> </li> <li>Describe environmental sounds heard with attention to tone color and intervals (same, step, skip).                             <ul style="list-style-type: none"> <li>Define the term interval.</li> <li>Identify visually on the staff intervals of a 2<sup>nd</sup>, 3<sup>rd</sup>, 5<sup>th</sup>, and octave.</li> <li>Identify aurally intervals of a 2<sup>nd</sup>, 3<sup>rd</sup>, 5<sup>th</sup>, and octave.</li> </ul> </li> <li>Listen to and identify voices as soprano, alto, tenor, or bass.</li> </ol>	1.1.c Read music notation including dynamics ( <b>p, f, mp, mf</b> , pp, ff), tempo ( <b>allegro, adagio, moderato</b> , and andante), and meter (2/2, <b>2/4, 3/4, 4/4</b> , 6/8, <b>5/4</b> , 12/8). <ul style="list-style-type: none"> <li>Define the terms dynamics, tempo, and time signature.</li> <li>Demonstrate understanding of how to read a time signature.</li> </ul>	Including, but not limited to the following: Silver-Burdett Making Music	Project Evaluations Test and Quizzes Discussion Notes Performances

		<p>f. Listen to and identify instruments from various world cultures, such as the steel drum, pan pipes, conga drum, gong, tabla, sitar, and guitar.</p> <ul style="list-style-type: none"> <li>Identify above instruments visually and aurally.</li> </ul> <p>3. Respond to music through movement.</p> <p>a. Perform improvised movement to communicate meaning or feeling in music.</p> <ul style="list-style-type: none"> <li>Define the term improvise.</li> </ul> <p>4. Experiment with standard and individually created symbols to represent sounds.</p> <p>b. Write simple melodic patterns from dictation using quarter, eighth, half, whole, dotted half, and four sixteenth notes and corresponding rests (melodic range of five notes, 2 measures).</p> <p><b>2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of music as an essential aspect of history and human experience.</b></p> <p>1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression.</p> <p>b. Listen to, perform, and compare how music is used to celebrate holidays in various world cultures.</p> <p>c. Listen to music examples from various world cultures and describe how form is used.</p> <ul style="list-style-type: none"> <li>African Continent</li> </ul> <p>e. Use oral and written language to describe aural musical examples as both personal and societal expression, and convey what those examples express.</p> <p><b>3.0 Creative Expression and Production: Students will demonstrate the ability to organize musical ideas and sounds creatively.</b></p> <p>1. Demonstrate the ability to improvise music through experimentation with sound.</p> <p>a. Improvise countermelodies, using familiar repertoire.</p> <p>b. Improvise vocal or instrumental music using current technology.</p> <p>2. Develop the ability to compose and arrange music by experimenting with sound and the tools of composition.</p> <p>b. Create simple rhythmic and melodic patterns that show contrast: whole notes and whole rests, half notes and half rests, quarter notes and quarter rests, two eighth notes connected, sixteenth notes, and tied notes (4 measures).</p>	<p>1.2.a Perform accurately simple rhythms at sight from standard notation: four sixteenth notes, eighth rests.</p> <p>1.2.b Sing and play a varied repertoire of music representing diverse genres, styles, and world cultures, adhering to given expression markings.</p> <p>1.2.d Perform accurately and independently instrumental parts while other students sing or play contrasting parts.</p> <p>1.2.e Sing or play in groups, blending timbres, matching dynamic levels, and responding to the conducting cues of the teacher.</p> <ul style="list-style-type: none"> <li>Apply to a performance of an ensemble concert style event for an audience.</li> </ul> <p>1.4.d Read and perform simple pitch and rhythm notation on the treble staff in the keys of <b>F</b> and <b>G</b> major, using solfeggio or a comparable system.</p> <ul style="list-style-type: none"> <li>Demonstrate knowledge of the key signatures for <b>F</b>, <b>C</b>, and <b>G</b> major.</li> </ul> <p>2.2.b Perform authentic songs and dances from a variety of historical periods and world cultures, including some connected to the general classroom studies.</p> <ul style="list-style-type: none"> <li>Baroque</li> </ul>		
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			<ul style="list-style-type: none"> <li>• Classical</li> <li>• Romantic</li> <li>• 20<sup>th</sup> Century</li> <li>• African Continent</li> </ul> <p>2.3.b Describe ways to relate music content, processes, and skills with those of other subject areas taught in school.</p> <p>4.1.a Explain personal preferences for specific musical works and styles, using music terminology.</p> <ul style="list-style-type: none"> <li>• Dynamics</li> <li>• Instruments</li> <li>• Pitch</li> <li>• Tempo</li> </ul> <p>4.2.a Devise and apply criteria to evaluate class and individual performances.</p>		
	Common Assessments (PLC)			County Assessment	
	Reviewed at the monthly PLC meetings.			Semester	
Semester	Unit/Theme	Learning Objectives	Revolving Indicators	Instructional Resources (e.g., text and chapters)	Classroom Assessments
2	(To be determined by the teacher.)	<p><b>1.0 Perceiving and Responding: Aesthetic Education – Students will demonstrate the ability to perceive, perform, and respond to music.</b></p> <p>2. Experience performance through singing and playing instruments in general, vocal, and instrumental settings, and listening to performances of others.</p> <p>c. Sing songs accurately in simple two-part harmony using two-staff systems.</p> <p>3. Respond to music through movement.</p> <p>b. Conduct music in three meter.</p> <ul style="list-style-type: none"> <li>• Identify a standard written representation of a conducting pattern in a meter of 3.</li> </ul> <p>4. Experiment with standard and individually created symbols to represent sounds.</p> <p>a. Read standard chord symbols and play the represented chords on classroom instruments, (I, IV, and V chords).</p> <ul style="list-style-type: none"> <li>• Define the term chord.</li> <li>• Demonstrate knowledge of I, IV, and V chords in the keys of C, F, and G.</li> </ul>	<p>1.1.c Read music notation including dynamics (<b>p, f, mp, mf, pp, ff</b>), tempo (<b>allegro, adagio, moderato, and andante</b>), and meter (<b>2/2, 2/4, 3/4, 4/4, 6/8, 5/4, 12/8</b>).</p> <ul style="list-style-type: none"> <li>• Define the terms dynamics, tempo, and time signature.</li> <li>• Demonstrate understanding of how to read a time signature.</li> </ul>	Including, but not limited to the following: Silver-Burdett Making Music	<p>Project Evaluations</p> <p>Test and Quizzes</p> <p>Discussion Notes</p> <p>Performances</p>

		<p>c. Create and notate melodies on the treble staff using standard notation (4 measures).</p> <p><b>2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of music as an essential aspect of history and human experience.</b></p> <ol style="list-style-type: none"> <li>Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression. <ol style="list-style-type: none"> <li>Describe how music reflects daily experience in North America.</li> <li>Identify and describe roles of musicians in North America.</li> <li>Describe various careers in music and ways that they may provide personal satisfactions.</li> </ol> </li> <li>Become acquainted with the roles of music in the lives of people. <ol style="list-style-type: none"> <li>Listen to, explain, and provide supporting evidence of ways in which selected works from standard music literature correspond to specific historical events.</li> <li>Listen to and compare musical examples that represent styles and traditions from various historical periods and world cultures. <ul style="list-style-type: none"> <li>Baroque</li> <li>Classical</li> <li>Romantic</li> <li>20<sup>th</sup> Century</li> <li>African</li> <li>Asian</li> <li>Latin</li> <li>Western</li> </ul> </li> </ol> </li> <li>Explore the relationship of music to dance, theatre, the visual arts, and other disciplines. <ol style="list-style-type: none"> <li>Describe similarities and differences in the meanings of terms that music, dance, drama, and the visual arts have in common.</li> </ol> </li> <li>Develop knowledge of a wide variety of styles and genres through the study of music history. <ol style="list-style-type: none"> <li>Listen to and compare music from various periods in music history, world cultures, and works written by exemplary composers. <ul style="list-style-type: none"> <li>Baroque (George Friderich Handel)</li> <li>Classical (Wolfgang Amadeus Mozart)</li> <li>Romantic (Edvard Grieg)</li> <li>20<sup>th</sup> Century (Aaron Copeland)</li> </ul> </li> <li>Describe how specific instruments are used in a variety of musical styles and genres throughout history. <ul style="list-style-type: none"> <li>Baroque (harpsichord)</li> <li>Jazz (piano)</li> </ul> </li> </ol> </li> </ol> <p><b>3.0 Creative Expression and Production: Students will demonstrate the ability to organize musical ideas and sounds creatively.</b></p> <ol style="list-style-type: none"> <li>Develop the ability to compose and arrange music by experimenting with sound and the tools of composition. <ol style="list-style-type: none"> <li>Compose, arrange, and notate music to accompany readings or</li> </ol> </li> </ol>	<p>1.2.a Perform accurately simple rhythms at sight from standard notation four sixteenth notes, eighth rests.</p> <p>1.2.b Sing and play a varied repertoire of music representing diverse genres, styles, and world cultures, adhering to given expression marking.</p> <p>1.2.d Perform accurately and independently instrumental parts while other students sing or play contrasting parts.</p> <p>1.2.e Sing or play in groups, blending timbres, matching dynamic levels, and responding to the conducting cues of the teacher. <ul style="list-style-type: none"> <li>Apply to a performance of an ensemble concert style event for an audience.</li> </ul> </p> <p>1.4.d Read and perform simple pitch and rhythm notation on the treble staff in the keys of <b>F</b> and <b>G</b> major, using solfeggio or a comparable system. <ul style="list-style-type: none"> <li>Demonstrate knowledge of the key signatures for <b>F</b>, <b>C</b>, and <b>G</b> major.</li> </ul> </p> <p>2.2.b Perform authentic songs and dances from a variety of historical periods and world cultures, including some connected to the general classroom studies. <ul style="list-style-type: none"> <li>Baroque</li> </ul> </p>		
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		<p>dramatizations.</p> <p>b. Create simple rhythmic and melodic patterns that show contrast: whole notes and whole rests, half notes and half rests, quarter notes and quarter rests, two eighth notes connected, sixteenth notes, and tied notes (4 measures).</p> <p>c. Compose and use traditional notation to preserve chordal patterns which enhance given melodies.</p>	<ul style="list-style-type: none"> <li>• Classical</li> <li>• Romantic</li> <li>• 20<sup>th</sup> Century</li> <li>• African Continent</li> </ul> <p>2.3.b Describe ways to relate music content, processes, and skills with those of other subject areas taught in school.</p> <p>4.1.a Explain personal preferences for specific musical works and styles, using music terminology.</p> <ul style="list-style-type: none"> <li>• Dynamics</li> <li>• Instruments</li> <li>• Pitch</li> <li>• Tempo</li> </ul> <p>4.2.a Devise and apply criteria to evaluate class and individual performances.</p>		
	Common Assessments (PLC)			County Assessment	
	Reviewed at the monthly PLC meetings.			Semester	

## Grading Elements:

Weight	Grading Element	Example Evidence of Learning	Frequency
40%	Process	Homework, classwork, participation and effort, formative assessments	
60%	Product	Projects, performances, quizzes, tests, written work, summative assessments	

## Teacher Information:

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