

COURSE TITLE:

VOCAL/GENERAL MUSIC
GRADE 5

LENGTH:

FULL YEAR

SCHOOLS:

PIERREPONT SCHOOL
UNION SCHOOL

RUTHERFORD, NEW JERSEY

DATE:

SPRING 2015

Pierrepont School & Union School
Rutherford, NJ
VOCAL/GENERAL MUSIC GR. 5
Spring 2015

1. INTRODUCTION/OVERVIEW/PHILOSOPHY

“Life without music would be a mistake.”

Friedrich Nietzsche (1844-1900)

Music is a subject that touches every aspect of learning and affects every aspect of life. The purpose of this class is to develop an appreciation of the scope and importance of music as students are exposed to various musical styles, genres and cultures. Students need to become active listeners and participants in all areas of music, both on and off of the stage, and in and out of the classroom.

Students in Grade 5 General Music will further develop their understanding of music theory through more detailed work with scales, chords, and singing in harmony. Students will also continue developing their vocal abilities through an expanded repertoire, pitch matching skills and vocal pedagogy. Students will demonstrate these skills through various performance opportunities.

2. OBJECTIVES

A. NEW JERSEY CORE CURRICULUM CONTENT STANDARDS NJCCCS

For a complete copy of the NJ Core Curriculum Content Standards for Visual and Performing Arts, Technology, and 21st Century Life and Careers, please visit the following website:

<http://www.state.nj.us/education/cccs/>

VISUAL AND PERFORMING ARTS

STANDARD1.1

THE CREATIVE PROCESS: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

STANDARD 1.2

HISTORY OF THE ARTS AND CULTURE: All students will understand the role, development, and influence of the arts throughout history and across cultures.

STANDARD 1.3

PERFORMING: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

STANDARD 1.4

AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

TECHNOLOGY

STANDARD 8.1

TECHNOLOGY: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge

21st CENTURY LIFE and CAREERS

STANDARD 9.2

CAREER AWARENESS, EXPLORATION, AND PREPARATION: Review career goals and determine steps necessary for attainment

CAREER READY PRACTICES

CRP1: Act as a responsible and contributing student

CRP2: Apply appropriate academic and technical skills

CRP3: Attend to personal health and well-being

B. COURSE OUTLINE

All standards cited in course outline are through Grade 5.

Student Outcomes:

After successfully completing this course, students will continue to advance their knowledge of melody, harmony, rhythm, and music technology and their impact on music.

- **Melody**

Identify melody patterns from notation (note names), like and unlike phrases in notation and discover high, middle or low registers in both voice and instruments. Continue to develop vocal technique.

- **Harmony**

Differentiate between major and minor scales, identify unison and harmonic singing and playing, begin to sing in parts. Become more aware of the use of texture in music.

- **Rhythm**

Students will identify note values and their relative rests, recognize time signatures in two, three and four, learn to read conducting patterns in 2, 3, & 4. Students will also be able to explain the special feeling of syncopation, or dotted rhythms, through gestures, singing, or playing instruments.

- **Artistic Impact**

Develop appreciation for various styles, artists, and cultural traditions. Understand and use music vocabulary (introduction, verse, chorus, coda, theme, variations, dynamic and tempo markings, rondo form). Students will recognize the sound of specific instruments.

- **Technology**

Students will have access to computers, CD's, the Internet and other technologies to accompany lessons as deemed appropriate.

3. PROFICIENCY LEVELS

This course is designed for all students in grade 5. Students are expected to possess a lively interest in singing, gain a deeper understanding of music theory, and continue to develop an appreciation of music styles and cultures.

4. METHODS OF ASSESSMENT

- **Student Assessment**

The teacher will provide a variety of assessments, including:

- Classroom participation
- Singing in unison and harmony
- Playing instruments
- Participation in various in-class performance activities
- Participation in various performance activities
- Instructional activities

- **Curriculum/Teacher Assessment**

There will be an ongoing self and department assessment to determine the effectiveness of all aspects of the music program, including:

- Teacher/departmental meetings
- Teacher observations
- Completed projects
- Performances
- Self evaluation/PDP
- Supervisor/principal evaluations
- Suggestions for changes to area supervisor

5. GROUPING

This course is designed for students in Grade 5.

6. ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME

This course is designed to meet once per week and encompasses one academic year.

7. RESOURCES

Texts: Music Connection, Silver Burdett-Ginn, 1995, and assorted content appropriate songbooks.

8. METHODOLOGIES

- Teacher demonstration
- Teacher presentation of material
- Exposure to various styles of music
- Group activities

9. SUGGESTED ACTIVITIES

- Vocal warm-ups
- Ear-training exercises
- Rhythm drills
- Classroom performances
- Concert performances
- Interdisciplinary activities
- Listening to various styles of music
- Critique of peer performances

10. DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills

- Scaffolding
 - word walls
 - sentence frames
 - think-pair-share
 - cooperative learning groups
 - teacher think-alouds

11. INTERDISCIPLINARY CONNECTIONS

- Social Studies – correlation to historical events
- Math – correlation of note values and fractions
- Science – songs dealing with science curriculum
- Technology – use of computers and the Internet for research
- English – reinforcement of reading skills
- Foreign Language – exposure to songs of other cultures
- Health – use of proper posture and vocal technique
- Physical Education – integration of gross motor activities
 - Appropriate and competent use of relevant websites and digital software and equipment 8.1.8
 - Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.8
 - Presentation and exploration of related career possibilities 9.2.8
 - Working in teams to create group based learning activities and projects CRP1
 - Application of skills learned in class to project based activities CRP2
 - Emphasis on importance of proper nutrition for student learning CRP3

12. PROFESSIONAL DEVELOPMENT

As per the PDP/100 hour statement, the teacher will continue to improve expertise through participation in a variety of professional development opportunities.

13. CURRICULUM MAP – VOCAL/GENERAL MUSIC GR. 5

<i>Class</i>	September	October	November	December	January
Gr. 5 Vocal/General Music	-Lines & spaces in treble clef -Tempo -Note values -Hispanic Heritage Month	-Program Music Danse Macabre Sorcerer's Apprentice -Hispanic Heritage Month - Rhythms - Reading, singing and playing -Halloween songs	-Thanksgiving songs -Veterans Day -Patriotic songs -Nutcracker Suite	-Holidays & their music from around the world	-Pentatonic scale -Asian music

<i>Class</i>	February	March	April	May	June
Gr. 5 Vocal/General Music	-Black History Month -Underground RR -Songs of Friendship	-Rounds -Irish songs -Spring songs -Beginning ear training	-Jazz Month -Jazz artists report -Environmental songs (Earth Day)	-Patriotic songs -American folk songs -Summer songs	-Camp songs -Recap of songs from the entire year