



Quarter 1

Semester Content Guide 2015-2016
Music – Intermediate 3 (Grade 5): 5013110
Course Length: Year

Big Ideas:

C: Critical Thinking and Reflections
S: Skills and Techniques

O: Organizational Structure
H: Historical and Global Connections

F: Innovation, Technology and the Future



Next Generation Sunshine State Standards

Florida Standards

MU.5.F.3.1 Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.
Remarks/Examples: e.g., dedicated, works toward mastery, punctual, prepared, dependable, self-disciplined, solutions-oriented

MU.5.C.1.1 Discuss and apply listening strategies to support appreciation of musical works.
Remarks/Examples: e.g., focus: structure, instrumentation, tempo, dynamics, melodic line, rhythm patterns, style/genre; organize: listening maps, active listening, checklists

MU.5.O.1.1 Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.
Remarks/Examples: e.g., rhythm patterns, melody, timbre, form, tonality, harmony, meter, key; styles: Classical, Baroque, Romantic, nationalistic, jazz

MU.5.C.1.3 Identify, aurally, selected instruments of the band and orchestra.
Remarks/Examples: e.g., violin, cello, string bass, flute, clarinet, oboe, bassoon, trumpet, trombone, tuba, French horn, bass drum, snare drum, xylophone, chimes, piano, harpsichord

MU.5.C.2.1 Define criteria, using correct music vocabulary, to critique one's own and others performance.
Remarks/Examples: e.g., intonation, balance, blend, timbre

MU.5.S.2.2 Apply performance techniques to familiar music.

MU.5.S.2.1 Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.

MU.5.O.3.1 Examine and explain how expressive elements, when used in a selected musical work, affect personal response.
Remarks/Examples: e.g., tempo, dynamics, timbre, texture, phrasing, articulation

MU.5.S.1.4 Sing or play simple melodic patterns by ear with support from the teacher.

MU.5.S.3.1 Sing part songs in an appropriate range, using proper vocal technique and maintaining pitch.

MU.5.S.3.4 Play melodies and accompaniments, by ear, using classroom instruments.

MU.5.S.3.2 Play melodies and accompaniments, using proper instrumental technique, on pitched and unpitched instruments.

MU.5.H.1.1 Identify the purposes for which music is used within various cultures.
Remarks/Examples: e.g., communication, celebration, ceremony

MU.5.H.1.3 Compare stylistic and musical features in works originating from different cultures.
Remarks/Examples: e.g., use of rhythm, texture, tonality, use of folk melodies, improvisation, instrumentation, aural/oral traditions, principle drumming patterns

MU.5.H.3.1 Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.
Remarks/Examples: e.g., reading, writing, observing, listening, evaluating, embellishing, revising

Essential Outcome Questions

- How can we demonstrate proper musician behavior?
- What effect does changing the elements of music have on a familiar song?
- Define intonation, balance, blend, and timbre and how can they be applied to classroom music?
- How do the expressive elements affect understanding and performance of music?
- What are proper instrument and vocal techniques?
- What are similarities and differences in music from different cultures around the world?
- How are the terms of music similar to other subject areas?

**Aligned Learning Goals
(Content Statements)**

Resources/Activities

CPALMS

***Strategies for
Differentiation***

<p>Behavior MU.5.F.3.1 (Q-14)</p> <ul style="list-style-type: none">• Demonstrate proper classroom musician behavior such as punctual, preparedness, self-control, goal oriented drive, and work ethic. <p>Elements of Music MU.5.C.1.1, MU.5.O.1.1 (Q1-4)</p> <ul style="list-style-type: none">• Use and create listening maps to identify the structure, instrumentation, melodic line, and expressive elements of a musical work.• Analyze music of the classical style identifying the rhythm patterns, melody, timbre, form and meter. <p>Instruments of the Orchestra MU.5.C.1.3 (Q1-4)</p> <ul style="list-style-type: none">• Identify by ear instruments of the orchestra and band. <p>Performance Techniques MU.5.C.2.1, MU.5.S.2.2</p> <ul style="list-style-type: none">• Define the terms intonation, balance, blend, and timbre.• Identify and apply performance techniques such as blend, balance, and timbre to classroom music. <p>Expressive Elements MU.5.S.2.1, MU.5.O.3.1</p> <ul style="list-style-type: none">• Apply expressive elements and knowledge of form in the rehearsal and performance setting.• Analyze and explain how expressive elements in a musical work affect personal response. <p>Instrument/Vocal Technique MU.5.S.1.4, MU.5.S.3.1, MU.5.S.3.2, MU.5.S.3.4</p> <ul style="list-style-type: none">• Sing or play short melodic patterns in a question and answer format.• Sing or play short melodic patterns in a question and answer format.• Demonstrate mastery of proper unpitched and pitched percussion performance techniques.• Perform melodies and accompaniments, by ear, using classroom instruments. <p>Music of World Cultures MU.5.H.1.1, MU.5.H.1.3</p>			
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- Identify and describe music from world music that is used in various types of ceremonies and events (I.E. weddings, funerals, graduation, etc.
 - Describe using correct musical terminology the similarities and differences in rhythms, instrumentation, and melodies of music from around the world.
- Cross-curricular Connections**
 MU.5.H.3.1
- Identify the similarities and differences between terminology used in music and in other subjects taught in school.

Vocabulary:

Responsibility, Acceptance, Respect, Citizenship, Kindness, Commitment, Honesty, Courage, Integrity, Self-Control, Cooperation

Rhythm Patterns, Melody, Timbre, Form(Binary, Ternary, Rondo, Theme and Variations), Meter, Melodic Contour, Listening Map Instrumentation, Classical Music

violin, cello, string bass, flute, clarinet, oboe, bassoon, trumpet, trombone, tuba, French horn, bass drum, snare drum, xylophone, piano

Intonation, balance, blend, timbre

Expressive Elements – Tempo (Adagio and Allegro), Dynamics(Piano and Forte)

Music of World Cultures – Ceremony, Celebration, Traditions

[Music DOK Wheel](#)

Teacher Created Assessments - Guidelines	
DOK Level 1	Recall or Reproduction
DOK Level 2	Skills and Basic Reasoning
DOK Level 3	Strategic Thinking and Complex Reasoning
DOK Level 4	Extended Thinking and Reasoning



Quarter: 2

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Next Generation Sunshine State Standards

Florida Standards

MU.5.C.1.1 Discuss and apply listening strategies to support appreciation of musical works.

Remarks/Examples: e.g., focus: structure, instrumentation, tempo, dynamics, melodic line, rhythm patterns, style/genre; organize: listening maps, active listening, checklists

MU.5.O.1.1 Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.

Remarks/Examples: e.g., rhythm patterns, melody, timbre, form, tonality, harmony, meter, key; styles: Classical, Baroque, Romantic, nationalistic, jazz

MU.5.C.1.3 Identify, aurally, selected instruments of the band and orchestra.

Remarks/Examples: e.g., violin, cello, string bass, flute, clarinet, oboe, bassoon, trumpet, trombone, tuba, French horn, bass drum, snare drum, xylophone, chimes, piano, harpsichord

MU.5.C.2.1 - Define criteria, using correct music vocabulary, to critique one's own and others performance.

MU.5.S.2.2 - Apply performance techniques to familiar music.

MU.5.S.2.1 - Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.

MU.5.O.3.2 - Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.

MU.5.S.3.1 Sing part songs in an appropriate range, using proper vocal technique and maintaining pitch.

MU.5.S.3.2 Play melodies and accompaniments, using proper instrumental technique, on pitched and unpitched instruments.

MU.5.S.3.4 Play melodies and accompaniments, by ear, using classroom instruments.

MU.5.S.1.3 - Arrange a familiar song by manipulating specified aspects of music.

MU.5.S.3.5 - Notate rhythmic phrases and simple diatonic melodies using traditional notation.

MU.5.H.1.1 - Identify the purposes for which music is used within various cultures.
Remarks: communication, celebration, ceremony

MU.5.H.1.3 - Compare stylistic and musical features in works originating from different cultures.
Remarks: use of rhythm, texture, tonality, use of folk melodies, improvisation, instrumentation, aural/oral traditions, principle drumming patterns

MU.5.H.3.1 - Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.

Essential Outcome Question

- What effect does changing the elements of music have on a familiar song?
- Define intonation, balance, blend, and timbre and how can they be applied to classroom music?
- How do the expressive elements affect understanding and performance of music?
- What are proper instrument and vocal techniques?
- What are similarities and differences in music from different cultures around the world?
- How are the terms of music similar to other subject areas?

**Aligned Learning Goals
(Content Statements)**

Resources

CPALMS

***Strategies for
Differentiation***

Elements of Music

MU.5.C.1.1, MU.5.O.1.1 – Use and create instrumental accompaniments to identify the structure, instrumentation, melodic line, and expressive elements of a musical work

Instruments of the Orchestra

MU.5.C.1.3 (Q1-4)

- Identify by ear instruments of the orchestra and band.

Performance Techniques

MU.5.C.2.1, MU.5.S.2.2

- Define the terms intonation, balance, blend, and timbre.
- Identify and apply performance techniques such as blend, balance, and timbre to classroom music.

Expressive Elements

MU.5.S.2.1, MU.5.O.3.2

- Apply expressive elements and knowledge of form in the rehearsal and performance setting.
- Perform music that changes in tempo and dynamics that has various timbres and textures.

Instrument/Vocal Techniques

MU.5.S.3.2, MU.5.S.3.1, MU.5.S.3.4

- Demonstrate mastery of proper unpitched and pitched percussion performance techniques.
- Sing or play short melodic patterns in a question and answer format.
- Perform melodies and accompaniments, by ear, using classroom instruments.

Rhythm Notation

MU.5.S.3.5, MU.5.S.1.3

- Notate rhythmic phrases and simple diatonic melodies using quarter notes, beamed eighth notes, half notes, whole notes, corresponding rests, dotted half notes, sixteenth notes, and syncopation.
- Arrange a familiar by manipulating rhythm

Music of World Cultures

MU.5.H.1.1, MU.5.H.1.3

- Identify and describe world music (South American and African) that is used in various types of ceremonies and events (I.E. weddings, funerals, graduation, etc.)
- Describe using correct musical terminology the similarities and differences in rhythms, instrumentation, and melodies of music from around the world.

Cross-Curricular

MU.5.H.3.1

- Identify the similarities and differences between terminology used in music and in other subjects taught in school.

Vocabulary: Styles and Elements of Music - Rhythm Patterns, Melody, Timbre, Form(Binary, Ternary, Rondo, Theme and Variations), Meter, Melodic Contour, Classical Music, Accompaniment

Performance Techniques – Intonation, Balance, Blend, Timbre

Expressive Elements – Tempo(Adagio and Allegro), Dynamics(Piano and Forte)

Instrument/Vocal Technique - rhythmic: quarter notes, beamed eighth notes, half notes, whole notes; corresponding rests; dotted half note; sixteenth notes; syncopation

World Music – Ceremony, Celebrations, Traditions

[Music DOK Wheel](#)

Teacher Created Assessments - Guidelines	
DOK Level 1	Recall or Reproduction
DOK Level 2	Skills and Basic Reasoning
DOK Level 3	Strategic Thinking and Complex Reasoning
DOK Level 4	Extended Thinking and Reasoning



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- F: Innovation, Technology and the Future

Next Generation Sunshine State Standards

Florida Standards

MU.5.C.1.1 Discuss and apply listening strategies to support appreciation of musical works.

Remarks/Examples: e.g., focus: structure, instrumentation, tempo, dynamics, melodic line, rhythm patterns, style/genre; organize: listening maps, active listening, checklists

MU.5.O.1.1 Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.

Remarks/Examples: e.g., rhythm patterns, melody, timbre, form, tonality, harmony, meter, key; styles: Classical, Baroque, Romantic, nationalistic, jazz

MU.5.C.1.3 Identify, aurally, selected instruments of the band and orchestra.

Remarks/Examples: e.g., violin, cello, string bass, flute, clarinet, oboe, bassoon, trumpet, trombone, tuba, French horn, bass drum, snare drum, xylophone, chimes, piano, harpsichord

MU.5.C.1.4 Identify, aurally, the four primary voice parts, i.e., soprano, alto, tenor, bass, of a mixed choir.

MU.5.C.1.2 Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.

Remarks: title, historical notes, quality recordings, instrumentation, expressive elements

MU.5.C.3.1 Develop criteria to evaluate an exemplary musical work from a specific period or genre.

MU.5.C.2.2 Describe changes, using correct music vocabulary, in one's own and/or others performance over time.

MU.5.S.1.2 - Compose short vocal or instrumental pieces using a variety of sound sources.

MU.5.O.2.1 - Create a new melody from two or more melodic motifs.

MU.5.S.2.1 - Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.

MU.5.S.2.2 - Apply performance techniques to familiar music.

MU.5.S.3.1 Sing part songs in an appropriate range, using proper vocal technique and maintaining pitch.

MU.5.S.3.2 Play melodies and accompaniments, using proper instrumental technique, on pitched and unpitched instruments.

MU.5.S.3.5 - Notate rhythmic phrases and simple diatonic melodies using traditional notation.

Remarks: rhythmic: quarter notes, beamed eighth notes, half notes, whole notes; corresponding rests; dotted half note; sixteenth notes; syncopation

MU.5.H.1.1 - Identify the purposes for which music is used within various cultures.

Remarks: communication, celebration, ceremony

MU.5.H.1.3 - Compare stylistic and musical features in works originating from different cultures.

Remarks: use of rhythm, texture, tonality, use of folk melodies, improvisation, instrumentation, aural/oral traditions, principle drumming patterns

MU.5.H.3.1 - Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.

Essential Outcome Question

- What effect does changing the elements of music have on a familiar song?
- How does music of a specific time period relate to its historical events?
- How can I compare and critique my own performance with others?
- What instruments can be grouped with the four primary voice parts?
- How can we use preexisting music to compose a short instrumental or vocal piece?
- How do the expressive elements affect understanding and performance of music?
- How can we notate melodies and rhythms performed in class?
- What is proper instrument and vocal techniques?
- What are similarities and differences between American music and music from different cultures around the world?
- How are the terms of music similar to other subject areas?

**Aligned Learning Goals
(Content Statements)**

Resources

CPALMS

***Strategies for
Differentiation***

Elements of Music

MU.5.C.1.1, MU.5.O.1.1

- Use and create instrumental accompaniments to identify the structure, instrumentation, melodic line, and expressive elements of a musical work.
- Analyze music of the classical style identifying the rhythm patterns, melody, timbre, form and meter.

Instruments of the Orchestra and Choir

MU.5.C.1.3/C.1.4

- Identify by ear instruments of the orchestra and voice types of a concert choir.

Historical Music

MU.5.C.1.2, MU.5.C.3.1

- Identify the time period and purpose of the Star Spangled Banner written by Francis Scott Key and its relation to history Identify the time period and purpose of the 1812 Overture written by Tchaikovsky.

- Evaluate musical work to determine if withstands the test of time, shows mastery of style, or evokes emotion.

Expressive Elements

MU.5.S.2.1, MU.5.O.3.2

- Analyze the expressive elements and form to help with memorization and internalization of classroom music.
- Perform music that changes in tempo, dynamics, and that has various timbres and textures.

Music Notation and Performance Techniques

MU.5.S.3.2, MU.5.S.3.1, MU.5.S.1.4, MU.5.S.3.4, MU.5.S.3.5

- Demonstrate mastery of proper unpitched and pitched percussion performance techniques.
- Sing or play short melodic patterns in a question and answer format.
- Perform melodies and accompaniments, by ear, using classroom instruments.
- Notate rhythmic phrases and simple diatonic melodies using quarter notes, beamed eighth notes, half notes, whole notes, corresponding rests, dotted half notes, sixteenth notes, and syncopation.

Music of World Cultures

MU.5.H.1.1, MU.5.H.1.3

- Identify and describe world music(South American and African) that is used in various types of ceremonies and events (I.E. weddings, funerals, graduation, etc.)
- Describe using correct musical terminology the similarities and differences in rhythms, instrumentation, and melodies of music from around the world.

Cross-curricular

MU.5.H.3.1

- Identify the similarities and differences between terminology used in music and in other subjects taught in school.

Vocabulary:

Styles and Elements of Music - Rhythm Patterns, Melody, Timbre, Form(Binary, Ternary, Rondo, Theme and Variations), Meter, Melodic Contour, Classical Music, Accompaniment

Performance Techniques – Intonation, Balance, Blend, Timbre

Expressive Elements – Tempo(Adagio and Allegro), Dynamics(Piano and Forte)

Instrument/Vocal Technique - rhythmic: quarter notes, beamed eighth notes, half notes, whole notes; corresponding rests; dotted half note; sixteenth notes; syncopation

World Music – Ceremony, Celebrations, Traditions

[Music DOK Wheel](#)

Teacher Created Assessments - Guidelines	
DOK Level 1	Recall or Reproduction
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DOK Level 4	Extended Thinking and Reasoning



Quarter 4

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Next Generation Sunshine State Standards

Florida Standards

MU.5.C.1.1 Discuss and apply listening strategies to support appreciation of musical works.

Remarks/Examples: e.g., focus: structure, instrumentation, tempo, dynamics, melodic line, rhythm patterns, style/genre; organize: listening maps, active listening, checklists

MU.5.O.1.1 Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.

Remarks/Examples: e.g., rhythm patterns, melody, timbre, form, tonality, harmony, meter, key; styles: Classical, Baroque, Romantic, nationalistic, jazz

M.U.5.H.1.2 Compare and describe the compositional characteristics used by two or more composers whose works are studied in class

MU.5.H.2.1 Examine the contributions of musicians and composers for a specific historical period

MU.5.C.1.2 Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.

Remarks/Examples: e.g., title, historical notes, quality recordings, instrumentation, expressive elements

MU.5.C.3.1 Develop criteria to evaluate an exemplary musical work from a specific period or genre

MU.5.C.1.3 Identify, aurally, selected instruments of the band and orchestra.

Remarks/Examples: e.g., violin, cello, string bass, flute, clarinet, oboe, bassoon, trumpet, trombone, tuba, French horn, bass drum, snare drum, xylophone, chimes, piano, harpsichord

MU.5.C.1.4 Identify, aurally, the four primary voice parts, i.e., soprano, alto, tenor, bass, of a mixed choir.

MU.5.C.2.2 Describe changes, using correct music vocabulary, in one's own and/or others performance over time.

MU.5.S.1.1 Improvise rhythmic and melodic phrases to create simple variations on familiar melodies.

MU.5.S.2.1 Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.

MU.5.S.2.2 Apply performance techniques to familiar music.

MU.5.S.3.1 Sing part songs in an appropriate range, using proper vocal technique and maintaining pitch.

MU.5.S.3.2 Play melodies and accompaniments, using proper instrumental technique, on pitched and unpitched instruments.

MU.5.S.3.3 Perform simple diatonic melodies at sight.

Remarks/Examples: e.g., vocal and/or instrumental

MU.5.H.1.1 Identify the purposes for which music is used within various cultures.

Remarks/Examples: e.g., communication, celebration, ceremony

MU.5.H.1.3 Compare stylistic and musical features in works originating from different cultures.

Remarks/Examples: e.g., use of rhythm, texture, tonality, use of folk melodies, improvisation, instrumentation, aural/oral traditions, principle drumming patterns

MU.5.H.3.1 Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.

Remarks/Examples: e.g., reading, writing, observing, listening, evaluating, embellishing, revising

MU.5.F.1.1 Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.

MU.5.F.2.1 Describe jobs associated with various types of concert venues and performing arts centers.
Remarks/Examples: e.g., music merchant, ticket agent, marketer, agent, security guard, food-and-beverage merchant

MU.5.F.2.2 Explain why live performances are important to the career of the artist and the success of performance venues.

MU.5.H.2.2 Describe how technology has changed the way audiences experience music.

MU.5.F.3.2 Practice safe, legal, and responsible acquisition and use of music media, and describe why it is important to do so.
Remarks/Examples: e.g., downloading music and other digital media, sharing personal and financial information, copying music

Essential Outcome Question

- What instruments can be grouped with the four primary voice parts?
- What effect does changing the elements of music have on a familiar song?"
- How does music of a specific time period relate to its historical events?
- How can I compare and critique my own performance with others?
- How can I use pre-existing rhythms and melodies to improvise music vocally and with instruments?
- How do the expressive elements affect understanding and performance of music?
- How do we use proper instrument technique while reading melodies at sight?
- What are similarities and differences between American music and music from different cultures around the world?
- How are the terms of music similar to other subject areas?
- How do you use visual, kinesthetic, digital, and acoustic means to create a performance?

**Aligned Learning Goals
(Content Statements)**

Resources

CPALMS

***Strategies for
Differentiation***

Elements of Music

MU.5.C.1.1, MU.5.O.1.1, MU.5.H.1.2, H.2.1

- Use and create listening checklist to identify the structure, instrumentation, melodic line, and expressive elements of a musical work.
- Analyze music of jazz, blues, and popular styles identifying the rhythm patterns, melody, timbre, form and meter.
- Identify and compare the form and instrumentation of two composers. Gershwin and Bernstein.
- Identify American composers and their works for a specific historical period.

Historical Music

MU.5.C.1.2, MU.5.C.3.1

- Identify the time period and purpose of various marches written by THE John Philip Sousa and its relation to history.
- Evaluate musical work to determine if withstands the test of time, shows mastery of style, or evokes emotion.

Instruments of the Orchestra and Choir

MU.5.C.1.3, MU.5.C.1.4

- Identify by ear instruments of the orchestra and band.
- Identify aurally the four primary voice parts in various musical works. Ex. "Star Spangled Banner"

Performance Techniques

MU.5.C.2.2

- Identify in music the terms intonation, balance, blend, and timbre.

Music of the American Culture

MU.5.C.1.1, MU.5.O.1.1, MU.5.H.1.2, MU.5.H.2.1

- Use and create listening checklist to identify the structure, instrumentation, melodic line, and expressive elements of a musical work.
- Analyze music of jazz, blues, and popular styles identifying the rhythm patterns, melody, timbre, form and meter.
- Identify and compare the form and instrumentation of two composers. Gershwin and Bernstein.
- Identify American composers and their works for a specific historical period..

Improvisation

MU.5.S.1.1

Improvise vocally and on instruments rhythms and melodies to create variations of familiar melodies.

Expressive Elements in Performance

MU.5.S.2.1, MU.5.S.2.2

- Analyze the expressive elements and form to help with memorization and internalization of classroom music.
- Identify and apply performance techniques such as blend, balance, and timbre to classroom music.

Music Notation

MU.5.S.3.1, MU.5.S.3.2, MU.5.S.3.3

- Sing or play short melodic patterns in a question and answer format.
- Demonstrate mastery of proper unpitched and pitched percussion performance techniques.
- Perform simple diatonic melodies at sight.

Music In World Cultures

MU.5.H.1.1, MU.5.H.1.3

- Identify and describe American music that is used in various types of ceremonies and events (I.E. weddings, funerals, graduation, etc.
- Describe using correct musical terminology the similarities and differences in rhythms, instrumentation, and melodies of music from around the world.

Cross-Curricular

MU.5.H.3.1

- Identify the similarities and differences between terminology used in music and in other subjects taught in school.

Music Performance

MU.5.F.1.1

- Create a performance, using visual, kinesthetic, digital, and acoustic means to manipulate musical elements.

Music Technology

MU.5.H.2.2, MU.5.F.3.2

- List ways technology has changed the way audiences experience music.
- Identify safe practice of legal music downloading and copyright law.

Music as a Career

MU.5.F.2.1, MU.5.F.2.2

- Identify the roles of ticket takers, roadie, ushers, performers, managers, sound technicians, and parking attendant.
- Identify why live performances are important to the career of the artist and performance venue.

Vocabulary:

Styles and Elements of Music - Rhythm Patterns, Melody, Timbre, Form(Binary, Ternary, Rondo, Theme and Variations), Meter, Melodic Contour, Classical Music, Accompaniment

[Music DOK Wheel](#)

Teacher Created Assessments - Guidelines	
DOK Level 1	Recall or Reproduction
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DOK Level 3	Strategic Thinking and Complex Reasoning
DOK Level 4	Extended Thinking and Reasoning

Performance Techniques – Intonation, Balance, Blend, Timbre

Expressive Elements – Tempo(Adagio and Allegro), Dynamics(Piano and Forte)

Instrument/Vocal Technique - rhythmic: quarter notes, beamed eighth notes, half notes, whole notes; corresponding rests; dotted half note; sixteenth notes; syncopation

World Music – Ceremony, Celebrations, Traditions