

Cornwall-Lebanon School District Curriculum Overview

General Music - 5th Grade

22 length of time in weeks	Concepts & Competencies	Common Assessments	Academic Standards (PA Core if applicable)
Unit 1: Melody 6	<p style="text-align: center;"><u>Melody</u></p> <p>Melodies may move in ascending and descending patterns. (E) Identify ascending and descending patterns aurally or visually. Melodies may lie in high or low register. (E) Identify melodies that lie in a high or low register. Melodies consist of stepwise patterns, leaping patterns or repeating patterns. (E) Identify melodies that move by leaps, steps, and/or repeated tones. Melodies consist of long and short phrases. (E) Identify the phrases in a selected piece of music. Melodies have a tonal center. (I) Identify the tonal center in a selected piece of music.</p>	<ul style="list-style-type: none"> ➤ Observation of movement (smooth up/down body motions), singing (vocal slides/stepwise motion), playing instruments (xylophones/metallophones/boomwhackers), visuals (to support above) ➤ Observation of movement (on toes arms up/crouching with abrupt motion change), vocal demo (melodic leaps), instruments (high/low timbre, pitched percussion), listening examples ➤ Observation of moving (tiered kinesthetic attachment), singing, visuals (simple & complex), reading (symbolic), class discussion (higher level Q) ➤ Observation of movement (micro & macro phrase building) and performance-based with visual enhancements ➤ Performance-based, observation of movement and singing 	<p>9.1.5A-F 9.2.5A 9.2.5D 9.2.5E 9.2.5I-K</p>
Unit 2: Rhythm 4	<p style="text-align: center;"><u>Rhythm</u></p> <p>Music has a steady beat, no beat, or a changing beat. (E) Differentiate between music with a steady beat and music with no beat. Rhythmic patterns are read and recognized by using rhythmic syllables. (E) Read rhythm patterns using rhythmic syllables.</p>	<ul style="list-style-type: none"> ➤ Observation of movement (body percussion), instrument demonstration (body percussion transfer), visuals (following the beat), lack of ability to ID beat with body percussion/ambiguous motions to music ➤ Observation of reading and speaking (visual ID of simple syllables using body percussion) and playing rhythmic syllables (transfer 	<p>9.1.5A-C 9.2.5A 9.2.5D</p>

		Folk dancing is used in conjunction with folk singing. (C) Perform a simple folk dance. Rhythmic improvisations are used in music. (C) Perform simple rhythmic improvisations	from body percussion), singing (combinations of syllables) ➤ Observation of movement and singing building from previously known elements (rhythms, form, phrases) ➤ Performance-based (body percussion to pitched and non-pitched percussion)	
Unit 3: Composer	3	<u>Composer</u> Dependent on composer choice and relational musical elements.	➤ Dependent on composer choice and relational musical elements.	Dependent on composer choice and relational musical elements.
Unit 4: Tone Color	2	<u>Tone Color</u> Voices are classified into soprano, alto, tenor, and bass. (I) List the four voice classifications. Instruments are identified by families: brass, woodwind, string, and percussion. (E) Identify the four instrument families.	➤ Written assessment, movement, singing, listening activities ➤ Written assessment, movement, singing, listening activities	9.1.5A-C
Unit 5: Form	4	<u>Form</u> Repetition and contrast in music show form. (E) Identify form in a selected piece of music. Texture is monophonic, homophonic, or polyphonic. (C) Differentiate between monophonic and polyphonic.	➤ Movement, sectional performance, listening activities with visuals, instruments through kinesthetic/aural/vocal comprehension (letter-based, rondo, round, canon, theme & variations) ➤ Listening, performing, visuals	9.1.5A-C 9.2.5L
Unit 6: Composition	3	<u>Composition</u> Composers combine all elements of music. (I) Identify the unique elements of music a composer uses to create compositions.	➤ Observation of guided composition activities, movement to different elements, discussion of composers	9.1.5A-C 9.2.5A-L 9.3.5A-G 9.4.5A-B
Unit 7: Extension	TBD	<u>Extension</u> Extension (previous units) Curricular Focus	➤ Extension (previous units) Curricular Focus	Extension (previous units) Curricular Focus

