

MUSIC CURRICULUM FRAMEWORK<sup>1</sup>  
 Based on *UbD Template 2.0* : Stage 1 – Desired Results

Elementary General Music  
**Course Title**

Fifth Grade  
**Grade Level(s)**

**Course Structure**      Single Semester      Full Year (Single Grade)      Multiple Years (Combined Grades)

**Course Description**     **Elementary General Music comprises a balanced and sequential course of singing, playing instruments, listening to music, improvising, composing and moving to music. Also included are learning experiences designed to develop the ability to read music, use the notation and terminology of music, analyze and describe music, make informed evaluations concerning music, understand music practices in relation to history and culture, as well as relating music to other disciplines. Students will learn by actively participating in music and in understanding the basic principles of music such as *Rhythm, Melody, Harmony, Timbre/Tone Color, Expression, Form, Vocal Skills, Instrumental Skills, Innovation, Historical and Cultural Context and Critical and Aesthetic Response.***

Established Goals	Transfer	
MPG 1 Develop skills in music reading	<i>Students will be able to independently use their learning to . . .</i> 1. Participate in music as a lifelong avocation 2. Intelligently discuss music using concepts and terminology 3. Make informed decisions as music consumers.	
MPG 2 Perform with musical expression		
MPG3 Listen to music with understanding		
MPG4 Make value judgments about music	<b>Meaning</b>	<b>Essential Questions</b>
	<i>Students will understand that . . .</i> 1. Music reading skills provide the basis for creating, understanding and performing music 2. Making expressive choices personalizes music 3. Music from various styles, cultures and historical eras globally affects all individuals 4. Music is a lifelong avocation that requires personal choices and critical response 5. Knowledge of vocal and instrumental techniques are necessary to	<i>Students will keep considering . . .</i> 1. What is music? 2. How can music be expressive? 3. How does music impact all of us? 4. What makes good music good?

<sup>1</sup> Adapting to SAS: Big Ideas (Goal and Strands), Concepts (Knowledge), Competencies (Skills), Essential Questions (Essential Questions), Standards (Knowledge and Skills).

	properly produce quality music	
<b>Acquisition of Knowledge &amp; Skill<sup>2</sup></b>		
<p style="text-align: center;"><i>Students will know . . .</i></p> <p style="text-align: center;"><b>Knowledge</b></p> <ol style="list-style-type: none"> <li>1. Beat and rhythm are different</li> <li>2. Rhythm has its own notation</li> <li>3. Meter determines how beats are grouped</li> </ol> <ol style="list-style-type: none"> <li>1. Melody has its own notation</li> <li>2. Pitches can be organized in multiple tonalities</li> <li>3. Range and register are different</li> </ol> <ol style="list-style-type: none"> <li>1. Not all music is unison</li> </ol> <ol style="list-style-type: none"> <li>1. Vocal production can be varied</li> <li>2. Music ensembles vary in size, instrumentation and voicing</li> <li>3. Instruments of the orchestra have specific characteristics and are grouped by similarities</li> <li>4. Various cultures have their own unique instruments</li> </ol>	<p style="text-align: center;"><i>Students will be skilled at . . .</i></p> <p style="text-align: center;"><b>Skills</b></p> <p><b>Rhythm: Beat, Meter, Duration, Rhythmic Patterns</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate steady beat, strong beats, the upbeat, the off-beat and simple rhythmic patterns (MPG1, 9.1)</li> <li>2. Differentiate between beat and rhythm (MPG 1, 9.1)</li> <li>3. Perform music with meter of 2, 3 or 4 (MPG 1, 9.1)</li> <li>4. Perform rhythmic patterns which include whole note, dotted half note, half note, quarter note, paired eighth notes, eighth note, whole rest, half rest, quarter rest and eighth rest (MPG 1, 9.1)</li> <li>5. Identify measure, bar line, double bar line, repeat sign and meter signature (MPG1, 9.1)</li> </ol> <p><b>Melody: Pitch, Melodic Contour, Melodic Patterns, Melodic Phrases, Scales and Tonality</b></p> <ol style="list-style-type: none"> <li>1. Identify lines and spaces of the treble clef (MPG 1, 9.1)</li> <li>2. Identify pitches that repeat or move by steps, skips and leaps (MPG1, 9.1)</li> <li>3. Differentiate between range and register (MPG1, 9.1)</li> <li>4. Perform a melodic ostinato (MPG1, 9.1)</li> <li>5. Identify major or minor tonality (MPG 1, 9.1)</li> </ol> <p><b>Harmony</b></p> <ol style="list-style-type: none"> <li>1. Identify and perform partner songs and rounds (MPG 1, 9.1)</li> <li>2. Differentiate between unison and chordal harmonies (MPG1, 9.1)</li> </ol> <p><b>Timbre/Tone Color: Vocal, Instrumental, Classroom Instruments)</b></p> <ol style="list-style-type: none"> <li>1. Identify vocal qualities produced by soprano, tenor, alto &amp; bass (MPG2, 9.1)</li> <li>2. Identify a cappella singing (MPG2, 9.1)</li> <li>3. Identify and differentiate tone qualities of instrumental and vocal ensembles, solo, duet, trio and quartet (MPG2, 9.1)</li> <li>4. Identify visually and aurally individual instruments and families</li> </ol>	

<sup>2</sup> PFD Note: Link these *desired outcomes* to “Established Goals” (Music Program Goals, National Music Standards, or PDE Academic Arts Standards).

	<ol style="list-style-type: none"> <li>1. Music can be individualized using changes in dynamics and tempo</li> <li>2. Performing with musical expression is a key component in making music unique</li> </ol> <ol style="list-style-type: none"> <li>1. Musical ideas can be organized</li> </ol> <ol style="list-style-type: none"> <li>1. Everyone can sing</li> <li>2. Proper vocal skills will create a more confident and aesthetically pleasing singer</li> <li>3. Singing songs from memory allows for more flexibility to personalize music</li> <li>4. Singing a wide variety of music either alone or in groups will create challenging singing scenarios</li> </ol> <ol style="list-style-type: none"> <li>1. Proper instrumental skills will create a more confident instrumentalist</li> <li>2. Instrumental performance requires a combination of elemental</li> </ol>	<p>of instruments (MPG3, 9.1)</p> <ol style="list-style-type: none"> <li>5. Categorize common characteristics associated with each family of instruments (MPG3, 9.1)</li> <li>6. Identify folk instruments of a variety of cultures (MPG3, 9.1)</li> </ol> <p><b>Expression: Style Dynamics, Tempo</b></p> <ol style="list-style-type: none"> <li>1. Identify dynamic markings: pp, p, mp, mf, f, ff (MPG2, 9.1)</li> <li>2. Identify various examples of legato, staccato, pizzicato and accent (MPG2, 9.1)</li> <li>3. Identify tempo markings: largo, andante, allegro and presto (MPG2, 9.1)</li> </ol> <p><b>Form</b></p> <ol style="list-style-type: none"> <li>1. Identify and perform examples of an introduction, interlude, coda and DC al fine (MPG1, 9.1)</li> <li>2. Identify repetition and contrast, AB, ABA, Rondo, Theme and Variations (MPG1, 9.1)</li> <li>3. Indicate movements in an orchestral selection (MPG1, 9.1)</li> <li>4. Distinguish selections from longer musical forms (opera, oratorio or symphony) (MPG3, 9.1)</li> </ol> <p><b>Vocal Skills</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate head voice with purity of sound (MPG1, 9.1)</li> <li>2. Match pitches across an expanded range (MPG1, 9.1)</li> <li>3. Demonstrate appropriate tone quality, posture, clarity of diction and breathing (MPG1, 9.1)</li> <li>4. Demonstrate confidence in solo singing by singing songs confidently and with correct notes and rhythms (MPG1, 9.1)</li> <li>5. Sing songs from memory (MPG1, 9.1)</li> <li>6. Perform one or more of the following: traditional songs, hand jives, street games, folk dances, line dances, action songs, and singing games from various cultures (MPG1, 9.1)</li> <li>7. Sing expressively using variations in tempo, dynamics, style and phrasing (tempo, dynamics, style, phrasing) (MPG2, 9.1)</li> </ol> <p><b>Instrumental Skills</b></p> <ol style="list-style-type: none"> <li>1. Play instruments independently and confidently while other students sing or play contrasting parts (MPG1, 9.1)</li> <li>2. Play instruments in combination while demonstrating proper mallet skills (MPG1, 9.1)</li> <li>3. Demonstrate combination skills of reading and playing (MPG1,</li> </ol>
--	---	---

	<p>skills</p> <p>1. Music improvisation and composition are creative outlets to take ownership of music</p> <p>1. Music is a part of every culture 2. Local music has impacted us individually and globally</p> <p>1. Musical works and composers from varied historical periods are an important component of musical literature 2. Music often captures and mimics unique historical periods and events 3. Significant musical works and composers continue to impact music</p> <p>1. Music is interrelated with other disciplines 2. Validation of critical perception should be accompanied by facts and correct terminology</p>	<p>9.1)</p> <p>4. Perform accompaniments using body percussion and/or classroom instruments (MPG1, 9.1)</p> <p><b>Innovation: Composition and Improvisation</b></p> <p>1. Improvise simple rhythmic and/or melodic accompaniments (MPG2, 9.1) 2. Create original verses (MPG2, 9.1) 3. Create simple rhythmic patterns (MPG2, 9.1)</p> <p><b>Cultural Context</b></p> <p>1. Identify and perform examples of traditional American folk music (MPG3, 9.2) 2. Identify and perform music examples from various cultures of the world (MPG3, 9.2) 3. Identify musical works of Pennsylvania artists (MPG3, 9.2)</p> <p><b>Historical Context</b></p> <p>1. Recognize music examples from various historical periods (MPG3, 9.2) 2. Recognize significant composers and/or musicians from various genres and periods (MPG3, 9.2) 3. Relate musical works to varying styles, genres and periods in which they were created (MPG3, 9.2) 4. Relate musical works chronologically to historical events (MPG3, 9.2)</p> <p><b>Critical Response</b></p> <p>1. Differentiate between music of diverse styles and cultures (MPG3, 9.3) 2. Use correct terminology in describing or answering questions about music (MPG3, 9.3) 3. Identify ways in which subject matter of other disciplines are interrelated with music (MPG3, 9.3) 4. Identify various uses of music and describe characteristics that make certain music suitable for each use (MPG3, 9.3) 5. Demonstrate musical perception by describing and/or answering questions about musical selections (MPG3, 9.3)</p>
--	--	--

	<ol style="list-style-type: none"> <li>1. Music is a personal choice</li> <li>2. Articulating personal choices should correspond with knowledge of music terminology</li> <li>3. Audience etiquette is a necessary part of being a responsible music consumer</li> </ol>	<p><b>Aesthetic Response</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate quiet and appreciative attention to the performance of others and express criticism of a performance with clapping, compliments or constructive criticism (MPG4, 9.4)</li> <li>2. Identify, using music terminology, personal preferences for specific musical works and styles (MPG4, 9.4)</li> <li>3. Demonstrate attentiveness and be actively engaged when listening to a variety of music of appropriate length and complexity (MPG4, 9.4)</li> <li>4. Identify criteria for selecting music for personal use that are based on knowledge, insight and experience rather than pre-conception, prejudice and social pressure (MPG4, 9.4)</li> <li>5. Articulate personal opinions using appropriate music vocabulary (MPG4, 9.4)</li> <li>6. Critique and self-asses performance tasks using artistic criticism (MPG4, 9.4)</li> </ol>
--	--	---