

Stockton Unified School District
Curriculum Map

General Music

Grade 5

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
	First Six Weeks			
1	I. RHYTHM A. Traditional Notation – Quarter, Two Eighths, Quarter Rest, and Half Note 1. Notation and performance B. 2-Part Rhythmic Canon 1. Speech and body percussion C. Movement/Dance 1. Body facing 2. Directional changes 3. Levels in space 4. Side-close	Performance of notated patterns		<u>Language Arts</u> : vocabulary <u>Math</u> : patterns, spatial relationship, following directions, sequencing
1	II. MELODY A. Vocal Tone 1. Singing B. Solfege and Hand Signs for the Extended Pentatonic Scale (La, Sol, Mi, Re, Do, and High Do) 1. Vocal Performance 2. Performance on Instruments C. Relationship of Instrument Size/Sound 1. High/Low Pitches 2. Description			<u>Language Arts</u> : fluency <u>Science</u> : drawing conclusions <u>Math</u> : predicting
1	III. HARMONY A. Bordun Accompaniments 1. Correct mallet technique B. Rhythmic Ostinato 1. Body percussion, instruments			<u>Math</u> : pattern
1, 2, 3	IV. FORM			

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	<p style="text-align: center;">First Six Weeks</p> <p>V. EXPRESSIVE QUALITIES</p> <p>A. Dynamic Markings in Rhythmic Speech</p> <ol style="list-style-type: none"> 1. Movement and/or instruments <p>B. Unpitched Percussion Technique</p> <ol style="list-style-type: none"> 1. Poetry/song <p>VI. ANALYSIS</p>			<p><u>Language Arts</u>: poetry, shared/choral reading, readers theater, following directions</p> <p><u>Science</u>: cause/effect</p>
	<p style="text-align: center;">Second Six Weeks</p>			
1	<p>I. RHYTHM</p> <p>A. Traditional Notation – Four Sixteenth Notes and Previous Rhythms</p> <ol style="list-style-type: none"> 1. Performance 2. Notation <p>B. Movement/Dance</p> <ol style="list-style-type: none"> 1. Formations 2. Dance steps 			<p><u>Language Arts</u>: fluency, vocabulary</p> <p><u>Math</u>: patterns, spatial relationship</p>
1	<p>II. MELODY</p> <p>A. Melodic Phrases</p> <ol style="list-style-type: none"> 1. Ascending/descending patterns 2. Movement response 3. Like/different <p>B. Major and Minor Diatonic Pieces</p> <ol style="list-style-type: none"> 1. Vocal 2. Instrumental 	<p>Demonstrate melodic patterns going up and down</p> <p>Describe phrase structure of a melody or aurally identify like and different phrases in a melody</p>	<p>“Double Barreled Canon” - <i>Playtime</i>, Shirley McRae</p> <p>“Peace Round” - STM Grade 5</p> <p>“Everybody Loves Saturday Night” - STM Grade 5</p>	<p><u>Language Arts</u>: shared/choral reading, compare/contrast</p> <p><u>Math</u>: pattern</p>
1	<p>III. HARMONY</p> <p>A. 2-Part Vocal Canon</p> <ol style="list-style-type: none"> 1. Performance <p>B. Bordun Accompaniments</p> <ol style="list-style-type: none"> 1. Level and cross-over 			<p><u>Language Arts</u>: speech, proper voice, sequencing</p> <p><u>Math</u>: patterns</p>

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	Second Six Weeks			
1	IV. FORM A. 8-Beat Rhythmic Phrases 1. Body percussion, instruments B. 8-Beat Movement Ostinato 1. Creation			<u>Math</u> : patterns
3	V. EXPRESSIVE QUALITIES A. Gradual Change of Tempo 1. Accelerando B. Levels of Space 1. High, medium, low			<u>Language Arts</u> : critical listening <u>Science</u> : making observations <u>Math</u> : spatial relationship
3	VI. ANALYSIS A. Teacher Rubric 1. Application B. Phrase Structure 1. Analysis			<u>Language Arts</u> : speech, proper voice, audience awareness, poise and confidence <u>Math</u> : drawing conclusions
	Third Six Weeks			
1	I. RHYTHM A. Traditional Notation – One Eighth and Two Sixteenths, and Two Sixteenths and One Eighth 1. Rhythmic Performance 2. Notation B. Movement/Dance 1. Side-cross, side-back, grapevine			<u>Language Arts</u> : vocabulary <u>Math</u> : patterns, spatial relationship

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	Third Six Weeks			
1	II. MELODY A. Diatonic Melodies (Fa, Ti) 1. Vocal 2. Instrumental B. Traditional Notation (B-A-G-E) 1. Identification	Name pitches in a notated B-A-G-E	"Who Has Seen the Wind?", <i>Recorder Routes</i> - Carol King	<u>Language Arts</u> : sequencing
1	III. HARMONY A. 2-Chord Accompaniment (I-V, I-VII, or I-VI) 1. Performance B. Partner Songs 1. Performance	Perform 2-chord accompaniment	"Debka Hora" - <i>Highlighting the Holidays</i> - Randy DeLelles and Jeff Kriske	<u>Language Arts</u> : fluency, shared/choral reading <u>Math</u> : pattern
1, 2	IV. FORM A. Verse-Refrain Song 1. Identification and singing B. Movement Question and Answer 1. 7-beat answer 2. 8-beat question 3. Partners V. EXPRESSIVE QUALITIES			<u>Language Arts</u> : shared/choral reading, questions and answers <u>Math</u> : spatial relationship <u>Social Studies</u> : making decisions
1	VI. ANALYSIS A. Teacher Rubrics 1. Application			<u>Language Arts</u> : speech, proper voice, awareness of audience <u>Science</u> : drawing conclusions

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	Fourth Six Weeks			
1	I. RHYTHM A. Traditional Notation – One Eighth, One Quarter, One Eighth (Syncopation) 1. Rhythmic performance 2. Identification			<u>Language Arts</u> : critical listening <u>Math</u> : patterns
1	II. MELODY A. Steps, Skips, and Repeated Tones 1. Identification 2. Composition B. Traditional Notation (B-A-G-E-D) 1. Identification	Create and perform a melody that has some repeated tones	"Ezekiel Saw the Wheel" - STM Grade 5 "Funga Alafia" - STM Grade 5	<u>Language Arts</u> : compare/contrast <u>Science</u> : classifying
1	III. HARMONY A. 3-Part Vocal Canon 1. Performance			<u>Language Arts</u> : fluency, shared/choral readings, sequencing
2	IV. FORM A. Rhythmic Question and Answer 1. Partners with body percussion/unpitched	Improvise and perform a rhythmic question and answer		<u>Language Arts</u> : questions and answers <u>Social Studies</u> : making decisions <u>Math</u> : using models
2	V. EXPRESSIVE QUALITIES A. Student-Created Dance 1. B section creation			<u>Language Arts</u> : vocabulary <u>Math</u> : spatial relationship, following directions
2, 3	VI. ANALYSIS A. Student Rubrics 1. Application			<u>Language Arts</u> : awareness of audience, speech, proper voice <u>Social Studies</u> : evaluating evidence

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	Fifth Six Weeks			
1	I. RHYTHM A. Traditional Notation – Whole Note 1. Performance – singing B. 2/4, 3/4, 4/4 Meter 1. Performance – speaking/singing and conducting C. Patterns Using Dotted Half Note 1. Performance - echo D. Movement/Dance 1. Polka Step 2. Waltz Step	Identify meter (2/4 or 3/4) of a listening example	“Doudlebska Polka” - STM Grade 3 “Minuet” by Handel – STM Grade 2 “Red Sails” – <i>Recorder Routes</i> , Carol King	<u>Language Arts</u> : shared/choral reading, vocabulary, poetry, critical listening <u>Math</u> : fractions, patterns, spatial relationship
1	II. MELODY A. Diatonic Melodies 1. Performance – singing/playing – echo B. Traditional Notation (B-A-G-E-D-C) 1. Identification			<u>Language Arts</u> : critical listening, organizing information
1	III. HARMONY A. Tonic Chord in Keys of C, F, and G 1. Construction and singing			<u>Language Arts</u> : fluency <u>Science</u> : classifying
2, 3	IV. FORM A. Melodic Question and Answer 1. Pitched instruments/singing B. Introduction, Interlude, Coda 1. Identification 2. Creation			<u>Language Arts</u> : questions and answers, poetry, critical listening, shared/choral reading, following directions <u>Math</u> : using models, sequencing
2	V. EXPRESSIVE QUALITIES A. Gradual Change of Tempo 1. Ritardando			<u>Language Arts</u> : listening for a purpose <u>Science</u> : making observations

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	Fifth Six Weeks			
2, 3	VI. ANALYSIS A. 2/4 and 3/4 Meter 1. Identification			<u>Science</u> : making observations
	Sixth Six Weeks			
1	I. RHYTHM A. Downbeat and Upbeat in 2/4, 3/4, 4/4 Meter 1. Demonstration II. MELODY			<u>Language Arts</u> : critical listening, extending vocabulary
1	III. HARMONY A. I-V Accompaniment 1. Performance – pitched instruments 2. Identification	Signal to show chord change and perform I-V accompaniment	“One More River” - STM Grade 4 “Old McDougal” - <i>Highlighting the Holidays</i> , Randy DeLelles and Jeff Kriske	<u>Language Arts</u> : critical listening <u>Math</u> : classifying
1, 2	IV. FORM A. Contrasting Sections 1. Sectional form B. Rondo Form 1. Creation	Identify/describe form of a listening example Student-created rondos	“Pat Works on the Railway” - STM Grade 5 “Contre-Danse” – STM Grade 2 “Rondeau” from <i>Symphonies de Fanfares</i> , Mouret – STM Grade 5	<u>Language Arts</u> : shared/choral reading, compare/contrast <u>Math</u> : sequencing
3	V. EXPRESSIVE QUALITIES A. Orchestral Instruments 1. Identification			<u>Language Arts</u> : listening for a purpose <u>Science/Math</u> : making observations, drawing

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				conclusions
2	<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 10px;">Sixth Six Weeks</div> <p>VI. ANALYSIS A. Student-Created Rubrics 1. Creation</p>			<u>Language Arts</u> : awareness of audience, speech, proper voice

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