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# Fifth Grade General Music

Curriculum Guide

Dunmore School District

Dunmore, PA



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**Fifth Grade General Music**

**Prerequisite:**

- Must be a Fifth Grade Student

This class meets one day a week. Fifth Grade General Music students will continue to explore the elements and vocabulary of music. As a result of their studies, students will be able to perform on pitch and in rhythm, while using their voices and various classroom instruments.

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Year-at-a-glance

<b>Subject: General Music</b>	<b>Grade Level: Fifth Grade</b>	<b>Date Completed: 3/11/2019</b>
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**1<sup>st</sup> Quarter**

Topic	Resources	Standards
Students sing accurately and with good breath control throughout their singing ranges alone and in small and large ensembles.	<i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set	State Standards: 9.1.5.A 9.1.5.B  National Standards: MU: Pr4.2.5a MU: Pr4.2.5b MU: Pr4.3.5a MU: Pr5.1.5a MU: Pr5.1.5b MU: Pr6.1.5a MU: Re8.1.5a
Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed.	<i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set	State Standards: 9.1.5.A 9.1.5.B 9.1.5.D National Standards: MU: Pr4.2.5a MU: Pr4.2.5b MU: Pr4.2.5c MU: Pr4.3.5a MU: Pr6.1.5a MU: Re7.1.5a MU: Re7.2.5a MU: Re8.1.5a

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Students sing music written in two parts.	<i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set	State Standards: 9.1.5.A 9.1.5.B  National Standards: MU: Pr4.2.5a MU: Pr4.2.5b MU: Pr5.1.5a MU: Pr5.1.5b MU: Pr6.1.5a
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**2<sup>nd</sup> Quarter**

<b>Topic</b>	<b>Resources</b>	<b>Standards</b>
Students perform with expression and technical accuracy on at least one classroom instrument.	<i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set  Classroom Instruments	State Standards: 9.1.5.A 9.1.5.B 9.1.5.H 9.1.5.J  National Standards: MU: Cr1.1.5b MU: Pr4.1.5a MU: Pr4.2.5a MU: Pr4.2.5b MU: Pr6.1.5a
Students perform on at least one classroom instrument music representing diverse genres and cultures, with expression appropriate for the work being performed.	<i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set  Classroom Instruments	State Standards: 9.1.5.A 9.1.5.B 9.1.5.H 9.1.5.J 9.2.5.A 9.2.5.C  National Standards: MU: Cr1.1.5a MU: Cr3.2.5a MU: Pr4.2.5c MU: 4.3.5a MU: 7.2.5a
Students identify and define standard notation symbols for pitch,	<i>Silver-Burdett Making Music Teacher's Edition</i>	State Standards:

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<p>rhythm, dynamics, tempo, articulation, and expression.</p>	<p>Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p>	<p>9.1.5.A 9.1.5.B 9.1.5.C  National Standards: MU: Pr4.2.5a</p>
<p>Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.</p>	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p>	<p>State Standards: 9.2.5.F 9.2.5.G  National Standards: MU: Re7.1.5a MU: Re7.2.5a</p>

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**3<sup>rd</sup> Quarter**

Topic	Resources	Standards
Students improvise simple rhythmic accompaniments on classroom instruments.	<i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set  Classroom Instruments	State Standards: 9.1.5.B 9.1.5.H 9.1.5.J  National Standards: MU: Cr1.1.5a MU: Cr3.2.5a
Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rest in various meter signatures.	<i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set	State Standards: 9.1.5.A 9.1.5.B  National Standards: MU: Pr4.2.5a MU: Pr4.2.5b
Students read at sight simple melodies in treble clef.	<i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set	State Standards: 9.1.5.A 9.1.5.B  National Standards: MU: Pr.4.2.5a MU: Pr4.2.5b

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**4<sup>th</sup> Quarter**

Topic	Resources	Standards
Students analyze the uses of elements of music in aural examples representing diverse genres and cultures.	<i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set	State Standards: 9.1.5.C 9.1.5.D 9.2.5.A 9.2.5.C 9.2.5.D 9.2.5.E 9.2.5.G  National Standards: MU: Re7.2.5a MU: Re8.1.5a
Students demonstrate knowledge of the basic principles of meter, rhythm, intervals, chords in their analyses of music.	<i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set	State Standards: 9.1.5.A  National Standards: MU: Pr4.2.5a MU: P44.2.5b MU: Re7.2.5a
Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures.	<i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set	State Standards: 9.1.5A 9.2.5.A 9.2.5.J  National Standards: MU: Re7.2.5a



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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p><b>Students sing accurately and with good breath control throughout their singing ranges alone and in small and large ensembles.</b></p>	<p><b>Essential Knowledge/Skills:</b> By understanding the basic mechanics involved in singing, students will increase their range and improve their sound production in an ensemble or classroom.</p> <p><b>Vocabulary:</b> Melody Unison Verse Pitch Phrase Chorus Harmony Ensemble</p>	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p>	<p>Teacher Evaluated Performance</p>	<p><b>3 Days</b></p>
<p><b>PA Academic Standards: Music</b> 9.1.5.A Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1.5.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <p><b>National Core Arts Standards: Music</b> MU: Pr4.2.5a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance. MU: Pr4.2.5b When analyzing selected music, read and perform using standard notation. MU: Pr4.3.5a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style). MU: Pr5.1.5a Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances. MU: Pr5.1.5b Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. MU: Pr6.1.5a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</p>				

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MU: Re8.1.5a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p><b>Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed.</b></p>	<p><b>Essential Knowledge/Skills:</b> While each culture has unique music, there are similarities in the role of music in all cultures.</p> <p><b>Vocabulary:</b> Jazz Ballad Blues Call and Response Calypso Swing Legato Style</p>	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p>	<p>Teacher Evaluated Performance</p>	<p><b>3 Days</b></p>
<p><b>PA Academic Standards: Music</b>            9.1.5.A Know and use the elements and principles of each art form to create works in the arts and humanities.            9.1.5.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.            9.1.5.D Describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work.</p> <p><b>National Core Arts Standards: Music</b>            MU: Pr4.2.5a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.            MU: Pr4.2.5b When analyzing selected music, read and perform using standard notation.            MU: Pr4.2.5c Explain how context (such as social, cultural, and historical) informs performances.            MU: Pr4.3.5a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).            MU: Pr6.1.5a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.            MU: Re7.1.5a Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.            MU: Re7.2.5a Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music,</p>				

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and context (such as social, cultural, and historical).

MU: Re8.1.5a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p><b>Students sing music written in two parts.</b></p>	<p><b>Essential Knowledge/Skills:</b> By understanding the basic elements and concepts of music, students will be able to sing songs in two parts.</p> <p><b>Vocabulary:</b> AB Form ABA Form Canon Form Partner Songs Ostinato Round</p>	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p>	<p>Teacher Evaluated Performance</p>	<p><b>2 Days</b></p>
<p><b>PA Academic Standards: Music</b> 9.1.5.A Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1.5.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <p><b>National Core Arts Standards: Music</b> MU: Pr4.2.5a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance. MU: Pr4.2.5b When analyzing selected music, read and perform using standard notation. MU: Pr5.1.5a Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances. MU: Pr5.1.5b Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. MU: Pr6.1.5a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</p>				

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p><b>Students perform with expression and technical accuracy on at least one classroom instrument.</b></p>	<p><b>Essential Knowledge/Skills:</b> Classroom instruments can be used as a means of communication to convey feelings.</p> <p><b>Vocabulary:</b> Dynamics Forte Fortissimo Piano Pianissimo Crescendo Decrescendo</p>	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p> <p>Classroom Instruments</p>	<p>Teacher Evaluated Performance</p>	<p><b>3 Days</b></p>
<p><b>PA Academic Standards: Music</b>            9.1.5.A Know and use the elements and principles of each art form to create works in the arts and humanities.            9.1.5.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.            9.1.5.H Use and maintain materials, equipment and tools safely at work and performance spaces.            9.1.5.J Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.</p> <p><b>National Core Arts Standards: Music</b>            MU: Cr1.1.5b Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.            MU: Pr4.1.5a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.            MU: Pr4.2.5a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.            MU: Pr4.2.5b When analyzing selected music, read and perform using standard notation.            MU: Pr6.1.5a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</p>				

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p><b>Students perform on at least one classroom instrument music representing diverse genres and cultures, with expression appropriate for the work being performed.</b></p>	<p><b>Essential Knowledge/Skills:</b> Different groups of instruments can convey the characteristics of a particular genre and/or culture.</p> <p><b>Vocabulary:</b> Accompaniment Spiritual Shanty</p>	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p> <p>Classroom Instruments</p>	<p>Teacher Evaluated Performance</p>	<p><b>2 Days</b></p>
<p><b>PA Academic Standards: Music</b>            9.1.5.A Know and use the elements and principles of each art form to create works in the arts and humanities.            9.1.5.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.            9.1.5.H Use and maintain materials, equipment and tools safely at work and performance spaces.            9.1.5.J Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.            9.2.5.A Explain the historical, cultural and social context of an individual work in the arts.            9.2.5.C Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).</p> <p><b>National Core Arts Standards: Music</b>            MU: Cr1.1.5a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).            MU: Cr3.2.5a Present the final version of personal created music to others that demonstrates craftsmanship and explain connection to expressive intent.            MU: Pr4.2.5c Explain how context (such as social, cultural, and historical) informs performances.            MU: 4.3.5a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).            MU: 7.2.5a Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).</p>				

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p><b>Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.</b></p>	<p><b>Essential Knowledge/Skills:</b> An understanding of musical notation both previously learned and new, will assist the student in identifying those symbols in a song.</p> <p><b>Vocabulary:</b> Accent Accidental Backbeat Chord Mezzo Forte Mezzo Piano Slur Staccato Tie Time Signature</p>	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p>	<p>Teacher Evaluated Performance</p> <p>Teacher Evaluated Auditory Questioning</p>	<p><b>3 Days</b></p>
<p><b>PA Academic Standards: Music</b> 9.1.5.A Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1.5.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1.5.C Know and use fundamental vocabulary within each of the arts forms.</p> <p><b>National Core Arts Standards: Music</b> MU: Pr4.2.5a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.</p>				



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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p><b>Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.</b></p>	<p><b>Essential Knowledge/Skills:</b> Music crosses and works in tandem with other subject areas.</p> <p><b>Vocabulary:</b> Ragtime Cultural Connection</p>	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p>	<p>Teacher Evaluated Auditory Questioning</p>	<p><b>3 Days</b></p>
<p><b>PA Academic Standards: Music</b> 9.2.5.F Know and apply appropriate vocabulary used between social studies and the arts and humanities. 9.2.5.G Relate works in the arts to geographic regions:</p> <p><b>National Core Arts Standards: Music</b> MU: Re7.1.5a Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. MU: Re7.2.5a Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).</p>				

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p><b>Students improvise simple rhythmic accompaniments on classroom instruments.</b></p>	<p><b>Essential Knowledge/Skills:</b> Having knowledge of the basic skeletal framework of music, students will be able to improvise simple rhythmic melodies and accompaniments.</p> <p><b>Vocabulary:</b> Improvise Beat Texture Syncopation Rhythm Pattern Percussion Scat Singing</p>	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p> <p>Classroom Instruments</p>	<p>Teacher Evaluated Performance</p>	<p><b>3 Days</b></p>
<p><b>PA Academic Standards: Music</b> 9.1.5.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1.5.H Use and maintain materials, equipment and tools safely at work and performance spaces. 9.1.5.J Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.</p> <p><b>National Core Arts Standards: Music</b> MU: Cr1.1.5a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical). MU: Cr3.2.5a Present the final version of personal created music to others that demonstrates craftsmanship and explain connection to expressive intent.</p>				

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p><b>Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rest in various meter signatures.</b></p>	<p><b>Essential Knowledge/Skills:</b> Music notation can be used to share rhythms and melodies.</p> <p><b>Vocabulary:</b> Whole Note Half Note Quarter Note Eighth Note Sixteenth Note Dotted Note Meter Measure</p>	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p>	<p>Teacher Evaluated Performance</p> <p>Teacher Evaluated Auditory Questioning</p>	<p><b>3 Days</b></p>
<p><b>PA Academic Standards: Music</b> 9.1.5.A Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1.5.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <p><b>National Core Arts Standards: Music</b> MU: Pr4.2.5a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance. MU: Pr4.2.5b When analyzing selected music, read and perform using standard notation.</p>				

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p><b>Students read at sight simple melodies in treble clef.</b></p>	<p><b>Essential Knowledge/Skills:</b> Having knowledge of basic notation allows the student to be able to read at sight music in the treble clef.</p> <p><b>Vocabulary:</b> Treble Clef Coda Sequence</p>	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p>	<p>Teacher Evaluated Performance</p>	<p><b>3 Days</b></p>
<p><b>PA Academic Standards: Music</b> 9.1.5.A Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1.5.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <p><b>National Core Arts Standards: Music</b> MU: Pr.4.2.5a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance. MU: Pr4.2.5b When analyzing selected music, read and perform using standard notation.</p>				

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p><b>Students analyze the uses of elements of music in aural examples representing diverse genres and cultures.</b></p>	<p><b>Essential Knowledge/Skills:</b> Having knowledge of the characteristics of styles and cultures, students will be able to identify them by listening to examples.</p> <p><b>Vocabulary:</b> Contour Genre Rondo</p>	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p>	<p>Teacher Evaluated Performance</p> <p>Teacher Evaluated Auditory Questioning</p>	<p><b>3 Days</b></p>
<p><b>PA Academic Standards: Music</b></p> <p>9.1.5.C Know and use fundamental vocabulary within each of the arts forms.            9.1.5.D Describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work.            9.2.5.A Explain the historical, cultural and social context of an individual work in the arts.            9.2.5.C Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).            9.2.5.D Analyze a work of art from its historical and cultural perspective.            9.2.5.E Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.            9.2.5.G Relate works in the arts to geographic regions.</p> <p><b>National Core Arts Standards: Music</b></p> <p>MU: Re7.2.5a Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).            MU: Re8.1.5a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.</p>				

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p><b>Students demonstrate knowledge of the basic principles of meter, rhythm, intervals, chords in their analyses of music.</b></p>	<p><b>Essential Knowledge/Skills:</b> An understanding of the basic principles of music will allow students to be able to identify when analyzing them in a song.</p> <p><b>Vocabulary:</b> Interval Timbre Rhythm</p>	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p>	<p>Teacher Evaluated Performance</p> <p>Teacher Evaluated Auditory Questioning</p>	<p><b>3 Days</b></p>
<p><b>PA Academic Standards: Music</b> 9.1.5.A Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p><b>National Core Arts Standards: Music</b> MU: Pr4.2.5a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance. MU: Pr4.2.5b When analyzing selected music, read and perform using standard notation. MU: Re7.2.5a Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).</p>				

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p><b>Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures.</b></p>	<p><b>Essential Knowledge/Skills:</b> An understanding of the basic characteristics of music genres and cultures will allow students to be able to compare, contrast and identify the style and/or culture from which they evolved.</p> <p><b>Vocabulary:</b> Key Pentatonic Tempo Scale Contrast</p>	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p>	<p>Teacher Evaluated Auditory Questioning</p>	<p><b>2 Days</b></p>
<p><b>PA Academic Standards: Music</b> 9.1.5.A Know and use the elements and principles of each art form to create works in the arts and humanities. 9.2.5.A Explain the historical, cultural and social context of an individual work in the arts. 9.2.5.J Identify, explain and analyze historical and cultural differences as they relate to works in the arts.</p> <p><b>National Core Arts Standards: Music</b> MU: Re7.2.5a Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).</p>				