

<b>Content:</b> General Music	<b>Grade or Course:</b> 5	<b>Date Developed:</b> 7/21/2020
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**Overview:**

The focus in grade 5 is to provide students with a continuation of hands-on music experiences and skills built upon in elementary school. Singing, movement, classroom instruments, music literacy, and listening are all components that students work on each class. Much of the music will be “Folk” based. Students learn the school song and chant while they examine core values of being a member of the middle school “schooner” community. Students study the culture and history of sea shanties and compose their own shanty as it relates to their own experience of work.

**Essential Questions:**

- How does our school song reflect who we are as a community of learners?
- Can music unify and help groups of people work harder?
- How does understanding the structure and context of musical works inform performance?
- When is creative work ready to share?
- What is a sea shanty and in what ways can it serve purposes for crew?

**EO's addressed to proficiency level:**

**Disciplinary Literacy**

- Translate musical notation and terminology into sound
- Translate sound into musical notation and terminology

**Creation, Performance, Expression**

- Perform varied repertoire of genres and cultures
- Demonstrates proper technique and expression

**Aesthetics and Criticism**

- Reflect on one's own musical performance

**Creative Problem Solving - Music**

- Compose music with predetermined criteria
- Improvise on a given theme

**Connections - Music**

- Analyze, interpret and articulate the relationship of music to history, culture, and other disciplines

**Standards:**

**MU:Re7.1.4a** Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

**MU:Re7.2.4a** Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context.

**MU:Re9.1.4a** Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.

**MU:Pr6.1.4a** Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.

**MU:Pr4.2.4a** Demonstrate understanding of the structure and the elements of music in music selected for performance.

**MU:Cr1.1.4a** Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context.

**MU:Cr2.1.5**

a. Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.

**Units:**

School Song and Chant "Sail On" with CRMS Core Values and Community

History and Culture of Sea Shanties culminating in an initiation Schooner Trip and Ceremony

Introduction to Drumming Techniques, Games, and Rhythm Circles

Basic Music Literacy through World Folk Songs

**Assessments:**

Teacher Generated Project checklists, Rubrics, and Assessment Worksheets

Self Reflections

Sea Shanty Performance or Composition

Classroom Performance on drums, rhythm instruments, dancing, etc