

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: General Music 5

Course Number: 08583

Course Prerequisites: None

Course Description: Each year, students will build upon prior knowledge with emphasis placed on singing, playing, moving, listening and creative activities that build musical excellence as well as confidence and pride in their musical abilities. Fifth grade students will understand and apply the music elements of *duration* through reading/performing layered rhythm patterns and sixteenth note rhythms, and *pitch* through reading/performing/composing using major and minor scales and thin as well as thick textures. They will demonstrate understanding of the music principles of *design* through experiencing musical symbols for dynamics and tempo, ostinato composition in compound meter, and 5 and 7 beat meters, and *tone color* through experiencing musical sounds in storytelling. They will further explore the music principles of *expressive qualities* by discovering/describing the musical communication of various feelings, and *cultural context* by analyzing the music of US immigrants and the ways music can create a bridge between past and present.

Suggested Grade Level: Grade 5

Length of Course: Two Semesters

Units of Credit: None

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:

CSPG 55 – Music Education

To find the CSPG information, go to [CSPG](#)

Certification verified by the WCSD Human Resources Department: Yes No

WCSD STUDENT DATA SYSTEM INFORMATION

Course Level: Academic

Mark Types: Check all that apply.

F – Final Average MP – Marking Period EXM – Final Exam

GPA Type: GPAEL-GPA Elementary GPAML-GPA for Middle Level NHS-National Honor Society

UGPA-Non-Weighted Grade Point Average GPA-Weighted Grade Point Average

State Course Code: 05135

To find the State Course Code, go to [State Course Code](#), download the Excel file for SCED, click on SCED 6.0 tab, and chose the correct code that corresponds with the course.

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TEXTBOOKS AND SUPPLEMENTAL MATERIALS

Board Approved Textbooks, Software, and Materials:

Title: Spotlight on Music Grade 5
Publisher: McGraw-Hill
ISBN #: 978-0-02-143805-1
Copyright Date: 2016
WCSD Board Approval Date: 07/31/2017

Supplemental Materials:

Curriculum Document

WCSD Board Approval:

Date Finalized: 7/1/2017
Date Approved: 7/31/2017
Date(s) Revised: 7/26/2021
Implementation Year: 2017-2018

SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

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SCOPE AND SEQUENCE OF CONTENT, CONCEPTS, AND SKILLS

Performance Indicator	PA Core Standard and/or Eligible Content	Month Taught and Assessed for Mastery
9.1.A Know and use the elements and principles of each art form to create works in the arts and humanities.		
Sing patterns containing pitches of the pentatonic scale: doe, re, mi, so , la, do. <i>Elements of Music – Pitch</i>	9.1.A.5	September
Identify and sing pitches of a melody that include all of the pitches of the major scale. <i>Elements of Music – Pitch</i>	9.1.A.5	November December
Identify and describe tone color and textural qualities of selected musical examples. <i>Principles of Music – Tone Color – Texture</i>	9.1.A.5	September
Respond accurately to music symbols: dynamics and fermata. <i>Principles of Music – Intensity – Dynamics</i>	9.1.A.5	September
Describe aural examples of tone color, evaluate performance and explain personal preferences of musical works. <i>Principles of Music – Tone Color</i>	9.1.A.5	September May
Aurally distinguish between major and minor scales. <i>Elements of Music – Pitch</i>	9.1.A.5	January
Identify major and minor keys in selected listening examples. <i>Elements of Music – Pitch</i>	9.1.A.5	February March
Demonstrate understanding of a I-IV-V blues progression. <i>Principles of Music – Form</i>	9.1.A.5	February March
Move to show 5/8 and/or 5/4 meter. <i>Principles of Music – Meter</i>	9.1.A.5	April May
9.1.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.		
Read and sing patterns, in C and G pentatonic using pitch syllable and pitch letter names. <i>Read and Notate Music – Sing</i>	9.1.B.5	September

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Perform dotted rhythm patterns using quarter and eight notes. <i>Read and Notate Music</i>	9.1.B.5	September
Read and Perform syncopation with and without ties. <i>Read and Notate Music</i>	9.1.B.5	October
Performed layered rhythm patterns and/or ostinatos. <i>Read and Notate Music</i>	9.1.B.5	October
Perform dotted quarter notes and three beamed eighth notes in 6/8 meter. <i>Read and Notate Music</i>	9.1.B.5	November December
Create and preform a 6/8 rhythm ostinato to accompany a song. <i>Compose/ Arrange Music – Read and Notate Music</i>	9.1.B.5	November December
Read, sing and play a major scale. <i>Read and Notate Music – Sing</i>	9.1.B.5	November December
Read, sing and perform sixteenth note rhythms in a song. <i>Read and Notate Music – Sing – Play an Instrument</i>	9.1.B.5	January
Read and sing a song in a minor key. <i>Read and Notate Music – Sing</i>	9.1.B.5	January
Sing and/or play I-IV-V chords to accompany a song. <i>Read and Notate Music – Sing – Play an Instrument</i>	9.1.B.5	February March
Sing a song in two-part harmony. <i>Read and Notate Music – Sing</i>	9.1.B.5	February March
Create and perform a movement sequence to show the beat grouping of 3+2 in 5/8 meter. <i>Compose/Arrange Music</i>	9.1.B.5	April May
Read meters based on groups of 5 and/or 7 beats. <i>Read and Notate Music</i>	9.1.B.5	April May
9.2.G Relate works in the arts to geographic regions.		
Discover music brought to the United States by immigrants of diverse heritage. <i>Relate Works to Geographical Regions</i>	9.2.G.5	October

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9.3.B Know that works in the arts can be described by using the arts elements, principles and concepts.		
Discover ways in which music can tell a story. <i>Music Can Be Described By Using Elements and Principles of Music</i>	9.3.B.5	January
Identify story elements in music. <i>Music Can Be Described By Using Elements and Principles of Music</i>	9.3.B.5	January
9.4.D Recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts.		
Evaluate how songs can communicate inner feelings. <i>Aesthetic Response – Explain Choices Made By Composer/Performer</i>	9.4.D.5	February March
Demonstrate understanding of the concept that music is a bridge that connects the past and present in changing times. <i>Aesthetic Response – Explain Choices Made By Composer/Performer</i>	9.4.D.5	April May

ASSESSMENTS

PSSA Academic Standards, Assessment Anchors, and Eligible Content: The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

Formative Assessments: The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

Effective formative assessments for this course include: The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning. Effective formative assessments for this course include: cooperative learning activities, games, online activities, oral responses, teacher observations, instruments, songs, and music.

Summative Assessments: The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

Effective summative assessments for this course include: The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit. Effective summative assessments for this course include: performance assessments, projects, tests, and quizzes.