

Fifth Grade

Unit One

Welcome, Welcome {Schultz}

Basics		Warm-Ups: see workshop handouts for exercises that fit these categories and create index cards to add to the warm-up collection	1. Body Movement 2. Posture Check 3. Singing 4. Tonal Solfege
Perform	ART.M.I.5.1	Sing independently with accurate rhythm, pitch, and intonation as well as appropriate timbre, technique, and tempo	
	ART.M.I.5.4	Sing rounds, partner songs and other multi-part songs that include melodies, countermelodies, ostinati, and/or basslines with I, IV, and V chords	Full Moonlight Dance {3 JRI 180}
	ART.M.V.5.1	Recognize and identify similarities and differences in vocabulary used in all arts	Dances

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Unit One

One Bottle of Pop ¹		Simple Square	
Finale	ART.MI.5.I ART.MI.5.H	Dancing Instructions, Chimes of Dunkirk: 29	ART.M.V.5.I
<ul style="list-style-type: none"> Listen → look at images and discuss text Introduce partner songs → listen to recording Learn Melody 1 → add movements 		<ul style="list-style-type: none"> Introduce concept Watch video Teach etiquette & protocols S choose partners → I mark class lists → I create groups/mark lists {after class} 	
<ul style="list-style-type: none"> Review M1 → C = M1 & I = M2/M3 Learn Melody 2 → add movements 		<ul style="list-style-type: none"> Review etiquette & protocols Introduce groups Teach opening formation → practice setting squares quickly & quietly Learn opening without music 	
<ul style="list-style-type: none"> Review M2 → C = M2 & I = M1/M3 Learn $\frac{1}{2}$ M1 & $\frac{1}{2}$ M2 Learn Melody 3 → add movements 		<ul style="list-style-type: none"> Review opening Learn chorus & figures 	
<ul style="list-style-type: none"> Review M3 → C = M3 & I = M1/M2 Learn in a round Record video for teacher/families Introduce and practice ASK ME card & distribute printed notation 		<ul style="list-style-type: none"> Review chorus & figures Assemble dance Add music Invite guests to participate Record video for teacher/families 	

¹See music for movements for each melody

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Unit Two¹

Hey You All

Basics		Warm-Ups: see workshop handouts for exercises that fit these categories and create index cards to add to the warm-up collection	1. Body Movement 2. Posture Check 3. Singing 4. Tonal Solfege
Perform	ART.M.I.5.1	Sing independently with accurate rhythm, pitch, and intonation as well as appropriate timbre, technique, and tempo	
	ART.M.I.5.4	Sing rounds, partner songs and other multi-part songs that include melodies, countermelodies, ostinati, and/or basslines with I, IV, and V chords	Full Moonlight Dance {3 JRI 180}
	ART.M.V.5.1	Recognize and identify similarities and differences in vocabulary used in all arts	Dances

¹ Take time for a Halloween lesson

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Unit Two

Shalom Chaverim		St. Michael's Star ¹	
Finale & 4 JRI I40	ART.MI.5.I ART.MI.5.H	Dancing Instructions, LTTM: 58	ART.M.V.5.I
<ul style="list-style-type: none"> Listen → tonal solfege → ID minor Learn bassline using text → body perc → xylos² & recorders² 		<ul style="list-style-type: none"> Review etiquette & protocols Learn A1 & A2 	
<ul style="list-style-type: none"> Review bassline with text/xylo/recorders → C = bassline & I = M Learn melody 		<ul style="list-style-type: none"> Review A1 & A2 Learn B1 & B2 	
<ul style="list-style-type: none"> Review melody → C = melody & I = bassline/xylophone Learn melody in a round Learn 1/2 bassline & 1/2 melody 		<ul style="list-style-type: none"> Review B1 & B2 Learn A1 variations 	
<ul style="list-style-type: none"> Review and assemble all components Record video for teacher/families Introduce and practice ASK ME card & distribute printed notation 		<ul style="list-style-type: none"> Review A1 variations Assemble dance Add music Invite guests to participate Record video for teacher/families 	

¹ Perhaps replace square dance with a line dance.

² All students play bassline {2 students per xylophone & remaining students on recorders → switch}

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Unit Three¹

How Do You Do {Beat Motions 100}

Basics		Warm-Ups: see workshop handouts for exercises that fit these categories and create index cards to add to the warm-up collection	<ol style="list-style-type: none"> 1. Body Movement 2. Posture Check 3. Singing 4. Tonal Solfege
Perform	ART.M.I.5.1	Sing independently with accurate rhythm, pitch, and intonation as well as appropriate timbre, technique, and tempo	
	ART.M.I.5.1	Play independently with accurate rhythm, pitch, and intonation as well as appropriate timbre, technique, and tempo	
	ART.M.I.5.4	Sing rounds, partner songs and other multi-part songs that include melodies, countermelodies, ostinati, and/or basslines with I, IV, and V chords	Full Moonlight Dance {3 JRI 180}
Listen	ART.M.III.5.1	Recognize musical forms including first and second endings	Movement ideas {Classic Tunes 236}

¹ Take time for a Thanksgiving lesson

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Unit Three

Take Time in Life		Social Emotional Learning	
Finale	ART.MI.5.I ART.MI.5.H ART.M.III.5.I	Guest Teacher Lessons & SEL 06 #30-32 {2021-2022}	
<ul style="list-style-type: none"> • Watch video → discuss text • Discuss first/second ending road map • Learn verse one • Learn maracas part {use eggs} 		Perspective	
<ul style="list-style-type: none"> • Review verse one → add eggs → I add bongos • Learn verses two & three • Learn bongos part 		Empathy	
<ul style="list-style-type: none"> • Review verses one, two, & three → add maracas → add bongos → I add claves • Learn verse four • Learn claves part • <i>Decode chords/chord roots of bassline</i> • <i>Learn bassline on recorders</i> 		Compassion	
<ul style="list-style-type: none"> • Review and assemble all components • Record video for teacher/families • Introduce and practice ASK ME card & distribute printed notation 			

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Unit Four^{1/2}

Daphinarts Rondo

Perform	ART.MI.5.9	Utilize a syllable system for chanting rhythms in triple meter: eighth, dotted quarter, and dotted half notes as well as quarter-eighth and division/elongation figures	Incorporate review in composition project <i>Rhythms To Mvmt</i> {Orff MMC 14} <i>Short Piece #9</i> {Orff MMC 14}
Create	ART.MII.5.4	Compose simple songs and/or instrumental pieces for voice, recorders, and/or classroom percussion instruments using specific guidelines including tonality, pitch, rhythm, meter, style, and form	

¹ Supplemental Movement Activity = *Quadrille Jos Bouchard* {Orff MMC 11}

² Take time for a Christmas lesson

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Unit Four

Xylophone Composition Project ^{1/2}	
Concept Lessons & Worksheets	ART.MI.5.9 ART.M.II.5.4
<ul style="list-style-type: none">• Announce meter {triple} and tonality {minor}• I demonstrate how to improvise → compose• Choose groups → groups experiment → groups share	
<ul style="list-style-type: none">• Teach supply locations and instrument care• Compose A = 8 beats that start on I and end on V {4-beat antecedent & 4-beat consequent}	
<ul style="list-style-type: none">• Review, revise, and clean A	

¹The timeline and content of this project have been streamlined/simplified compared to previous renditions.

²Modify worksheet to reflect changes and include my composed coda.

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Unit Five

Dophinarts Rondo

Perform	ART.MI.5.8	Independently play instrumental parts while other students sing or play contrasting parts	
Create	ART.M.II.5.4	Compose simple songs and/or instrumental pieces for voice, recorders, and/or classroom percussion instruments using specific guidelines including tonality, pitch, rhythm, meter, style, and form	
	ART.M.II.5.1	<i>Create rhythmic and melodic ostinati accompaniments</i>	
Evaluate	ART.M.III.5.6	Provide appropriate praise and constructive criticism when evaluating performances and compositions	
	ART.M.III.5.7	Use appropriate music terminology to express personal opinions of musical examples	

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Unit Five

Xylophone Composition Project	
Concept Lessons & Worksheets	ART.MI.5.8, ART.MII.5.4, ART.III.5.6, ART.MIII.5.7
<ul style="list-style-type: none">• Learn to play coda¹• Experiment with various forms² using A {4-beat antecedent & 4-beat consequent} and coda {8-beats}	
<ul style="list-style-type: none">• Make final revisions• Rehearse composition• Choose performers	
<ul style="list-style-type: none">• Perform for class• Record videos for teacher/families {share next week}	
<ul style="list-style-type: none">• Watch performance videos on Weebly• Evaluate performances and compositions• Introduce and ASK ME card & distribute printed notation {copies of completed worksheets}	

¹I compose 8-beat coda for all groups to play {see revised worksheet}.

²Students choose forms that allow every group member to play at least 4 beats.

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Unit Six

Brian's Body Percussion

Perform	ART.MI.5.4	Sing rounds, partner songs and other multi-part songs that include melodies, countermelodies, ostinati, and/or basslines with I, IV, and V chords	Full Moonlight Dance {3 JRI 180}
	ART.MI.5.9	Utilize a syllable system for chanting rhythms in duple meter: syncopation plus sixteenth, eighth, quarter, dotted quarter, half, dotted half, and whole notes	Notation Game {Orff MMC 5} Notation Notebooks Old House {Orff MMC 1} Review and identify duple meter Rhythms To Mvmt {Orff MMC 14} Water Come-a Me Eye {Schultz Multicultural MMC}
Listening	ART.M.III.5.2	Use graphic or standard notation to notate simple rhythmic and/or melodic patterns presented aurally	Magna Doodle Notation Notebooks White Boards
Analyze	ART.M.V.5.1	Recognize and identify similarities and differences in vocabulary used in all arts	
	ART.M.V.5.2	Connect musical concepts to grade-level concepts	
	ART.M.V.5.3	Discuss rationale for using music in daily experiences	

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Unit Six

Four White Horses ²		Syncopation	Career Project
Kodaly Spiral p. 143 & Finale Poster	ART.MI.5.4 ART.MI.5.9	ART.MI.5.9 ART.M.III.5.2	ART.M.V.5.1 ART.M.V.5.2 ART.M.V.5.3
<ul style="list-style-type: none"> Listen → macro/micro movement Tonal solfege → ID major & rhythm solfege → ID duple Add snaps to eighth rests and lap pats to quarter rests 		<ul style="list-style-type: none"> Echo rhythm solfege including syncopation Add rhythm flashcards 	Introductory Lesson
<ul style="list-style-type: none"> Review snaps and pats Introduce syncopation Learn melody Learn first motion in measures 1-2 		<ul style="list-style-type: none"> Introduce syncopation Find syncopation sandwich {eighth-quarter-eighth} in rhythms Decode rhythms {sandwich first then other notes then combo} ID cards in line-up 	Guest Speaker
<ul style="list-style-type: none"> Review melody Set dance formations → review first motion in measures 1-2 Learn second motion in measures 3-8 		<ul style="list-style-type: none"> $\frac{1}{2}$ C = sandwich and $\frac{1}{2}$ C = other notes → switch Pass object while singing melody and S with object at : draws flashcard to chant as solo/duet/chorus → C chants rhythm 	Follow-Up Lesson
<ul style="list-style-type: none"> Clean melody Review first and second motions in measures 1-8 Learn third motion in measures 9-14 Introduce and practice ASK ME card Distribute printed notation 		<ul style="list-style-type: none"> Listen to recordings¹ Practice rhythm dictation including syncopation 	

¹ *I Got Rhythm* by Scott Joplin {5 CD 2 #36} and *Symphonic Dances* by Berstein from West Side Story {YouTube: Examples}

² Perhaps revise movement to avoid group contact.

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Unit Seven¹

Namaste {melody}

Perform	ART.MI.5.6	Play rhythmic, melodic, and harmonic instruments including recorder and classroom percussion with characteristic tone quality, proper technique, and technical facility	Review recorder basics
	ART.MI.5.10	Use standard notation to read pitches in various tonalities	<i>Build a House Recorder Game {PDF}</i> <i>Pick Three {Orff MMC 8}</i> Recorder Composition Packet {Pinterest} Recorder Songs {Classic Tunes 3H}
	ART.MI.5.9 ²	Utilize a syllable system for chanting rhythms in duple meter: syncopation, sixteenth , eighth, quarter, dotted quarter, half, dotted half, and whole notes	<i>Recorder Tic-Tac-Toe {PDF}</i> Bean bags on floor/wooden staff games <i>Swat the Staff {Pinterest MMC}</i> Treble Clef Exit Tickets {Pinterest}
Create	ART.M.II.5.2	Improvise stylistically-appropriate consequence phrases in response to rhythmic and melodic antecedent phrases	Recorders

¹ Supplement lessons with SEL content

² Show sixteenth note notation during rhythm echoes on recorders

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Unit Seven

Recorders {Units Seven & Eight}	
Finale & YouTube	ART.MI.5.6, ART.MI.5.10, ART.MI.5.9, ART.MI.5.2
<ul style="list-style-type: none"> • Watch videos on Weebly • <i>Examine/discuss notation using questions</i> • Learn lines and spaces • Play <i>Swat the Staff</i> {Pinterest} 	
<ul style="list-style-type: none"> • Review recorder basics • Improvise rhythmic → melodic¹ consequent phrases 	
<ul style="list-style-type: none"> • Repertoire #1² 	
<ul style="list-style-type: none"> • Play <i>Build a House Recorder Game</i> {PDF} • Treble clef exit tickets 	
<ul style="list-style-type: none"> • Repertoire #2 	

¹See *Recorders* Concept Lesson Week Four

²Name That Tune

- Repertoire = Counting Stars, Old Town Road {1:33-4:40} *Seven Nation Army* {stop at 1:26}, What Makes You Beautiful, *or simpler melody*
- Handouts = song notation & treble clef staff letter names {front}, fingering chart {back}
- Add snare/bass drumbeats {Bickel's Board Songs}

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Unit Eight^{1/2}

Namaste {melody}

Perform	ART.MI.5.1	Play independently with accurate rhythm, pitch, and intonation as well as appropriate timbre, technique, and tempo		
	ART.MI.5.6	Play rhythmic, melodic, and harmonic instruments including recorder and classroom percussion with characteristic tone quality, proper technique, and technical facility		Review recorder basics
	ART.MI.5.10	Use standard notation to read pitches in various tonalities	<i>Build a House Recorder Game</i> {PDF} <i>Pick Three</i> {Orff MMC 8} Recorder Composition Packet {Pinterest} Recorder Songs {Classic Tunes 3H}	<i>Recorder Tic-Tac-Toe</i> {PDF} Bean bags on floor/wooden staff games <i>Swat the Staff</i> {Pinterest MMC} Treble Clef Exit Tickets {Pinterest}

¹ Supplement lessons with SEL content

² Supplemental Activities from Boyden #1 and #2 {MMC} in 3-6 section of IDEAS binder

- *Charlie The Monkey*
- *Follow the Leader* {DeBoer}
- *Let's All Have a Ball*
- *Mariachi Partner Dance*
- *Pata Pata* {DeBoer}
- *Popcorn* {DeBoer}
- *This Too Shall Pass*
- *We Will Rock You*

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Unit Eight

Recorders {Units Seven and Eight}	
Finale & YouTube	ART.MI.5.1 ART.MI.5.6 ART.MI.5.10
<ul style="list-style-type: none">• Repertoire #3	
<ul style="list-style-type: none">• Play <i>Recorder Tic-Tac-Toe</i> Notation Activity¹ {PDF}• Exit tickets	
<ul style="list-style-type: none">• Repertoire #4	
<ul style="list-style-type: none">• Play <i>Bean Bag Staff Races</i> {Nietupski's Wooden Staff}• Exit tickets• Record video for teacher/families• Introduce and practice ASK ME card & distribute printed notation	

¹Notation Activities

- *Recorder Tic-Tac-Toe* {McDonough/Behrends MMC}: mark X/O on PDF using tools → highlight text → pencil → red → 10 point → 60% opacity OR use notation feature on document camera
- Fill rolling white board staves with color-coded one-measure pitch patterns using GABDF# and eighth, quarter, & half notes. Review GABDF# on wall fingering charts. I play pitch/rhythm pattern → C IDs → decode rhythm → decode pitches → play