

## Fifth Grade Curriculum Map for Bemidji District Music K-12 Scope and Sequence

Grade 5	Brief Description	Standard Benchmarks The student will:	Assessment Activities	Evaluation Criteria
<b>Semester 1</b>	<p><b>On-going:</b></p> <p>a. More complex rhythmic and melodic patterns</p> <p>b. Increase musical literacy</p> <ul style="list-style-type: none"> <li>● Melody               <ul style="list-style-type: none"> <li>○ Read and notate music</li> </ul> </li> <li>● Rhythm               <ul style="list-style-type: none"> <li>○ Duration of notes and rests</li> </ul> </li> <li>● Dynamics</li> <li>● Form</li> <li>● Advanced Signs and symbols</li> </ul> <p><b>Focus on:</b></p> <ul style="list-style-type: none"> <li>▪ Singing alone and in a group including unison, rounds, part songs and partner songs</li> <li>▪ Singing techniques</li> <li>▪ Elements of music including melody, rhythm and harmony</li> </ul>	<p><b>Foundations:</b> <b>2.2</b></p> <p><b>Create/Make:</b></p> <p><b>Present/Perform 1.1</b></p> <p><b>Respond/Critiques:</b></p>	<p><b>Foundations Benchmark 2.2(sing alone)</b> <b>Present/Perform 1.1 (sing alone)</b> <b>Learning Goal: Student will sing a teacher selected song.</b> <b>Assessment Activity:</b> Sing alone into a microphone a song of your teacher’s choice (A large or small group may or may not be singing in the background). Make sure your posture, breathing and singing technique are correct and you are singing with expressive intent. OR Sing a single phrase within a song that a large or small group is singing.</p> <p><b>Foundations Benchmark 2.2 (sings in a group)</b> <b>Present/Perform Benchmark 1.1(sings in a group)</b> <b>Learning Goal: Student sings a round and/or part song in a group.</b> <b>Assessment Activity:</b> : (Note to teachers: singing in a group may be assessed at the same time as singing alone) Sing within a group a song of your teacher’s choice. Make sure your posture, breathing and singing technique are correct and you are singing with expressive intent.</p>	<p>4, 3, 2, 1</p> <p><b>Alone</b> Proper:</p> <ul style="list-style-type: none"> <li>● Posture</li> <li>● Breathing</li> <li>● Technique</li> <li>● Tone quality</li> <li>● Expressive intent</li> </ul> <p>Correct:</p> <ul style="list-style-type: none"> <li>● Rhythm</li> <li>● Pitches</li> <li>● Words</li> </ul> <p><b>In a Group: same as above and add:</b></p> <ul style="list-style-type: none"> <li>● Group sings together</li> <li>● Entrances and cut-offs are together</li> <li>● Eyes focused on director</li> </ul>

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Grade 5	Brief Description	Standard Benchmarks The student will:	Assessment Activities	Evaluation Criteria
<b>Semester 2</b>	<p>a. More complex rhythmic and melodic patterns</p> <p>b. Increase musical literacy</p> <ul style="list-style-type: none"> <li>● Melody               <ul style="list-style-type: none"> <li>○ Read and notate music</li> </ul> </li> <li>● Rhythm               <ul style="list-style-type: none"> <li>○ Duration of notes and rests</li> </ul> </li> <li>● Dynamics</li> <li>● Form</li> <li>● Advanced Signs and symbols</li> </ul> <p>Focus on:</p> <ul style="list-style-type: none"> <li>● Composition</li> <li>● Improvisation</li> <li>● Playing instruments alone</li> <li>● Revision</li> <li>● Peer feedback</li> <li>● Self-reflection</li> </ul>	<p>Foundations</p> <p>1.1 1.2 1.3 3.1 3.2</p> <p>Create/Make</p> <p>1.1</p> <p>Perform/Present</p> <p>1.1 1.2</p> <p>Respond/Critiques</p> <p>1.1</p>	<p><b>Create/Make Benchmark 1.1(improvise)</b>  <b>Learning Goal: Student will improvise a 16 beat melody.</b>  <b>1. Assessment Activity:</b>          Performance Assessment: Improvise a pentatonic melody from a given rhythm of 16 beats. You must use steps, skips and repeated notes or patterns and your improvisation must end on do.          OR          Improvise an 8 beat rhythmic/melodic answer to an 8 beat teacher-given question.</p> <p><b>Foundations Benchmark 2.1(notate), 2.2 (play alone)</b>  <b>Create/Mark Benchmark 1.1 (rhythmic accompaniment)</b>  <b>Present/Perform Benchmark 1.1(play alone), 1.2 (revise)</b>  <b>Learning Goal: Student will compose, notate, and perform an 8 beat rhythmic ostinato for unpitched percussion instrument.</b>  <b>Assessment Activity:</b>          Performance Assessment: Compose an 8 beat rhythmic ostinato for an unpitched percussion instrument to accompany and express the idea of or complement a specific song. Notate your ostinato on the form that your teacher provides following the parameters given. Play your ostinato for a partner and refine your composition based on peer feedback and your own self-reflection.</p>	<p><b>4, 3, 2, 1</b>  <b>Assessment 1</b></p> <ul style="list-style-type: none"> <li>▪ The melody ends on do</li> <li>▪ The rhythm is correct</li> <li>▪ The mallet technique is correct</li> <li>▪ Melody has steps, skips, repeated notes, or patterns</li> </ul> <p><b>Assessment 2</b>  <b>Composition</b></p> <ul style="list-style-type: none"> <li>● Notation of ostinato is correct</li> <li>● Ostinato expresses a musical idea to complement the song</li> <li>● Ostinato is playable</li> <li>● Ostinato follows given parameters</li> </ul> <p><b>Revision</b></p> <ul style="list-style-type: none"> <li>● Revision includes consideration of peer feedback and self-reflection</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>● Instrument technique is correct</li> <li>● Ostinato rhythm is correct</li> <li>● Ostinato has a steady beat and aligns with song</li> <li>● Cut-off is correct</li> </ul>

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Grade 5	Brief Description	Standard Benchmarks The student will:	Assessment Activities	Evaluation Criteria
			<p><b>Foundations Benchmark 1.1, 1.2, 1.3, 3.1(historical), 3.2(music communicates)</b>  <b>Respond/Critique Benchmark 1.1</b>  <b>Learning Goal: The student will attend an orchestra concert after studying about the pieces to be performed. Afterwards the student will complete a written response to music using the elements of music vocabulary words, including a personal response to the concert performance.</b>  <b>Floating Assessment*: fourth and fifth grade every other year</b>                      Extended written response: Justify a personal response to the Bemidji Symphony Orchestra Children’s Concert performance using the format provided by your teacher. (Note to teachers: Worksheets will change each year to accommodate the variety of concert repertoire but must include: a.) genre, musical styles, historical traditions; b.) elements of music including melody, rhythm, harmony, dynamics, tone color, texture, tempo and form. The concert critique will focus on how music communicates meaning, interpretation and personal reaction.</p> <p>Teacher note: Make a word wall with music vocabulary that can be started and added to over the year.</p>	<p><b>Concert Worksheets Critique:</b></p> <ul style="list-style-type: none"> <li>● Personal response is supported with examples from the concert</li> <li>● Used five of the seven elements of music (vocabulary) to describe a selection of their choice.</li> </ul>