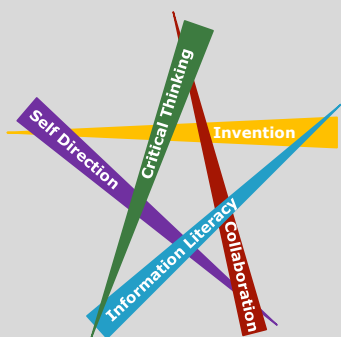


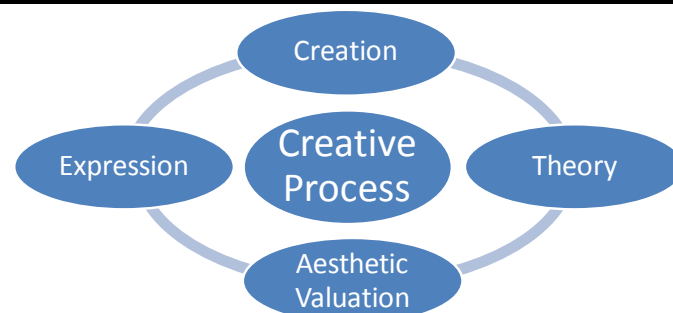
**Curriculum Development Course at a Glance
Planning for 5th Grade Music**

Content Area	Music	Grade Level	5 th Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Expression of Music	1. Perform using enhanced musical techniques	MU09-GR.5-S.1-GLE.1	
	2. Perform more complex rhythmic, melodic, and harmonic patterns	MU09-GR.5-S.1-GLE.2	
	3. Perform melodies using traditional notation	MU09-GR.5-S.1-GLE.3	
2. Creation of Music	1. Improvise question and answer and basic musical phrases	MU09-GR.5-S.2-GLE.1	
	2. Notate simple compositions	MU09-GR.5-S.2-GLE.2	
3. Theory of Music	1. Analyze and apply dynamics, tempo, meter, and articulation using appropriate music vocabulary	MU09-GR.5-S.3-GLE.1	
	2. Analyze aurally and visually notation of form in music	MU09-GR.5-S.3-GLE.2	
	3. Analyze more complex instrumental and vocal examples	MU09-GR.5-S.3-GLE.3	
	4. Comprehension and application of melodic, rhythmic, and harmonic patterns	MU09-GR.5-S.3-GLE.4	
4. Aesthetic Valuation of Music	1. Explain and defend personal preferences for specific music	MU09-GR.5-S.4-GLE.1	
	2. Articulate the meaning in music according to elements, aesthetic qualities, and human responses	MU09-GR.5-S.4-GLE.2	

Colorado 21st Century Skills



- Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*
- Information Literacy:** *Untangling the Web*
- Collaboration:** *Working Together, Learning Together*
- Self-Direction:** *Own Your Learning*
- Invention:** *Creating Solutions*



The Colorado Academic Standards for Music are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four music standards to illustrate this process-based philosophy.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Feeling Blue	Instructor's Choice	Instructor's Choice
Building a Song	Instructor's Choice	Instructor's Choice
So You 'Wanna' Be a Rock Star?	Instructor's Choice	Instructor's Choice

**Curriculum Development Overview
Unit Planning for 5th Grade Music**

Unit Title	Feeling Blue		Length of Unit	Instructor choice
Focusing Lens(es)	Origins, Patterns, Play/Exploration	Standards and Grade Level Expectations Addressed in this Unit	MU09-GR.5-S.1-GLE.2 MU09-GR.5-S.2-GLE.1 MU09-GR.5-S.3-GLE.2, MU09-GR.5-S.3-GLE.3, MU09-GR.5-S.3-GLE.4 MU09-GR.5-S.4-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How does a culture’s history impact its music? (MU09-GR.5-S.2-GLE.1) and (MU09-GR.5-S.3-GLE.2,3) and (MU09-GR.5-S.4-GLE.2-EO.b,c) • How can emotions be expressed without words? • How does improvisation use musical elements to express personal ideas? 			
Unit Strands	Expression, Creation, Theory, Aesthetic Valuation			
Concepts	Improvisation, Style, Emotions, Form, Tradition, Expression, Culture			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Influences and traditions shape musical style. (MU09-GR.5-S.3-GLE.3-EO.c) and (MU09-GR.5-S.4-GLE.2-EO.b,c)	What influences guided the development of the blues? What culture is most often identified with the blues?	How does style develop? How does style develop In music? What is music’s role in society?
Form and emotions guide improvisation to allow for personal expression through music. (MU09-GR.5-S.1-GLE.2-EO.c) and (MU09-GR.5-S.2-GLE.1-EO.a,b) and (MU09-GR.5-S.3-GLE.2,4) and (MU09-GR.5-S.4-GLE.2-EO.c)	What chord progression is used for 12-bar blues? What notes (scale degree number, solfege, etc.) are in each I, IV, or V chord?	How can form organize ideas? How can emotions influence improvisation?
Traditional cultural music structures govern the development of improvisation. (MU09-GR.5-S.1-GLE.1-EO.a) and (MU09-GR.5-S.2-GLE.1,2) and (MU09-GR.5-S.3-GLE.2,4) and (MU09-GR.5-S.4-GLE.2)	What does it mean to improvise? What cultural music is known for improvisation?	What are the ways that musical elements can be used in improvisation?

**Curriculum Development Overview
Unit Planning for 5th Grade Music**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • The construction of I-IV-V chords (MU09-GR.5-S.1-GLE.2-EO.c) and (MU09-GR.5-S.2-GLE.1-EO.b) and (MU09-GR.5-S.3-GLE.4-EO.c) • The 12-bar blues form (MU09-GR.5-S.2-GLE.1-EO.a,b) and (MU09-GR.5-S.3-GLE.2,4) • The meaning of improvisation (MU09-GR.5-S.2-GLE.1-EO.a,b) • The origin of the Blues (MU09-GR.5-S.3-GLE.3-EO.c) and (MU09-GR.5-S.4-GLE.2-EO.b,c) • Lines and spaces of bass clef staff (MU09-GR.5-S.3-GLE.2-EO.a) 	<ul style="list-style-type: none"> • Identify I-IV-V chords aurally and through written notation (MU09-GR.5-S.1-GLE.2-EO.c) and (MU09-GR.5-S.2-GLE.1-EO.b) and (MU09-GR.5-S.3-GLE.4-EO.c) • Perform I-IV-V chords (MU09-GR.5-S.1-GLE.2-EO.c) and (MU09-GR.5-S.2-GLE.1-EO.b) and (MU09-GR.5-S.3-GLE.4-EO.c) • Improvise completion of a phrase (MU09-GR.5-S.2-GLE.1-EO.a) • Aurally identify 12-bar blues form (MU09-GR.5-S.3-GLE.2,4) • Improvise in 12- bar blues form (MU09-GR.5-S.2-GLE.1-EO.a,b) • Describe expression of emotion in the Blues (MU09-GR.5-S.4-GLE.2-EO.b,c)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Historical and cultural influences led to the development of the 12-bar blues form.</i></p>
<p>Academic Vocabulary:</p>	<p>Improvise, cultural, historical, mood, phrase, origin, evoke, image, form, expression, emotions</p>
<p>Technical Vocabulary:</p>	<p>Chord progression, 12-bar blues, meter, bass clef staff, notation, blues</p>

**Curriculum Development Overview
Unit Planning for 5th Grade Music**

Unit Title	Building a Song		Length of Unit	Instructor choice
Focusing Lens(es)	Structure and Function, Inspiration	Standards and Grade Level Expectations Addressed in this Unit	MU09-GR.5-S.1-GLE.2, MU09-GR.5-S.1-GLE.3 MU09-GR.5-S.2-GLE.2 MU09-GR.5-S.3-GLE.3, MU09-GR.5-S.3-GLE.4 MU09-GR.5-S.4-GLE.1, MU09-GR.5-S.4-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • Why do people compose music? (MU09-GR.5-S.1-GLE.2,3) and (MU09-GR.5-S.2-GLE.2-EO.a,b) and (MU09-GR.5-S.3-GLE.3) and (MU09-GR.5-S.4-GLE.1,2) • How does culture influence creation? • What tools do composers need to create an effective composition? 			
Unit Strands	Expression, Creation, Theory, Aesthetic Valuation			
Concepts	Composition, Patterns, Rhythm, Order/Form, Rules, Expression, Melody			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Rules structure musical composition into a means of communication. (MU09-GR.5-S.2-GLE.2-EOa,b) and (MU09-GR.5-S.3-GLE.1,4) and (MU09-GR.5-S.4-GLE.1,2)	In the following time signatures, how many beats are in each measure (3/4,4/4, 2/4, etc.)?	How do rules guide composition? What effect does meter and rhythm have on composition?
Rhythmic and melodic patterns create order and form in music (MU09-GR.5-S.1-GLE.2,3) and (MU09-GR.5-S.3-GLE.4) and (MU09-GR.5-S.4-GLE.2-EO.a)	What pattern is used to create a major scale? What is a musical phrase?	Why does music use repetition and contrast?
Music composition facilitates personal expression. (MU09-GR.5-S.1-GLE.2,3) and (MU09-GR.5-S.2-GLE.2) and (MU09-GR.5-S.3-GLE.4) and (MU09-GR.5-S.4-GLE.1,2)	What musical elements do composers use to create music? What are ways that composers can notate ideas to communicate to performers?	Do composers need to use all musical elements to create music? How do musical elements interact to create personal expression?

**Curriculum Development Overview
Unit Planning for 5th Grade Music**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Rhythms including sixteenth/sixteen-eighth, eight-sixteenth/sixteenth, eighth-quarter-eighth and ties (MU09-GR.5-S.1-GLE.2) and MU09-GR.5-S.3-GLE.4-EO.a,b) • The pitches of major scale, whole and half steps, accidentals (MU09-GR.5-S.1-GLE.2,3) and (MU09-GR.5-S.2-GLE.2-EO.a,b) and (MU09-GR.5-S.3-GLE.4-EO.b,d,e) • Examples of world instruments by sight and sound (MU09-GR.5-S.3-GLE.3-EO.a) and (MU09-GR.5-S.4-GLE.2-EO.c) 	<ul style="list-style-type: none"> • Reproduce, create, and perform eight measure melodies on treble staff (MU09-GR.5-S.1-GLE.2-EO.a,b) and (MU09-GR.5-S.2-GLE.2-EO.a,b) • Play and sing melodies (MU09-GR.5-S.1-GLE.2,3) • Verbally express and differentiate between personal preferences and quality works (MU09-GR.5-S.3-GLE.1-EO.a) and (MU09-GR.5-S.4-GLE.1,2) • Evaluate works and performances using appropriate music terminology (MU09-GR.5-S.3-GLE.1,3) and (MU09-GR.5-S.4-GLE.2-EOa,c,d,e) • Identify various world instruments and their affect upon musical works (MU09-GR.5-S.3-GLE.3-EO.a,c) and (MU09-GR.5-S.4-GLE.1,2)

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<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>A composer combines historical, cultural and musical elements to create a musical composition.</i></p>
<p>Academic Vocabulary:</p>	<p>Compose, patterns, laws, rules, culture, criteria, preferences, expression, style, quality, repetition, contrast</p>
<p>Technical Vocabulary:</p>	<p>Musical elements (Sixteenth notes, accidentals, sharp, flat, natural, pitch, rhythm) stage presence, composition</p>

**Curriculum Development Overview
Unit Planning for 5th Grade Music**

Unit Title	So You 'Wanna' Be a Rock Star?		Length of Unit	Instructor choice
Focusing Lens(es)	Choices, Change/Transition	Standards and Grade Level Expectations Addressed in this Unit	MU09-GR.5-S.1-GLE.1, MU09-GR.5-S.1-GLE.3 MU09-GR.5-S.2-GLE.1, MU09-GR.5-S.2-GLE.2 MU09-GR.5-S.3-GLE.1, MU09-GR.5-S.3-GLE.2, MU09-GR.5-S.3-GLE.3 MU09-GR.5-S.4-GLE.1, MU09-GR.5-S.4-GLE.2, MU09-GR.5-S.4-GLE.3, MU09-GR.5-S.4-GLE.4	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • What defines a good performance? (MU09-GR.5-S.1-GLE.1,3) and (MU09-GR.5-S.2-GLE.1-EO.b,c) and (MU09-GR.5-S.3-GLE.1,2,3) and (MU09-GR.5-S.4-GLE.2,4) • What knowledge is needed to read and perform music? • How will evaluative listening improve performance skills? 			
Unit Strands	Expression, Creation, Theory, Aesthetic Valuation			
Concepts	Musical Elements (rhythm, timbre, form, pitch, dynamics), Technique, Emotion, Symbols			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Musical elements communicate emotion, which may facilitate personal connections in performance. (MU09-GR.5-S.3-GLE.1-EO.a,b) and (MU09-GR.5-S.4-GLE.1,2)	How would one list these tempos in order from slowest to fastest: Largo, Andante, Moderato, Allegro, Presto?	How does music stimulate feelings and perceptions?
Symbols communicate musical elements to ensure accuracy in performance. (MU09-GR.5-S.1-GLE.3-EO.b) and (MU09-GR.5-S.2-GLE.2-EO.a) and (MU09-GR.5-S.3-GLE.1-EOa,b)	What are the symbols used to show dynamics? Tempos? Articulation?	How do symbols convey messages?
Implementation of musical elements builds technique in performance. (MU09-GR.5-S.1-GLE.1-EO.a,b) and (MU09-GR.5-S.3-GLE.1-EO.a,b) and (MU09-GR.5-S.4-GLE.2-EO.a,e)	What effect does a diminuendo (or another expressive element) have?	How do expressive elements enhance musical performance?

**Curriculum Development Overview
Unit Planning for 5th Grade Music**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Proper care of voice and instruments (MU09-GR.5-S.1-GLE.1-EO.c) • Expressive markings guide performance (tempo and dynamics including largo, moderato, diminuendo and slur) (MU09-GR.5-S.3-GLE.1-EO.a,b) and (MU09-GR.5-S.4-GLE.2-EO.a) • Types of voices (Soprano, alto, tenor and bass voices) (MU09-GR.5-S.3-GLE.2,3) • Symbols and modalities used for notation and performance (Treble clef, bass clef, major, minor) (MU09-GR.5-S.1-GLE.3-EO.b) and (MU09-GR.5-S.2-GLE.2-EO.b) 	<ul style="list-style-type: none"> • Perform four-part rounds (MU09-GR.5-S.1-GLE.1-EO.a,b) • Respond to conductor for phrasing and dynamics (MU09-GR.5-S.1-GLE.1-EO.b) • Describe and demonstrate expressive elements (MU09-GR.5-S.3-GLE.1-EO.a,b) and (MU09-GR.5-S.4-GLE.2-EO.a) • Play, sing, and reproduce simple melodic notation (MU09-GR.5-S.1-GLE.3-EO.b) and (MU09-GR.5-S.2-GLE.2-EO.b) • Notate on bass clef staff (MU09-GR.5-S.3-GLE.3-EO.b) • Express and differentiate between personal preferences and quality works (MU09-GR.5-S.4-GLE.1,2) • Analyze differences in tempo and dynamics (MU09-GR.5-S.3-GLE.1-EO.a,b) and (MU09-GR.5-S.4-GLE.2-EO.a)

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<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>A strong performance depends on proper care of voice and/or instrument along with accurate use of musical elements.</i></p>
<p>Academic Vocabulary:</p>	<p>Preferences, tempo, expression, voice, instrument, performance, interpretation</p>
<p>Technical Vocabulary:</p>	<p>Voice (soprano, alto, tenor, bass), treble clef, bass clef, major, minor, musical elements (tempo, dynamics, largo, moderato, diminuendo, slur, phrase)</p>