

Instructional Map

Orff Music Grade 5

QUARTER 1

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>PERFORM: Standard 1.0 Singing: Students will sing alone and with others, a varied repertoire of music.</p> <p>Standard 2.0 Playing Instruments: Students will perform on instruments, alone and with others, a varied repertoire of music</p> <p>Standard 5.0 Reading and Notating: Students will read and notate music.</p>			<p><i>Rhythmically Moving=RM</i></p> <p><i>Recorder Routes=RR</i></p> <p><i>Share the Music=STM</i></p> <p><i>Silver Burdett Making Music=SBMM</i></p> <p><i>Silver Burdett Making Music=SBMM</i></p> <p>www.dsokids.com (Dallas Symphony Orchestra)</p> <p>www.sfskids.org (San Francisco Symphony)</p> <p>http://www.nyphilkids.org/main.phtml (New York Philharmonic)</p> <p>http://www.classicsforkids.com/</p> <p>https://kids.usa.gov/art-and-music/index.shtml</p> <p>http://teachingwithorff.com/</p>	
<p>Traditional Notation</p>	<p>Read and perform rhythm patterns using whole, half, quarter, eighth, and sixteenth notes, syncopation, and whole, half, and quarter rests</p>	<p>Observe and assess student performance of rhythms using teacher-created or district-provided rubric.</p>	<p>“No One In the House” <i>American As Apple Pie</i></p> <p>“Whitewater Rafting” (See appendix)</p> <p>“Funga Alafia” SOM Gr. 5</p> <p>“Way Down Yonder in the Brick Yard” SOM Gr. 5</p> <p>“Lil’ Liza Jane” <i>American As Apple Pie</i></p>	<p>Comprehension: Fluency</p> <p>“Lil’ Liza Jane” Teach text by echo while using a visual. Assign some students to keep a steady beat on body percussion to maintain tempo. Once students have learned verse(s), have them create additional ones that fit the phrase scheme and have them notate the rhythm of their texts using traditional notation.</p> <p>Literacy.CCRA.SL.6</p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>

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Pentatonic and Diatonic Scales	Continue to sing pentatonic and diatonic melodies using proper vocal technique	Observe and assess student performance of pentatonic and diatonic melodies using teacher-created or district-provided rubric .	<p>“Hill an’ Gully” SOM Gr. 5</p> <p>“In that Great Git’in up Mornin” SOM Gr. 5</p> <p>“Funga Alafia” SOM Gr. 5</p> <p>“Way Down Yonder in the Brick Yard” SOM Gr. 5</p> <p>“Whitewater Rafting” (See appendix)</p> <p>“Lil’ Liza Jane” <i>American As Apple Pie</i></p> <p>“America” SOM Gr. 4</p> <p>“Aquaqua” SOM Gr. 5</p> <p>“Song of Peace” SOM Gr. 5</p> <p>“Hector Protector” <i>3rd Rhyme’s the Charm</i></p>	<p>Comprehension: Lyricist’s (Author’s) purpose</p> <p>Ask students to read the lyrics to both verses of “Song of Peace”. These lyrics were written by Lloyd Stone to fit the melody <i>Finlandia</i> by Jen Sibelius. Discuss the following: Why Stone write these lyrics? What did he want to convey to his audience? How does this song compare to “America” or other patriotic songs you have studied?</p> <p>Literacy.CCRA.SL.6</p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
Soprano Recorder	Read and perform B-A-G-E-D patterns from a combination of iconic and traditional notation.	Observe and assess student performance of recorder performance and melodic/rhythmic reading skills using teacher-created or district-provided rubric .	<p>Review BAG “Babylon’s Fallin” SOM Gr. 3</p> <p>“Red Sails” <i>Recorder Routes</i></p> <p>“Chippewa Lullaby” <i>SBMM Gr. K</i></p> <p>“Get Ready” <i>Easy 8</i></p> <p>“Ocean Breeze” <i>Easy 8</i></p> <p>“Going Home” <i>8 More</i></p> <p>“Shake it Up” <i>8 More</i></p> <p><i>Concert Suite</i> (Easy option) Don Muro</p> <p>Transitioning from Iconic To Traditional Notation Resource</p>	<p>Comprehension: Composer’s Purpose</p> <p>How does understanding the composer’s purpose in writing “Chippewa Lullaby” impact how you play your recorder in terms of dynamics, articulation and tempo?</p> <p>Literacy.CCRA.R.10</p> <p>Read and comprehend complex literary and informational texts independently and proficiently.</p>

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<p>Bordun Accompaniments</p>	<p>Play chord, broken chord, level, and crossover bordun accompaniments with pentatonic songs.</p> <p>Choose preferred bordun to accompany a pentatonic song.</p>	<p>Observe and assess student performance of bordun accompaniments using teacher-created or district-provided rubric.</p>	<p>“Shortnin’ Bread” <i>SBMMGr.1</i> “Whitewater Rafting” (See appendix) “Lil’ Liza Jane” <i>American As Apple Pie</i> “No One In the House” <i>American As Apple Pie</i> “Hector Protector” <i>3rd Rhyme’s the Charm</i></p>	<p>Comprehension and Writing: “Hector Protector”: Use questioning about the text details to help students learn lyrics. Have Ss brainstorm ideas about why Hector was sent away to create a B section, following the process in <i>3rd Rhyme’s the Charm</i>. Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
<p>Ostinato</p>	<p>Perform rhythmic ostinato accompaniment for a poem or song, using body percussion/unpitched instruments with correct technique.</p>	<p>Observe as students perform a rhythmic ostinato accompaniment for a poem or song and assess using teacher-created or district-provided rubric.</p>	<p>“Agahu” (Listening Playalong) <i>SOM Gr. 5</i> “The River” (See Appendix) “Mississippi River Chant” SBMM Gr. 2</p>	<p>Vocabulary: Have students examine the lyrics of “Mississippi River Chant”, circle words they do not know and define them by context or using the dictionary. Ask students to assign dynamics to the poem based upon the lyrics. Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

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Canon	Perform 8-beat rhythmic canon with body percussion.	Observe and assess student performance of rhythmic canon using teacher-created or district-provided rubric .	“The River” (See Appendix) “Mississippi River Chant” SBMM Gr. 2 “Peach, Pear, Apple, Plum” <i>Strike It Rich!</i>	Comprehension: Fluency Emphasize fluency and expression when teaching and speaking these poems to create the most musical performance. Ask students why these literary elements are important to giving a good musical performance. Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
Dynamics	Choose dynamic markings (p, mf, f, crescendo, decrescendo) for metered and unmetered poetry and perform with speech and/or instruments.	Observe as students add dynamics to a metered or unmetered poem and perform it. Assess using teacher-created or district-provided rubric .	“The Sounds of Africa” (Poem) SOM Gr. 5 “The River” (See Appendix) “Mississippi River Chant” SBMM Gr. 2 (Arrangement, See Appendix) “A Modern Dragon” SOM Gr. 4	Comprehension: Literary Devices Ask students to find instances of alliteration, onomatopoeia and personification in the poem “The Sounds of Africa”. Use these words to create a sound carpet or orchestration of the poem with dynamics. Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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<p>Instrument Technique</p>	<p>Play unpitched Orff instruments with poetry/song using correct technique</p>	<p>Observe student technique while playing instruments and assess using teacher-created or district-provided rubric.</p>	<p>“Hector Protector” <i>3rd Rhyme’s the Charm</i></p>	<p>Comprehension: Fluency Ask student/Discuss as a class how the instrument parts compliment the phrases of the poem “Hector Protector”. (e.g., The are the same length, the AX always plays at the end of a phrase, the BX part keeps our tempo steady.) Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
<p>Performance Etiquette</p>	<p>Display grade-level appropriate applications of performance etiquette skills including watching the conductor, responding to non-verbal cues, maintaining appropriate posture, remaining on-task, refraining from distracting others, and properly acknowledging the audience.</p>	<p>Observe student performance etiquette assess using teacher-created or district-provided rubric.</p>	<p>Concert Etiquette Video 1 (General) Concert Etiquette Video 2 (Choral) Performance Practices by Grade Level</p>	<p>Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

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CREATE: Standard 3.0 Improvising: Students will improvise melodies, variations, and accompaniments. Standard 4.0 Composing: Students will compose and arrange music within specific guidelines.				
Melody	Compose short melodic vocal or instrumental introduction, interlude and/or coda to given melodies on major and/or minor pentatonic scales.	Assess student creation of short melodic introduction, interlude or coda (group or individual) to a known/given melody using teacher-created or district-provided rubric .	“Cotton Eye Joe”, <i>SOM 4</i> “Ding Dong Diggidiggidong”, <i>SBMM 3, Orff Volume 1</i> “Built My Lady a Fine Brick House”, <i>SOM 4</i> “Old Brass Wagon”, <i>SBMM 2</i> “This Train is Bound for Glory”, <i>SOM 4</i> “Lil’ Liza Jane” <i>American As Apple Pie</i> “No One In the House” <i>American As Apple Pie</i>	Comprehension: Character Development When improvising vocally, challenge students to sing like different characters or in different moods. Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
Eight-Beat Patterns	Improvise eight-beat patterns using previously learned rhythms	Observe students improvising eight-beat patterns on body percussion or unpitched instruments and assess using teacher-created or district-provided rubric .	“Peach, Pear, Apple, Plum” <i>Strike It Rich!</i> “Jack-A-Nory” <i>3rd Rhyme’s the Charm</i>	Comprehension: Fluency Encourage rhythmic improvisations that fit the meter of the poems (speech pieces). If performing question and answer, review good “interviewing” skills and make sure that answers are related to the questions asked. Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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<p>Ostinato</p>	<p>Improvise a simple eight-beat ostinato accompaniment with movement, body percussion or unpitched instruments within teacher-given parameters.</p> <p>In a small group, create and perform a simple eight-beat ostinato accompaniment with movement, body percussion or unpitched instruments within teacher-given parameters.</p>	<p>Observe student performance of improvised eight-beat rhythmic ostinato as accompaniment for a section of a listening example and assess using teacher-created or district-provided rubric.</p> <p>Observe small group performances of students' created eight-beat ostinato as accompaniment for a section of a listening example and assess using teacher-created or district-provided rubric.</p>	<p>"Simple Gifts" <i>SOM</i> Gr. 5</p> <p>"La Mariposa" (See Appendix)</p> <p>"Hector Protector" <i>3rd Rhyme's the Charm</i></p> <p>"The Add-On Machine" <i>ALM SBMM</i></p>	<p>Writing</p> <p>Ask students to write a brief review of another group's performance, citing at least one fact and one opinion about the performance and one suggestion for improvement</p> <p>Literacy.CCRA.SL.4</p> <p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>
<p>RESPOND: Standard 6.0 Listening and Analyzing: Students will listen to, analyze, and describe music. Standard 7.0 Evaluating: Students will evaluate music and music performances.</p>				
<p>Proper Audience Etiquette</p>	<p>Demonstrate proper audience etiquette and evaluate audience behavior during performances</p>	<p>Observe student behavior during performances and assess using a teacher-created or district-provided rubric.</p>	<p>Audience Etiquette Self-Evaluation</p> <p>Writing: After reviewing the Concert Etiquette rubric, students take turns being a poor audience member while teacher performs. Then, ask students to write a letter to an (imaginary) unruly audience member, describing what the audience member did and how it impacted the performance. (Possible homework assignment/ portfolio pre-assessment)</p> <p>Audience Etiquette Video</p> <p>List of live, local, free or low-cost events, field trip grants and how to apply for them.</p>	<p>Literacy.CCRA.SL.3</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>

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<p>Evaluation</p>	<p>Evaluate music performances based on age-appropriate criteria</p>	<p>Guide students to create a rubric for evaluating music performances and ask them to formally assess a live or recorded performance. Assess students' formal evaluations of music performances using a teacher-created or district-provided rubric.</p>	<p>Recorded MCS/SCS All City performance DVDS</p> <p>Student Orff Ensemble performances from YouTube including, but not limited to:</p> <p>Sample Ensemble 1</p> <p>Sample Ensemble 2</p> <p>Sample Ensemble 3</p> <p>List of live, local, free or low-cost events, field trip grants and how to apply for them.</p>	<p>Writing:</p> <p>Guide students to create a performance rubric for recorder, singing and use it to evaluate their own performance. Include short answer descriptions as well as number scale in the self-evaluations. If using this as a possible portfolio evidence collection, record the students' performances now to be evaluated again in Quarter 3.</p> <p>Literacy.CCRA.SL.3</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>Literacy.CCRA.W.1</p> <p>Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p>

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<p>CONNECT: Standard 8.0 Interdisciplinary Connections: Students will illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.</p> <p>Standard 9.0 Historical and Cultural Relationships: Students will compare and contrast various historical backgrounds and related music genres</p>				
<p>Music and Dance from Other Cultures</p>	<p>Perform songs and dances from various cultures and historical periods (Such as Israel, if using suggested resource)</p>	<p>Observe student performance of folk dances and assess using teacher-created or district-provided rubric.</p>	<p>Mechol Hagat (<i>Cherkessiya step</i>) (Cherkessiya tutorial)</p>	<p>Comprehension: Author's Purpose Perform Mechol Hagat as a celebration dance at the end of the story <i>The Magic Pomegranate</i> by Peninnah Schram (<i>Ready to Tell Tales</i> by Holt and Mooney). How do music, dance and folk tales help cultures preserve their identity?</p> <p>Literacy.CCRA.SL.2</p> <p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Literacy.CCRA.L.3</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

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<p>Patriotic Songs</p>	<p>Sing and classify a song as patriotic using teacher given vocabulary.</p>	<p>Sing or listen to two teacher-selected songs, ask students to identify which is a patriotic song and which belongs to another genre. Ask students to compare the two songs using a Venn Diagram. Assess student understanding using a teacher-created or district-provided rubric.</p>	<p>“Battle Hymn of the Republic” SOM Gr. 5 “Fifty Nifty United States” SOM Gr. 5, STM Gr. 5 “God Bless America” SOM Gr. 5 “When Johnny Comes Marching Home” SOM Gr. 5 “The Caissons Go Rolling Along” SOM Gr. 5 “Star Spangled Banner,” “America,” “America the Beautiful” SBMM Gr. 5</p>	<p>Writing: Compare and Contrast Create a Venn diagram to compare and contrast patriotic songs with one or more other genres (e.g., folk songs, love songs, gospel songs) or to compare and contrast two specific songs, such as “Simple Gifts” and “America”. Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>PERFORM: Standard 1.0 Singing: Students will sing alone and with others, a varied repertoire of music.</p> <p>Standard 2.0 Playing Instruments: Students will perform on instruments, alone and with others, a varied repertoire of music.</p> <p>Standard 5.0 Reading and Notating: Students will read and notate music.</p>				
<p>Traditional Notation</p>	<p>Read and perform rhythm patterns using whole, half, quarter, eighth, and sixteenth notes, syncopation, and whole, half, and quarter rests</p> <p>Read and perform rhythm patterns using combinations of one eighth-two sixteenths and two sixteenths-one eighth</p> <p>Read and perform traditional notation for melody and rhythm</p>	<p>Observe and assess student performance of rhythms and/or rhythm reading using teacher-created or district-provided rubric.</p> <p>Observe and assess student performance of recorder performance and melodic/rhythmic reading skills using using teacher-created or district-provided rubric.</p>	<p>"Babylon's Fallin'" <i>SOM Gr. 5</i> "Hava Nagila" <i>SOM Gr. 5</i> "Singabamahabayo" <i>SOM Gr. 5</i> "Mango Walk" <i>SOM Gr. 5</i> "Southern Nights" <i>SOM Gr. 5</i> "Funga Alafia" <i>SBMM Gr. 5</i> "Shake the Papaya Down" <i>SBMM Gr. 4</i> "Alabama Gal" <i>Strike it Rich</i> "Syncopotato" <i>(See Appendix)</i> "Uskudar" <i>SOM Gr. 5</i> "Joshua Fit the Battle" <i>SOM Gr. 5</i> "Simple Gifts" <i>SOM Gr. 5</i> "See Saw Sacradown" <i>SBMM Gr. 2</i> "Debka Hora" <i>Highlighting the Holidays</i> "There's No Hidin' Place" <i>SOM Gr. 5</i> "Who Can Retell?" <i>STM Gr. 5 (See Appendix Also)</i> "Hill and Gully" <i>SOM Gr. 5</i> "Mango Walk" <i>SOM Gr. 5</i> "Chorus of Villagers" <i>SOM Gr. 5</i> "Double Barreled Canon" <i>Playtime</i> "Canon for Mallets" <i>(See Appendix)</i> "The Cliffs of Doneen" <i>SOM Gr. 5</i> "Arirang" <i>SOM Gr. 5</i> Transitioning from Iconic to Traditional Notation</p>	<p>Phonics/Word Work: Matching Game</p> <p>Create a set of cards that has notated rhythmic and/or melodic fragments from a song and a set of cards that has the corresponding lyrics. Challenge students or teams of students to match the most correct pairs.</p> <p>Literacy.CCRA.R.4</p> <p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Literacy.CCRA.R.10</p> <p>Read and comprehend complex literary and informational texts independently and proficiently.</p>

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Canon	<p>Sing two- and three-part canons</p> <p>Perform easy instrumental canon</p>	<p>Observe students singing in two vocal parts in small groups and assess using teacher-created or district-provided rubric.</p> <p>Observe students playing instrumental canon and assess using teacher-created or district-provided rubric.</p>	<p>“By the Singing Water” SOM Gr. 5 “Dance for the Nations” SOM Gr. 5 “Ah, Poor Bird” SBMM Gr. 4 “Lift Up Your Voices” SOM Gr. 5 “Tzena, Tzena” SOM Gr. 5 “Sweet Music” SOM Gr. 5 “Mi Gallo” SOM Gr. 5</p> <p>“Double Barreled Canon” <i>Playtime</i> “Canon for Mallets” (See Appendix) “Canon” <i>Strike It Rich!</i> “Rocky Dan” <i>As American As Apple Pie</i></p>	<p>Comprehension: Lyricist’s Purpose What do the lyrics of each song tell you about how each song is to be performed in terms of phrasing, dynamics, movement, style, etc? Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>
Recorder	<p>Read and perform C'-B-A-G-E-D-C patterns on recorder from a combination of traditional and iconic notation.</p>	<p>Observe and assess student performance of recorder performance and melodic/rhythmic reading skills using using teacher-created or district-provided rubric.</p>	<p>E-D-C: Revisit “Hot Cross Buns” or “All Through the Night” (Transpose to C) C'-C: “Funga Alafia” or “Lil’ Liza Jane” (Key of C) “Kokoleoko” SBMM Gr. 5 (simplify melody) “Sanctuary” 8 More “Deidre’s Dream” Easy 8 Transitioning from Iconic to Traditional Notation (Resource)</p>	<p>Phonics and Word Recognition: For songs like “Kokoleoko” and “Funga Alafia”, present students with text broken down by phrases. Echo-clap the rhythm of each line as students silently read text. Echo-clap again while speaking text to encourage fluency in decoding unfamiliar multisyllabic words out of context or challenge students by having the teacher only clap and the students clap and speak. Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p>

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Instrument Technique	Exhibit skill in playing simple orchestrations on pitched and unpitched instruments using correct technique.	Observe students playing simple orchestrations on pitched and unpitched instruments and assess using an applicable teacher-created or district-provided rubric. SCS Unpitched Percussion Instrument Rubric SCS Pitched Percussion Instrument Rubric	“Alexander and the Terrible, Horrible, No Good, Very Bad Day” <i>Creative Bits with Children’s Lit</i> “Rumble in the Jungle” <i>Mallet Madness</i>	Comprehension: Key Ideas and Details Use resources such as those listed on the left or the organizer in the curriculum appendix to aid students to create/perform orchestrations of children’s literature. Have students edit and refine their descriptions using richer vocabulary. Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style , and to comprehend more fully when reading or listening.
Chord Change Accompaniments	Perform a simple 2-chord accompaniment (I-V; I-VII; I-iii; I-VI) for a melody on barred instruments.	Observe students’ ability to perform a simple two-chord accompaniment and assess using a teacher-created or district-provided rubric .	I-VII: “Noël Nouvelet” <i>Highlighting the Holidays</i> I-V: “Sweet Potatoes/Mango Walk” <i>STM Gr. 5 (Activity, See Appendix)</i> “Mah Kah Way” (See Appendix) “Pay Me My Money Down” <i>Silver Burdett Making Music Gr. 4</i> “The Old Ark’s A Moverin” <i>As American As Apple Pie</i> “Little Jack Horner” <i>3rd Rhyme’s the Charm</i>	Vocabulary: Idioms When learning a song, discuss the meaning of the idioms in the text of a song such as “Mango Walk” (number ‘leven= best quality). Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style , and to comprehend more fully when reading or listening. Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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Performance Etiquette	Display grade-level appropriate applications of performance etiquette skills including watching the conductor, responding to non-verbal cues, maintaining appropriate posture, remaining on-task, refraining from distracting others, and properly acknowledging the audience.	Observe student performance etiquette assess using teacher-created or district-provided rubric .	Concert Etiquette Video 1 (General) Concert Etiquette Video 2 (Choral) Ten Performance Etiquette Tips for Musicians Performance Practices by Grade Level	Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CREATE: Standard 3.0 Improvising: Students will improvise melodies, variations, and accompaniments. Standard 4.0 Composing: Students will compose and arrange music within specific guidelines.				
Question and Answer	Create a 7-beat movement phrase to answer the teacher's 8-beat movement question. With partners, create movement questions and answers	Observe pairs of students creating question-answer phrases and assess using teacher-created or district-provided rubric .	"Sweet Potatoes/Mango Walk" Share the Music Gr. 5 (Activity, See Appendix) "Linstead Market" <i>SBMM</i> Gr. 5 Clickbeetle Clackbeetle" <i>Silver Burdett Making Music</i> Gr. 4	Public Speaking: Review good "interviewing" skills of asking meaningful questions and giving relevant answers. Relate to musical Q and A, making sure that answers are related to the questions asked and that both are of appropriate length. Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
RESPOND: Standard 6.0 Listening and Analyzing: Students will listen to, analyze, and describe music. Standard 7.0 Evaluating: Students will evaluate music and music performances.				

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
Proper Audience Etiquette	Demonstrate proper audience etiquette and evaluate audience behavior during performances	Observe student behavior during performances and assess using a teacher-created or district-provided rubric .	Audience Etiquette Self-Evaluation Audience Etiquette Video List of live, local, free or low-cost events, field trip grants and how to apply for them.	<p>Writing: Students review concert etiquette rubric and take turns being a poor audience member while teacher performs. Then, students to write a letter to an (imaginary) unruly audience member, describing what the audience member did and how it impacted the performance.</p> <p>Writing: Author's purpose Create a poster to remind audience members of how and why to behave during a formal performance. Include text that is brief and persuasive.</p> <p>Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>
Evaluation	Evaluate music performances based on age-appropriate criteria	Guide students to create a rubric for evaluating music performances and ask them to formally assess a live or recorded performance. Assess students' formal evaluations of music performances using a teacher-created or district-provided rubric .	List of live, local, free or low-cost events, field trip grants and how to apply for them. Recorded MCS/SCS All City performance DVDS Student Orff Ensemble performances from YouTube, including but not limited to: Sample Ensemble 1 Sample Ensemble 2 Sample Ensemble 3	<p>Writing:</p> <p>Guide students to create a performance rubric for recorder or singing and use it to evaluate their own performance. Include short answer descriptions as well as number scale in the self-evaluations.</p> <p>Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>Literacy.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>

Instructional Map

Orff Music Grade 5

QUARTER 2

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>Form</p>	<p>Compare and contrast listening examples using correct music vocabulary.</p>	<p>Students sing or listen to two teacher-selected songs and compare them songs using a Venn Diagram. Assess student understanding using a teacher-created or district-provided rubric.</p>	<p>“Funiculi, Funicula”/“Nessun dorma” SOM Gr. 5</p>	<p>Vocabulary: Using the graphic organizer provided in the appendix or one of your own, ask students to describe various elements of “Funiculi, Funicula” and “Nessun Dorma”.</p> <p>Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>
<p>CONNECT: Standard 8.0 Interdisciplinary Connections: Students will illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.</p> <p>Standard 9.0 Historical and Cultural Relationships: Students will compare and contrast various historical backgrounds and related music genres</p>				
<p>Music and Dance from Other Cultures</p>	<p>Perform songs and dances from various cultures and historical periods (Israel or other culture/historical period).</p> <p>Classify music from various cultures and historical periods.</p>	<p>Assess student performances of songs and dances from varied cultures and historical periods using teacher-created or district-provided rubrics:</p> <p>Folk Dance Rubric Singing Rubric (Perform) Singing Rubric (World Music) Unpitched Percussion Rubric (Perform) Unpitched Percussion Rubric (World Music)</p> <p>Identify (classify) and discuss music from different genres and cultures using a graphic organizer. Assess student understanding using a teacher-created or district-provided rubric.</p>	<p>“Pop! Goes The Weasel” pp. 112-3 SOM Gr. 5 (English) “Mayim” 5 “Tzena, Tzena” SOM Gr. 5</p> <p>Writing About World Music Graphic Organizer</p>	<p>Writing: Have students write a short paragraph introducing a dance and read it as if they were presenting it at a school program. The paragraph should include at least three relevant details about the dance and its culture/historical period. When speaking, emphasize expression, vocal projection and clear, slow speech.</p> <p>Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>

Instructional Map

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QUARTER 2

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>Holiday Songs</p>	<p>Listen to, sing, and classify various holiday songs.</p>	<p>Students sing or listen to two teacher-selected songs and compare them songs using a Venn Diagram. Assess student understanding using a teacher-created or district-provided rubric.</p> <p>Identify (classify) and discuss music from different holiday traditions and cultures using a graphic organizer. Assess student understanding using a teacher-created or district-provided rubric.</p>	<p>Seasonal Music in SOM Gr. 5 found on pp.386-429</p> <p>Writing About World Music Graphic Organizer</p>	<p>Writing: Have students write a short paragraph introducing a holiday song that includes at least three relevant details about the song and its culture/historical period. and read it as if they were presenting it at your holiday program. When speaking, emphasize expression, vocal projection and clear, slow speech.</p> <p>Literacy.CCRA.L.6</p> <p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>

Instructional Map

Orff Music Grade 5

QUARTER 3

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>PERFORM: Standard 1.0 Singing: Students will sing alone and with others, a varied repertoire of music.</p> <p>Standard 2.0 Playing Instruments: Students will perform on instruments, alone and with others, a varied repertoire of music.</p> <p>Standard 5.0 Reading and Notating: Students will read and notate music.</p>				
<p>Traditional Notation</p>	<p>Read, perform, and notate previously learned rhythms using traditional notation.</p>	<p>Observe as students read, perform and/or notate rhythms using traditional notation. Assess reading and performing using a teacher-created or district-provided rubric. Assess notation using a teacher-created or district-provided rubric.</p>	<p>"Ezekiel Saw the Wheel" <i>As American As Apple Pie</i></p>	<p>Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p>
<p>Steps, Skips, and Repeated Notes</p>	<p>Identify steps, skips, and repeated notes in a notated melody</p>	<p>Assess as students identify skips, steps and repeated notes in a notated melody using a teacher-created or district-provided rubric.</p>	<p>"Mango Walk/Jamaican Rumba (Counter melody)" <i>SOM Gr. 5</i> "Surfin' USA" <i>SOM Gr. 5</i> Tikki Tikki Tembo (See Appendix) "Chinese Fisherman's Song (<i>Wang Ü Ger</i>) <i>STMGr. 3</i> (Find a poem for B section) "Somebody's Knockin' at Your Door" <i>SBMM Gr. 4</i> "O Desayo" <i>SBMMGr. 5</i> Skips, Steps and Repeated Tones Resource</p>	<p>Comprehension: <i>Tikki Tikki Tembo</i> Using the process outlined in the appendix, guide students to use Orff process to create an orchestration that adds tone color to key ideas and details. Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>

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QUARTER 3

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>Soprano Recorder</p>	<p>On recorder, read and perform songs that include D'-C'-B-A-G-F#-E-D-C using a combination of iconic and traditional notation.</p>	<p>Observe students as they play the recorder and assess mastery using a teacher-created or district-provided rubric.</p>	<p>"When the Saints Go Marchin' in" <i>SOM Gr. 5</i> "Joyful, Joyful, We Adore Thee" <i>SOM Gr. 5</i> F#: "Praise the Fire" (See Appendix) D': "One More River" D': "Scotland's Burning" "Movin' On" <i>Easy 8</i> "New Morning" <i>Easy 8</i> "Island Dance" <i>8 More</i> "Every Day of the Year" <i>8 More</i> <i>Concert Suite</i> (Intermediate Option) Don Muro</p>	<p>Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p>
<p>Partner Songs</p>	<p>Sing partner songs to create vocal harmony, using proper vocal technique</p>	<p>Observe students as they sing a partner song and assess their mastery using a teacher-created or district-provided rubric.</p>	<p>"Mango Walk/Jamaican Rumba (Countermelody)" <i>SOM Gr. 5</i> "Sweet Potatoes/Mango Walk" STM Gr. 5 (Activity, See Appendix) "Shake the Papaya Down" <i>SBMM Gr. 4</i> "Hallelujah/Get on Board" <i>SOM Gr. 5</i> "Pick A Little/Good Night, Ladies" <i>SOM Gr. 5</i></p>	<p>Writing: Compare and Contrast In what ways are the paired partner songs different? In what ways are they similar? List on the whiteboard or complete a Venn diagram. Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>

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QUARTER 3

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
Melodic Question and Answer	Answer teacher questions on recorder or barred instruments	Observe student performances of melodic questions and answers and assess using a teacher-created or district-provided rubric .	"Ice Cream Soda" <i>Recorder Routes</i> "Hambone" <i>STM Gr. 4</i> "Swing Ol' Liza" <i>Strike it Rich!</i>	Public Speaking: Review good "interviewing" skills of asking meaningful questions and giving relevant answers. Relate to musical Q and A, making sure that answers are related to the questions asked and that both are of appropriate length. Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style , and to comprehend more fully when reading or listening.
Performance Etiquette	Display grade-level appropriate applications of performance etiquette skills including watching the conductor, responding to non-verbal cues, maintaining appropriate posture, remaining on-task, refraining from distracting others, and properly acknowledging the audience.	Observe student performance etiquette assess using teacher-created or district-provided rubric .	Concert Etiquette Video 1 (General) Concert Etiquette Video 2 (Choral) Ten Performance Etiquette Tips for Musicians Performance Practices by Grade Level	Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
CREATE: Standard 3.0 Improvising: Students will improvise melodies, variations, and accompaniments. Standard 4.0 Composing: Students will compose and arrange music within specific guidelines.				
Steps, Skips, and Repeated Notes	Create and perform melody that includes steps, skips, and repeated notes on barred instruments recorder	SOM Grade 3 Resource Master 4•9 "Repeated Notes, Steps, Skips" Observe student performances of created melodies using steps, skips and repeated notes. Use a teacher-created or district-provided rubric for improvised melodies or composed melodies that contain skips, steps and repeated tones.	"Compose a Pentatonic Melody" SOM Gr. 5, p. 247	Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Literacy.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
Melodic Question and Answer	Answer teacher questions on recorder or barred instruments	Observe student performances of melodic questions and answers and assess mastery using a teacher-created or district-provided rubric .	"Ice Cream Soda" <i>Recorder Routes</i> "Hambone" <i>STM</i> Gr. 4 "Swing O! Liza" <i>Strike it Rich!</i>	Public Speaking: Review good "interviewing" skills of asking meaningful questions and giving relevant answers. Relate to musical Q and A, making sure that answers are related to the questions asked and that both are of appropriate length.
RESPOND: Standard 6.0 Listening and Analyzing: Students will listen to, analyze, and describe music. Standard 7.0 Evaluating: Students will evaluate music and music performances.				
Form	Perform rondo form, incorporating rhythmic questions and answers in the B, C, and D sections.	Observe students as they demonstrate understanding of form by performing contrasting musical ideas to represent the B, C (and D) sections of a rondo. Assess using a teacher-created or district-provided rubric .	"The Lobsters and the Fiddler Crab" <i>Random House Book of Poetry for Children</i> "Swing O! Liza" <i>Strike it Rich!</i>	Comprehension: Literary Devices Ask students to identify personification (anthropomorphism) and alliteration in the poem "The Lobsters and the Fiddler Crab". Challenge students to create contrasting rhythm sections by creating word chains of alliteration. Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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QUARTER 3

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>Orchestral/Band Instruments</p>	<p>Identify individual instruments of the orchestra/band visually and aurally</p>	<p>Assess as students visually and aurally identify instruments. Assess using a teacher-created or district-provided rubric.</p>	<p>“Dance for Piccolo, Oboe, Bassoon and Side Drum” <i>SOM Gr. 5</i> “Chamber Ensemble Montage” <i>SOM Gr. 5</i> Sound Bank <i>SBMM (various grade levels)</i> Band Examples: Sousa: Stars and Stripes Forever <i>SBMM Gr.1</i> (Marine Band Performance video) Holst: Mars from The Planets <i>SBMM Gr. 4</i> Grainger: Irish Tune from County Derry <i>SBMM Gr. 4</i> Malaguena <i>SBMM Gr. 5</i> Orchestra Examples: J.S. Bach: Brandenburg Concerto No. 4: Allegro <i>SBMM Gr. 5</i> Stravinsky: Firebird Suite: Infernal Dance <i>SBMM Gr. 5</i> (San Fransisco Symphony Performance video) Haydn: Symphony in G, No. 88, Mvt. 4 <i>SBMMGr. 2</i></p>	<p>Writing: Vocabulary and Spelling Develop students’ musical academic vocabulary by emphasizing proper spelling of instrument and instrument family names. Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.¹ Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>

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QUARTER 3

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
Proper Audience Etiquette	Demonstrate proper audience etiquette and evaluate audience behavior during performances	Observe student behavior during performances and assess using a teacher-created or district-provided rubric .	List of live, local, free or low-cost events, field trip grants and how to apply for them.	Writing: Examine a previously created student rubric for audience etiquette, and review and revise wording to make it more appropriate or clear if needed. Ask students to justify why items listed are important criteria. Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Evaluation	Evaluate music performances based on age-appropriate criteria	Guide students to create a rubric for evaluating music performances and ask them to formally assess a live or recorded performance. Assess students' formal evaluations of music performances using a teacher-created or district-provided rubric .	List of live, local, free or low-cost events, field trip grants and how to apply for them. Recorded MCS/SCS All City performance DVDS	Writing: If using this skill for a portfolio evidence collection, allow students to view their performance from the pre-assessment in Quarter 1 or 2 and compare it to a video of a recent performance. Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Literacy.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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QUARTER 3

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>CONNECT: Standard 8.0 Interdisciplinary Connections: Students will illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.</p> <p>Standard 9.0 Historical and Cultural Relationships: Students will compare and contrast various historical backgrounds and related music genres</p>				
<p>Music and Dances of Various Cultures and Genres</p>	<p>Perform songs and dances from various cultures and historical periods (Such as Bolivia if using the suggested resource)</p> <p>Sing and classify songs as spirituals.</p>	<p>Assess student performances of songs and dances from varied cultures and historical periods using teacher-created or district-provided rubrics:</p> <p>Folk Dance Rubric Singing Rubric (Perform) Singing Rubric (World Music) Unpitched Percussion Rubric (Perform) Unpitched Percussion Rubric (World Music)</p> <p>Identify (classify) and discuss music from different genres and cultures using a graphic organizer. Assess student understanding using a teacher-created or district-provided rubric.</p>	<p>"Carnavalito" <i>Rhythmically Moving</i> 5</p> <p>"In That Great Gittin Up Mornin" <i>SOM Gr. 5</i></p> <p>"Joyful, Joyful" <i>SOM Gr. 5</i></p> <p>"Joshua Fit the Battle of Jericho" <i>SOM Gr. 5</i></p> <p>"When the Saints Go Marchin' in" <i>SOM Gr. 5</i></p> <p>"Dry Bones" <i>SOM Gr. 5/STMGr. 4</i></p> <p>"Somebody's Knockin' at Your Door" <i>SOM Gr. 5/SBMM Gr. 4</i>, "Wade on the Water" <i>SBMMGr. 4</i></p> <p>"Ezekiel Saw the Wheel" <i>As American As Apple Pie</i></p>	<p>Writing: Have students write a short paragraph introducing a song or dance and read it as if they were presenting it at a school program. The paragraph should include at least three relevant details about the song/dance and its culture/historical period. When speaking, emphasize expression, vocal projection and clear, slow speech.</p> <p>Literacy.CCRA.L.6</p> <p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p>Literacy.CCRA.SL.2</p> <p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Literacy.CCRA.L.3</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

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QUARTER 4

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>PERFORM: Standard 1.0 Singing: Students will sing alone and with others, a varied repertoire of music.</p> <p>Standard 2.0 Playing Instruments: Students will perform on instruments, alone and with others, a varied repertoire of music.</p> <p>Standard 5.0 Reading and Notating: Students will read and notate music.</p>				
<p>Meter</p>	<p>Perform (sing/play) and conduct songs in 2/4, 3/4, and 4/4 meter</p>	<p>Observe students performing in multiple meters such as in the hand-clapping game (SOM Gr. 4, p. 185). Assess using teacher-created or district-provided rubric.</p>	<p>“Streets of Laredo” SOM Gr. 5 “What the World Needs Now” SOM Gr. 5 “Music Alone Shall Live” <i>Silver Burdett Making Music</i> Gr. 5 “Ban Dal” SOM Gr. 4 “Sweet Music” SOM Gr. 5 “The Cliffs of Doneen” SOM Gr. 5 Hand-clapping game (SOM Gr. 4, p. 185)</p>	<p>Comprehension: Fluency Through movement and speech/singing, add a physical and gently audible emphasis to the strong beats in a given meter. Ask students to consider how the important words in the text match or do not match with this emphasis. Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
<p>Traditional Notation</p>	<p>Perform patterns using a dotted half note (sounds lasting three beats)</p> <p>Find dotted half notes in the notation of a song</p>	<p>Observe as students read, perform and/or notate rhythms using traditional notation. Assess reading and performing using a teacher-created or district-provided rubric. Assess notation using a teacher-created or district-provided rubric.</p>	<p>“Music Alone Shall Live” <i>Silver Burdett Making Music</i> Gr. 5 “The Cliffs of Doneen” SOM Gr. 5</p>	<p>Writing: Conventions of Writing Examine the text and music of a multi-verse song such as “The Cliffs of Doneen”. What line(s) do you sing first? Why has the publisher chosen to notate the music in this manner rather than pairing only one line of text with each line of music? Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>

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QUARTER 4

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>Modal and Diatonic Melodies</p>	<p>Sing diatonic melodies that include Fa and Ti scale steps, Using proper vocal technique.</p> <p>Play, on pitched percussion, diatonic melodies that include Fa and Ti scale steps</p> <p>Listen to, play, and sing music in different modes and scales</p>	<p>Pre-test: Listen to students sing America</p> <p>Pitch Matching - Listen to students individually sing phrases using pentatonic or diatonic patterns</p> <p>Assess using teacher-created or district-provided rubric.</p> <p>Have students sing one phrase or verse substituting pitch-syllable names for the words of the song. Assess solfege fluency using the following teacher-created or district-provided rubric.</p>	<p>“Turn the World Around” <i>SOM Gr. 5</i></p> <p>“Mango Walk” <i>SOM Gr. 5</i></p> <p>“Chumbara” <i>STMGr. 5</i> (Also See Appendix)</p> <p>“C, My Name is Cathy” <i>Strike it Rich!</i></p> <p>“Round Robin Rondo” <i>Strike it Rich!</i></p> <p>“Bound for the Promised Land” <i>American As Apple Pie</i></p> <p>“Frog Went A-Courtin’” <i>American As Apple Pie</i></p>	<p>Comprehension: Fluency</p> <p>Have students use “Magic Lips” (move lips while silently reading) while they listen to a recorded song for the first time to encourage fluency and internalization of the text.</p> <p>Literacy.CCRA.SL.6</p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p>Soprano Recorder</p>	<p>Identify F in a given notated melodic pattern</p> <p>Play and read from a combination of iconic and traditional notation easy patterns on recorder that include low F</p> <p>F#, F and D’</p>	<p>Observe students as they play the recorder and assess mastery using a teacher-created or district-provided rubric.</p>	<p>A-G-F: Revisit “Hop Old Squirrel” <i>STMGr. 2</i> (Transposed to F)</p> <p>F-G-A-C’-C: Goin’ Down to Cairo”</p> <p>Transitioning from Iconic to Traditional Notation Resource</p>	<p>Literacy.CCRA.R.10</p> <p>Read and comprehend complex literary and informational texts independently and proficiently.</p>

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QUARTER 4

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>Chord Change Accompaniment</p>	<p>Perform a simple I-IV-V harmonic accompaniment for a song</p> <p>Listen to a song in blues form and locate chord progression.</p> <p>Perform roots of the chords in 12-bar blues progression (I I I I IV IV I I V IV I I)</p>	<p>Observe students' performance of I-IV-V accompaniment. Assess mastery using a teacher-created or district-provided rubric.</p>	<p>"Tzena, Tzena" SOM Gr. 5 "Old Dan Tucker" SBMM Gr. 4 "The Lion Sleeps Tonight" SBMM Gr. 4 "Backwater Blues" SOM Gr. 5 "Every Day I Have the Blues" SOM Gr. 5 "Missy-La, Massa-La" SBMM Gr. 4 "Kokoleoko" SBMM Gr. 5 "City Blues" SOM Gr. 5/STMGr. 5 "Good Morning Blues" SOM Gr.5/STMGr. 5 "Writing Blues" STM Gr. 5</p>	<p>Comprehension: Cause and Effect After learning 12-bar blues progression, have students examine blues lyrics for cause and effect relationship between first two phrases and third phrase. Have students write their own 12 bar blues lyrics following this pattern and perform them with class accompaniment. Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>Canon</p>	<p>Perform a 3-part vocal canon</p>	<p>Observe as students sing a 3-part vocal canon and assess mastery using a teacher-created or district-provided rubric.</p>	<p>"Music Alone Shall Live" <i>SBMM</i> Gr. 5 "Tzena, Tzena" <i>SOM</i> Gr. 5 "Mi Gallo" <i>SOM</i> Gr. 5 "Sweet Music" <i>SOM</i> Gr. 5 "Lift Up Your Voices" <i>SOM</i> Gr. 5</p>	<p>Phonics: "Mi Gallo" Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in multiple languages. Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>Dynamics</p>	<p>Choose dynamic markings (p, mf, f, crescendo, decrescendo, accent) for metered or unmetered poetry and perform with speech, movement and/or instruments</p>	<p>Observe student performance of dynamics in Haiku poetry. Assess mastery of use of dynamics using a teacher-created or district-provided rubric.</p>	<p>Haiku examples (See Appendix) “Haiku” <i>Strike it Rich</i></p>	<p>Comprehension/Writing: Have students examine Haiku for simile, metaphor, onomatopoeia, alliteration and other devices. Use those words to create a dynamic scheme for performance. Then have students create their own Haiku using similar devices and notate a dynamics scheme. Ask “How did your Haiku text inform your choice of dynamics?”</p> <p>Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
<p>Performance Etiquette</p>	<p>Display grade-level appropriate applications of performance etiquette skills including watching the conductor, responding to non-verbal cues, maintaining appropriate posture, remaining on-task, refraining from distracting others, and properly acknowledging the audience.</p>	<p>Observe student performance etiquette assess using teacher-created or district-provided rubric.</p>	<p>Concert Etiquette Video 1 (General) Concert Etiquette Video 2 (Choral)</p> <p>Ten Performance Etiquette Tips for Musicians</p> <p>Performance Practices by Grade Level</p>	<p>Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>CREATE: Standard 3.0 Improvising: Students will improvise melodies, variations, and accompaniments. Standard 4.0 Composing: Students will compose and arrange music within specific guidelines.</p>				
<p>Theme and Variations</p>	<p>Create an arrangement of a familiar melody by changing the meter and rhythm</p>	<p>Assess student-created (composed or improvised) variations to a given theme using a teacher-created or district-provided rubric.</p>	<p>“Hot Cross Buns Variation” <i>Recorder Routes</i> “Variations on Pop Goes the Weasel” <i>SOM Gr. 5</i></p>	<p>Writing: When creating variations of familiar melodies, consider which lyrics should fall on strong beats or accented rhythms. Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Literacy.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>Modal and Diatonic Melodies</p>	<p>Create vocal answers in different modes and scales</p>	<p>Assess student mastery of creating modal and diatonic melodies using a teacher-created or district-provided rubric.</p>	<p>“C, My Name is Cathy” <i>Strike it Rich!</i> “Bound for the Promised Land” <i>American As Apple Pie</i></p>	<p>Writing and Improvisation: Follow process outlined in <i>Strike it Rich</i> for “C, My Name is Cathy” to have students improvise verses using the rhyme scheme and rhythm appropriate to the poem. Emphasize maintaining a steady tempo to promote fluid speech.</p> <p>Literacy.CCRA.SL.4</p> <p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>Literacy.CCRA.L.3</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
<p>RESPOND: Standard 6.0 Listening and Analyzing: Students will listen to, analyze, and describe music. Standard 7.0 Evaluating: Students will evaluate music and music performances.</p>				
<p>Proper Audience Etiquette</p>	<p>Demonstrate proper audience etiquette and evaluate audience behavior during performances</p>	<p>Observe student behavior during performances and assess using a teacher-created or district-provided rubric.</p>	<p>List of live, local, free or low-cost events, field trip grants and how to apply for them.</p>	<p>Writing: Examine a previously created student rubric for audience etiquette, and review and revise wording to make it more appropriate or clear if needed. Ask students to justify why items listed are important criteria.</p> <p>Literacy.CCRA.SL.3</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>Evaluation</p>	<p>Evaluate music performances based on age-appropriate criteria</p>	<p>Guide students to create a rubric for evaluating music performances and ask them to formally assess a live or recorded performance. Assess students' formal evaluations of music performances using a teacher-created or district-provided rubric.</p>	<p>List of live, local, free or low-cost events, field trip grants and how to apply for them.</p> <p>Recorded MCS/SCS All City performance DVDS</p>	<p>Writing: Write a review of a student performance or a recorded performance found on GaggleTube using a student created rubric. Include at least two facts and one opinion. Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Literacy.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>CONNECT: Standard 8.0 Interdisciplinary Connections: Students will illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.</p> <p>Standard 9.0 Historical and Cultural Relationships: Students will compare and contrast various historical backgrounds and related music genres</p>				
<p>Blues and Calypso Styles</p>	<p>Create movements in calypso style</p> <p>Perform/create a line dance</p> <p>Sing and classify songs as Blues</p>	<p>Assess student understanding of musical genres using a teacher-created rubric or the district-provided rubric most appropriate to your stated objective:</p> <p>Create movements/a dance in a specified style.</p> <p>Perform a line dance</p> <p>Singing rubric</p> <p>Classify songs by genre</p>	<p>"Under the Sea" <i>SBMM</i>Gr. 5 (Calypso Suggestions, See Appendix)</p> <p>"Stand By Me" <i>SBMM</i>Gr. 5</p> <p>"Good Mornin', Blues" <i>STM</i>Gr. 5</p> <p>"Hound Dog", <i>SBMM</i>Gr. 5 or other recording</p>	<p>Public Speaking:</p> <p>When performing a student-created dance, assign one member of each group to introduce the performers and the dance.</p> <p>Literacy.CCRA.L.6</p> <p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p>Literacy.CCRA.SL.2</p> <p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Literacy.CCRA.L.3</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

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<p>Music of Various Styles</p>	<p>Compare and contrast previously studied styles (Patriotic, Holiday, Spiritual, Blues)</p>	<p>Assess student understanding of musical genres through comparison and contrast of two previously studied genres using a teacher-created or district-provided rubric.</p> <p>If teacher's desired assessment involves only one genre, this rubric may be more applicable.</p>		<p>Writing: Create a Venn Diagram Students use musical terminology and other vocabulary to compare and contrast the characteristics of familiar pieces from two or more genres using Venn Diagrams. Online resource: http://www.readwritethink.org/files/resources/interactives/venn_diagrams/ (Post Assessment from Quarter 1 activity) Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Literacy.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>