

**WARREN COUNTY SCHOOL DISTRICT**

**PLANNED INSTRUCTION**

**COURSE DESCRIPTION**

**Course Title:** General Music 5

**Course Number:** 08583

**Course Prerequisites:** None

**Course Description:** Each year, students will build upon prior knowledge with emphasis placed on singing, playing, moving, listening and creative activities that build musical excellence as well as confidence and pride in their musical abilities.

**Suggested Grade Level:** Grade 5

**Length of Course:** Two Semesters

**Units of Credit:** None

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

CSPG – Music Education

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

**Certification verified by the WCSD Human Resources Department:** ☒ Yes ☐ No

**WCSD STUDENT DATA SYSTEM INFORMATION**

**Course Level:** Academic

**Mark Types:** Check all that apply.

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

**GPA Type:** ☒ GPAEL-GPA Elementary ☐ GPAML-GPA for Middle Level ☐ NHS-National Honor Society  
☐ UGPA-Non-Weighted Grade Point Average ☐ GPA-Weighted Grade Point Average

**State Course Code:** 05135

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

**WARREN COUNTY SCHOOL DISTRICT**

**PLANNED INSTRUCTION**

**TEXTBOOKS AND SUPPLEMENTAL MATERIALS**

**Board Approved Textbooks, Software, and Materials:**

**Title:** Quaver Music  
**Publisher:** Quaver Ed Inc  
**ISBN #:** N/A  
**Copyright Date:** 2022  
**WCSD Board Approval Date:** 07/11/2022

**Supplemental Materials:** N/A

**Curriculum Document**

**WCSD Board Approval:**

**Date Finalized:** 6/3/2022  
**Date Approved:** 7/11/2022  
**Implementation Year:** 2022-2023

**SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS**

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

**SCOPE AND SEQUENCE OF CONTENT, AND CONCEPTS**

**Marking Period 1**

Standards:

- 9.1.A.2 - Elements Music – duration, intensity, pitch, timbre
- 9.1.A.6 - Principles Music – composition – form – genre – harmony – rhythm – texture
- 9.1.B.2 - Music: sing – play an instrument – read and notate music – compose and arrange – improvise
- 9.2.A – Explain the historical, cultural and social context of an individual work in the arts
- 9.2.D - Analyze a work of art from its historical and cultural perspective
- 9.2.E - Analyze how historical events and culture impact forms, techniques and purposes of works in the arts
- 9.2.F – Know and apply appropriate vocabulary used between social studies and the arts and humanities
- 9.2.G – Relate works in the arts to geographic regions
- 9.2.G.2 – Asia

Skills:

- Recall the meaning of meters of 2/4,  $\frac{3}{4}$ , and 4/4
- Aurally identify music in meters of 2/4,  $\frac{3}{4}$ , 4/4
- Perform a song that utilizes meters of 2,3, and 4
- Explain the meaning of a 6/8 meter sign
- Perform music in a 6/8 meter
- Chant rhythmic syllables in a song
- Recognize rhythm combinations using quarter, eighth, and sixteenth notes and rests
- Describe key elements of Reggae style music
- Define syncopation and aurally identify examples of syncopation and then perform a song containing syncopation
- Identify and count dotted half, quarter and eighth notes and rests
- Identify and count common rhythms using dotted notes in a song
- Describe the four difference voices that are used in SATB music
- Describe unison vs part-singing
- Define the Bass clef and the instruments/voices for which it is used
- Identify and sing a traditional song from another country
- Recognize that traditional Chinese music uses string instruments
- Describe two aspects of Chinese culture

Content:

<b>WARREN COUNTY SCHOOL DISTRICT</b>
--------------------------------------

PLANNED INSTRUCTION
---------------------

- 6/8 meter
- Reggae Style
- Syncopation
- Dotted half, quarter and eighth notes and rests
- SATB – Vocal Music
- Unison vs. Part-Singing
- Bass Clef
- Range
- Descant Singing
- Chinese Music and Culture

### **Marking Period 2**

#### Standards:

- 9.1.A – Know and use the elements and principles of each art form to create works in the art and humanities
- 9.1.B – Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts
- 9.1.A.2 - Elements Music – duration, intensity, pitch, timbre
- 9.1.A.6 - Principles Music – composition – form – genre – harmony – rhythm – texture
- 9.1.B.2 - Music: sing – play an instrument – read and notate music – compose and arrange – improvise
- 9.3.A – Identify critical processes in the examination of works in the arts and humanities
- 9.3.A.2 – Analyze
- 9.3.A.5 – Evaluate/form judgments
- 9.3.E – Describe and use types of critical analysis in the arts and humanities

#### Skills:

- Define sharp, flat, and natural
- Discover the relationship between half steps and accidentals
- Describe the difference between half steps and whole steps
- Recognize the major scales of C, F, and G
- Perform a short improvisation based on the G major scale
- Identify treble and bass clef lines and spaces
- Explain D.C. al Fine and D.S. al Fine
- Define accidental and review the definition of key signature
- Sing and play a song containing accidentals

<b>WARREN COUNTY SCHOOL DISTRICT</b>
--------------------------------------

PLANNED INSTRUCTION
---------------------

- Explain how dynamics are notated
- Notate dynamic markings in a piece of music
- Identify pianissimo and fortissimo marking in a piece of music
- Establish evaluation criteria for a piece of music
- Evaluate a live or recorded performance
- Listen to and write two measure of rhythm in meters of 3 and 4
- Identify music styles by listening to examples of individual instruments playing those styles
- Recognize music styles through listening

Content:

- Sharp, Flat, Natural
- Half Steps and Whole Steps
- Major Scales of C, F, and G
- Key Signature
- Improvisation
- Treble Clef and Bass Clef lines and spaces
- DC al Fine
- DS al Fine
- Accidentals
- Key Signature
- Notations for Dynamics
- Evaluation Criteria
- Composition
- Music Styles

**Marking Period 3**

Standards:

- 9.1.A.2 - Elements Music – duration, intensity, pitch, timbre
- 9.1.A.6 - Principles Music – composition – form – genre – harmony – rhythm – texture
- 9.1.B.2 - Music: sing – play an instrument – read and notate music – compose and arrange – improvise
- 9.1.D – Describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work

<b>WARREN COUNTY SCHOOL DISTRICT</b>
--------------------------------------

PLANNED INSTRUCTION
---------------------

- 9.2.A – Explain the historical, cultural and social context of an individual work in the arts
- 9.2.B – Relate works in the arts chronologically to historical events
- 9.2.D - Analyze a work of art from its historical and cultural perspective
- 9.2.F – Know and apply appropriate vocabulary used between social studies and the arts and humanities

**Skills:**

- Identify the four instrument families of the symphony orchestra
- Describe the basic design, range, timbre, playing technique, or function of one brass instrument
- Identify the four members of the string family
- Describe the evolution of the string family in terms of materials and design
- Explain two or more ways the string section is used in orchestral arrangements
- Define: arco, pizzicato, tremolo, and vibrato
- Other than classical, name two music styles that use string instruments
- Describe the Impressionist period as a time when music was used to create impressions in the mind
- Describe Impressionist period music using one of these adjectives: atmospheric, subtle, dissonant
- Play a one-octave whole tone scale on a keyboard instrument
- Aurally identify unusual instrument timbres with Impressionist period music
- Identify Debussy and Ravel as impressionist period composers
- Aurally identify simultaneously played chord notes in a piece of country music
- Aurally and visually identify major and minor chords in a piece of music
- Write a C Major and a C minor chord, then play them on a keyboard instrument
- Aurally identify a chord progression using I – IV – V major and minor chords
- Play a I – IV – V progression in a song

**Content:**

- Four Instrument Families of the Symphony Orchestra
- Four Members of the String Family
- String Bowing Strokes – arco, pizzicato, tremolo, vibrato
- Music Styles
- Impressionist Period
- Whole Tone Scale
- Unusual Instrument Timbres
- Composers: Debussy, Ravel
- Major and Minor Chords

- C Major and C Minor Chords
- I -IV – V Chord Progression

#### **Marking Period 4**

##### Standards:

- 9.1.A.2 - Elements Music – duration, intensity, pitch, timbre
- 9.1.A.6 - Principles Music – composition – form – genre – harmony – rhythm – texture
- 9.1.B.2 - Music: sing – play an instrument – read and notate music – compose and arrange – improvise
- 9.1.B.3 – Theatre – stage productions – read and write scripts – improvise – interpret a role – design sets – direct
- 9.1.C – Know and use fundamental vocabulary within each of the arts forms
- 9.3.A.2 – Analyze
- 9.3.A.5 – Evaluate/form judgments

##### Skills:

- Describe two musical elements that are used when creating a commercial
- Explain the steps in creating a Commercial Jingle
- Choose a product for a Commercial Jingle
- Write an advertisement to read with music playing in the background
- Create three ostinatos to accompany the advertising copy for a Commercial Jingle
- Choose the dynamics, tempo and instrumental arrangement of the live music (ostinatos)
- Compose catchy lyrics for a 4-8 measure jingle
- Name two different careers associated with creating music
- Combine live music, spoken copy, and recorded jingle music into a presentation of 30 seconds or more.
- Perform commercial jingle for a live audience
- Evaluate others' performances based on specific criteria
- Name two reasons why live performances are important for music students
- Sing, move, and play instruments to selected favorite songs

##### Content:

- Musical Elements used in Creating a Commercial
- Steps Used in a Commercial Jingle
- Writing an Ad
- Composing Ostinatos for a Commercial
- Adding Dynamics, Tempo and Instruments to a Commercial
- Careers in Creating Music

**WARREN COUNTY SCHOOL DISTRICT**

PLANNED INSTRUCTION

- Perform
- Evaluate Performances
- Sing, Move, and Play Instruments



**WARREN COUNTY SCHOOL DISTRICT**

PLANNED INSTRUCTION

**Standards/Eligible Content and Skills**

<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Marking Period Taught</b>
Recall the meaning of meters of 2/4, 3/4, and 4/4	9.1.A	MP 1
Aurally identify music in these meters	9.1.A	MP 1
Perform a song that utilizes meters of 2,3,and 4	9.1.A	MP 1
Explain the meaning of 6/8 meter and perform music in 6/8 meter	9.1.B.2	MP 1
Chant rhythmic syllables in a song	9.1.B.2	MP 1
Recognize rhythm combinations using quarter, eighth and sixteenth notes and rests	9.1.A	MP 1
Describe key elements of Reggae music style	9.2.D	MP 1
Define Syncopation and aurally identify examples of syncopation and then perform a song containing syncopation	9.1.B.2	MP 1
Identify and count dotted half, quarter and eighth notes and rests	9.1.A.2	MP 1
Identify and perform common rhythms using dotted notes in a song	9.1.B.2	MP 1
Describe the four different voices that are used in SATB music	9.1.C	MP 1
State the difference between unison and part-singing	9.1.C	MP 1
Identify the Bass clef and the instruments/voices for which it is used	9.1.C	MP 1
Identify and sing a traditional song from another country	9.2.G	MP 1
Recognize that traditional Chinese music uses string instruments	9.2.A	MP 1
Describe two aspects of Chinese culture	9.2.F	MP 1
Define sharp, flat and natural	9.1.C	MP 2
Discover the relationship between half steps and accidentals	9.1.A	MP 2
Describe the difference between half steps and whole steps	9.1.A.2	MP 2
Recognize the major scales of C, F, and G	9.1.B	MP 2
Perform a short improvisation based on the G Major Scale	9.1.B.2	MP 2
Identify treble and bass clef lines and spaces	9.1.A.2	MP 2
Explain DC al Fine and DS al Fine	9.1.C	MP 2
Sing and play a song containing accidentals	9.1.B.2	MP 2
Notate dynamic markings in a piece of music	9.1.A.2	MP 2
Identify pianissimo and fortissimo markings in a piece of music	9.1.A.2	MP 2
Establish evaluation criteria for a piece of music	9.3.A	MP2
Evaluate a live or recorded performance	9.3.A	MP2
Listen to and then write two measures of rhythm in meters of 3 and 4	9.3.A.2	MP 2
Identify music styles through listening	9.3.A.5	MP 2
Identify the four instrument families of the symphony orchestra	9.1.A.2	MP 3
Describe the basic design, range, timbre, playing technique, or function of one brass instrument	9.1.A.2	MP 3
Identify the four members of the string family	9.1.A.2	MP 3
Describe the evolution of the string family in terms of materials and design	9.1.A	MP 3
Explain two or more ways the string section is used in orchestral arrangements	9.1.B.2	MP 3

**WARREN COUNTY SCHOOL DISTRICT**

**PLANNED INSTRUCTION**

<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Marking Period Taught</b>
Define: arco, pizzicato, tremolo, and vibrato	9.1.C	MP 3
Other than classical, name two music styles that use string instruments	9.1.A.2	MP 3
Describe the Impressionist period as a time when music was used to create impressions in the mind	9.2.A	MP 3
Describe Impressionist period music using one of these adjectives: atmospheric, subtle, dissonant	9.2.A	MP 3
Play a one-octave whole tone scale on a keyboard instrument	9.1.B.2	MP 3
Aurally identify unusual instrument timbres with Impressionist period music	9.2.A	MP 3
Identify Debussy and Ravel as impressionist period composers	9.2.B	MP 3
Aurally identify simultaneously played chord notes in a piece of country music	9.1.B	MP 3
Aurally and visually identify major and minor chords in a piece of music	9.1.A.6	MP 3
Write a C Major and a C minor chord, then play them on a keyboard instrument	9.1.B.2	MP 3
Aurally identify a chord progression using I – IV – V major and minor chords	9.1.B.2	MP 3
Play a I – IV – V progression in a song	9.1.b.2	MP 3
Describe two musical elements that are used when creating a commercial	9.1.A.2	MP 4
Explain the steps in creating a Commercial Jingle	9.1.A.6	MP4
Write an advertisement to read with music playing in the background	9.1.B.2	MP4
Create three ostinatos to accompany the advertising copy for a Commercial Jingle	9.1.B.2	MP4
Choose the dynamics, tempo and instrumental arrangement of the live music (ostinatos)	9.1.B.2	MP4
Compose catchy lyrics for a 4-8 measure jingle	9.1.B.2	MP4
Name two different careers associated with creating music	9.1.C	MP 4
Combine live music, spoken copy, and recorded jingle music into a presentation of 30 seconds or more.	9.1.B.2	MP 4
Perform commercial jingle for a live audience	9.1.B.2	MP4
Evaluate others' performances based on specific criteria	9.3.A.5	MP4
Name two reasons why live performances are important for music students	9.3.A.2	MP4
Sing, move, and play instruments to selected favorite songs	9.1.B.2	MP4

## **ASSESSMENTS**

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

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

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