






Music 5



Teacher: Michael Hilden




September 2020

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ:</p> <p>WHAT ARE THE ELEMENTS OF MUSIC?</p> <p>UEQ:</p> <p>What do tone colors sound like?</p> <p>What instruments create tone colors and what do they look like?</p> <p>How do you produce tone colors?</p> <p>A. Tone Color</p> <p>A1. Vocal</p> <p>A2. Instrument</p>	<p>A. Tone Color</p> <p>A1. Identify tone color aurally</p> <p>A1. Identify tone color producers visually.</p> <p>A1. Identify the characteristics of tone color </p> <p>A2. Identify tone color aurally</p> <p>A2. Identify tone color producers visually.</p> <p>A2. Identify the characteristics of tone color</p> <p>A2. Choose appropriate tone colors for a MIDI piece </p>	<p>A. Tone Color</p> <p>1. I can identify the "phones" by what they are made of and how they produce their sound.</p> <p>2. I can organize instruments into their correct families.</p>	<p>A. Tone Color</p> <p>CFA A1-2. Tone Color Quiz. </p>	<p>A. Tone Color</p> <p>A1-2. "Tone Color Digital Video with student study guide </p> <p>A1-2. Notebook/SMART board World Instrument file</p> <p>A1-2. GarageBand computer program</p> <p>A1-2. Pachelbel's "Canon" MIDI piece on GarageBand </p> <p>A1-2. Mac computer with MIDI keyboard controller</p> <p>A1-2. "Bach's Fight For Freedom" DVD.</p>

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October

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>ACEQ:</p> <p>WHAT ARE THE ELEMENTS OF MUSIC?</p> <p>UEQ:</p> <p>What do tone colors sound like?</p>	<p>A. Tone Color</p> <p>A1. Identify tone color aurally</p> <p>A1. Identify tone color producers visually.</p>	<p>1. I can identify the "phones" by what they are made of and how they produce their sound.</p> <p>2. I can organize instruments into their correct families.</p>	<p>A. Tone Color</p> <p>A1-2. Britten's "Young Person's Guide to the Orchestra" Listening Quiz </p> <p>CSA A1-2. World</p>	<p>A. Tone Color</p> <p>A1-2. "Young Person's Guide to the Orchestra" DVD with student study guide </p> <p>A1-2. Notebook/SM</p>

<p>What instruments create tone colors and what do they look like?</p> <p>How do you produce tone colors?</p> <p>What is pitch in music?</p> <p>A. Tone Color</p> <p>A1. Vocal</p> <p>A2. Instrument</p> <p>A3. Pitch</p>	<p>A1. Identify the characteristics of tone color</p> <p>A2. Identify tone color aurally</p> <p>A2. Identify tone color producers visually.</p> <p>A2. Identify the characteristics of tone color</p> <p>A2. Choose appropriate tone colors for a MIDI piece</p> <p>A3. Identify the pitch names of the Grand Staff</p> 	<p>3. I can identify pitches on the grand staff.</p>	<p>Instrument Quiz </p> <p>A3. Essentials of Music Theory Quiz #1</p> 	<p>ART board World Instrument file</p> <p>A1-2. GarageBand computer program</p> <p>A1-2. Jump MIDI piece on Garage Band</p> <p>A1-2. Mac computer with MIDI keyboard controller</p> <p>A3. Alfred's Essential of Music Theory computer program</p>
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November

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ:</p> <p>WHAT ARE THE ELEMENTS OF MUSIC?</p> <p>UEQ:</p> <p>What do tone colors sound like?</p> <p>What instruments create tone colors and what do they look like?</p> <p>How do you produce tone colors?</p> <p>What is pitch in music?</p> <p>A. Tone Color</p> <p>A1. Vocal</p> <p>A2. Instrument</p>	<p>A. Tone Color</p> <p>A1. Identify tone color aurally</p> <p>A1. Identify tone color producers visually.</p> <p>A1. Identify the characteristics of tone color</p> <p>A2. Identify tone color aurally</p> <p>A2. Identify tone color producers visually.</p> <p>A2. Identify the characteristics of tone color</p> <p>A2. Choose appropriate tone colors for a MIDI piece</p>	<p>1. I can identify the "phones" by what they are made of and how they produce their sound.</p> <p>2. I can organize instruments into their correct families.</p> <p>3. I can identify the pitches on the grand staff.</p>	<p>A. Pitch</p> <p>CFA A1-2. Review Jeopardy</p> <p>CSA A1-2. Trimester 1 Test </p>	<p>B. Rhythm</p> <p>B1. Rhythm Digital Video</p> <p>B1. "Why Toes Tap" Digital Video</p> <p>B1. Alfred's Essential of Music Theory computer program</p> <p>B1-2. Notebook/SMART board World Instrument file</p>


<p>A3. Pitch</p>	<p>A3. Identify the pitch names of the Grand Staff</p> 			
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December

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ:</p> <p>WHAT ARE THE ELEMENTS OF MUSIC?</p> <p>UEQ:</p> <p>What is rhythm in music?</p> <p>How do you create</p>	<p>B. Rhythm</p> <p>B1. Identify rhythms aurally.</p> <p>B2. Identify rhythm by notation.</p>	<p>I can identify a whole, half, and quarter note.</p> <p>I can identify a whole, half, and quarter rest.</p> <p>I can identify measures and bar lines.</p>	<p>B. Rhythm</p> <p>CSA B1-2. Essentials of Music Theory Unit Quiz #2</p> 	<p>B. Rhythm</p> <p>B1-2. Alfred's Essential of Music Theory computer program</p> <p>B1-2. Notebook/SMART board World Instrument file</p>


<p>rhythms?</p> <p>B. Rhythm</p> <p>B1. Notes and Rests</p> <p>B2. Notation</p>				<p>B1-2. GarageBand computer program.</p>
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January

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ:</p> <p>WHAT ARE THE ELEMENTS OF MUSIC?</p> <p>UEQ:</p> <p>What is rhythm in music?</p> <p>How do you create rhythms?</p>	<p>B. Rhythm</p> <p>B1. Identify rhythms aurally.</p> <p>B1. Identify rhythm by notation.</p> <p>B2. Create a polyrhythmic piece. 📄</p>	<p>I can record rhythms in GarageBand.</p> <p>I can edit my recordings in GarageBand.</p> <p>I can identify duple and triple meters by listening to them.</p>	<p>B. Rhythm</p> <p>CSA B1. African Rhythm Complex on GarageBand</p> <p>CA=ARC</p> <p>Checklist </p>	<p>B. Rhythm</p> <p>B1 Alfred's Essential of Music Theory computer program</p> <p>B1. SMART Board</p> <p>B1. iTunes</p> <p>B1 GarageBand computer program</p>

<p>B. Rhythm</p> <p>B1. Notes and Rests</p> <p>B2. Notation</p>				
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February

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ:</p> <p>WHAT ARE THE ELEMENTS OF MUSIC?</p> <p>UEQ:</p> <p>What makes a good melody?</p>	<p>B. Rhythm</p> <p>B1. Identify rhythms aurally.</p> <p>B1. Identify rhythm by notation.</p> <p>C. Melody</p>	<p>I can identify rhythms aurally and visually.</p> <p>I can identify duple and triple meters.</p>	<p>B. Rhythm</p> <p>B1-2. Meter</p> <p>Listening Quiz </p> <p>C. Melody</p>	<p>B. Rhythm</p> <p>B1-2. Alfred's Essential of Music Theory computer program</p> <p>C. Melody</p>

<p>B. Rhythm</p> <p>B1. Notes and Rests</p> <p>B2. Notation</p> <p>C. Melody</p> <p>C1. Steps, Leaps and Repeats</p> <p>C2. Pentatonic Scale</p>	<p>C1. Identify characteristics of melody</p> 		<p>C1. Violin Reading</p> <p>Questions </p>	<p>C1-2. SMART Board</p> <p>C1. iTunes</p> <p>C1. GarageBand computer program</p> <p>C1. "Liszt's Rhapsody" DVD</p>
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March





Trimester 2 General Music Test

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ:</p> <p>WHAT ARE THE ELEMENTS OF MUSIC?</p> <p>UEQ:</p> <p>What is rhythm in music?</p> <p>How do you create rhythms?</p> <p>B. Rhythm</p> <p>B1. Notes and Rests</p> <p>B2. Notation</p> <p>C. Melody</p> <p>C1. Steps, Leaps and Repeats</p> <p>C2. Pentatonic Scale</p>	<p>B. Rhythm</p> <p>B1. Identify rhythms aurally. </p> <p>B1. Identify rhythm by notation.</p> <p>C. Melody</p> <p>C1. Identify characteristics of melody</p> <p>C2. Create a pentatonic melody. </p>	<p>I can identify the three ways that melodies move from note to note.</p> <p>I can improvise a melody using GarageBand.</p>	<p>B. Rhythm</p> <p>B1-2. Essentials of Music Theory Unit 4 Quiz</p> <p>C. Melody</p> <p>C1. Step-Leap-Repeat Quiz </p> <p>Trimester 2 Test </p>	<p>B. Rhythm</p> <p>B1-2. Alfred's Essential of Music Theory computer program</p> <p>C. Melody</p> <p>C1-2 Melody Digital Video</p> <p>C1-2. SMART Board</p> <p>C1. iTunes</p> <p>C1-2. GarageBand computer program</p> <p>C1. Gavotte Overhead </p> <p>C1-2. World Music Project on GarageBand</p> <p>CA=World Music on GarageBand Checklist </p>

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April


Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ:</p> <p>WHAT ARE THE ELEMENTS OF MUSIC?</p> <p>UEQ:</p> <p>What is texture in</p>	<p>D. Texture</p> <p>D1. Identify the types of texture</p> <p>D1. Identify textures aurally. 🗣️</p>	<p>I can identify the three textures of music.</p> <p>I can listen to a piece of music and identify the form.</p> <p>I can create a harmony</p>	<p>D. Texture</p> <p>D1. Texture</p> <p>Listening Quiz </p> <p>D1. Essentials of Music Theory Unit 4 Quiz</p>	<p>D. Texture</p> <p>D1. Texture Digital Video</p> <p>D1. iTunes</p> <p>D1. SMART Board</p>

<p>music?</p> <p>How is music organized?</p> <p>What is harmony in music?</p> <p>D. Texture</p> <p>D1. Monophonic, Homophonic and Polyphonic Textures</p> <p>E. Form</p> <p>E1. Types of form in music</p> <p>F. Harmony</p> <p>F1. Major and minor key signatures</p> <p>F2. Chord progressions</p>	<p>E. Form</p> <p>E1. Identify characteristics of form</p> <p>E1. Identify form aurally. </p> <p>F. Harmony</p> <p>F1. Identify characteristics of harmony.</p> <p>F2. Create a harmonic chord progression. </p>	<p>using GarageBand.</p>	<p></p> <p>E. Form</p> <p>E1. Form Listening Quiz </p> <p>F. Harmony</p> <p>F2. Harmony Changing Exercise on GarageBand.</p>	<p>D1. Alfred's Essential of Music Theory computer program</p> <p>E. Form</p> <p>E1. Form Digital Video</p> <p>E1. iTunes</p> <p>E1. Practice Listening on iTunes</p> <p>E1. SMART Board</p> <p>E1. Google Forms</p> <p>F. Harmony</p> <p>F1. Harmony Digital Video</p> <p>F1. iTunes</p> <p>F1-2. SMART Board</p> <p>F1-2. Alfred's Essential of Music Theory computer program</p>
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				F2. GarageBand computer program
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May

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ: WHAT ARE THE CHARACTERISTICS OF AN AMERICAN MUSICAL?</p> <p>What are the three main characteristics of a musical?</p> <p>How do those characteristics work</p>	<p>G. Music</p> <p>G1. Listen and discuss to recurring vocal and instrumental melodies.</p> <p></p> <p>H. Storyline</p> <p>H1. Discuss plot and characters of "The Music Man".</p>	<p>I can identify the three characteristics of a musical.</p> <p>I can define vocabulary related to musicals.</p>	<p>G. Music</p> <p>G1. Listening portion on final test.</p> <p>H. Storyline</p> <p>H1. Plot portion on final test.</p> <p>CA=Music Man Writing Exercises</p>	<p>G. Music</p> <p>G1. Music Man DVD</p> <p>H. Storyline</p> <p>H1. Music Man script</p> <p>I. Dance</p>

<p>together?</p> <p>G. Music</p> <p>G1. Vocal and Instrumental Music</p> <p>H. Storyline</p> <p>H1. Plot and characters</p> <p>I. Dance</p> <p>I1. Movement within a musical</p>	<p>I. Dance</p> <p>I1. Discuss movement in "The Music Man".</p>		<p>Narrative, informative, Persuasive and Rubric</p> <p></p>	<p>I1. Music Man DVD</p>
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June

Content	Skills	Learning Targets	Assessment	Resources & Technology
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<p>CEQ:</p> <p>WHAT ARE THE ELEMENTS OF MUSIC?</p> <p>CEQ: WHAT ARE THE CHARACTERISTICS OF AN AMERICAN MUSICAL?</p>	<p>A. Tone Color</p> <p>B. Rhythm</p> <p>C. Melody</p> <p>D. Texture</p> <p>E. Form</p> <p>F. Harmony</p> <p>G. Music</p> <p>H. Storyline</p> <p>I. Dance</p>	<p>I can define all of the elements of music.</p> <p>I can define the characteristics of an American musical.</p>	<p>A-I. Trimester 3 Test</p> <p></p>	<p>A-I. Trimester 3 Test</p> <p>Technology</p> <p>A-I. SMART Board</p> <p>A-I. iTunes</p> <p>A-I. Quia online computer program</p>
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