

Scott County School District  
Combined Curriculum Document  
Music – Primary – Fifth Grade

## Kindergarten Music Map

### First Quarter:

- Elements of Music
- Purposes of Music
- Processes of Music
- Emphasis on Native American music

### Third Quarter:

- Elements of Music
- Purposes of Music
- Processes of Music
- Emphasis on West African music

### Second Quarter:

- Elements of Music
- Purposes of Music
- Processes of Music
- Emphasis on Colonial music

### Fourth Quarter:

- Elements of Music
- Purposes of Music
- Processes of Music
- Emphasis on Traditional Appalachian music

**Scott County School District  
Combined Curriculum Document  
Music – Primary – Fifth Grade**

<b>Big Idea: Structure in the Arts</b>					
<b>Academic Expectations</b>					
1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.					
1.13 Students make sense of ideas and communicate ideas with the visual arts.					
1.14 Students make sense of ideas and communicate ideas with music.					
1.15 Students make sense of and communicate ideas with movement.					
2.23 Students analyze their own and others' artistic products and performances using accepted standards					
<b>Program of Studies: Understandings</b>	<b>Program of Studies: Skills and Concepts</b>	<b>Related Core Content for Assessment</b>	<b>Student Target</b>	<b>Vocabulary</b>	<b>Resources</b>
<p><b>Primary Enduring Knowledge - Understandings</b> <b>AH-P-SA-U-1</b> Students will understand that the elements of music, dance, and drama are intentionally applied in creating and performing.</p> <p><b>AH-P-SA-U-3</b> Students will understand that responding to and critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts.</p> <p><b>AH-P-SA-U-4</b> Students will understand that existing and emerging technologies can inspire new applications of structural components.</p>	<p><b>Primary Skills and Concepts - Music</b> <b>AH-P-SA-S-Mu1</b> Students will begin to recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology</p> <p><b>AH-P-SA-S-Mu2</b> Students will use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music, and creating music independently and with others</p> <p><b>AH-P-SA-S-Mu3</b> Students will listen to and explore how changing different elements results in different musical effects</p> <p><b>AH-P-SA-S-Mu4</b> Students will recognize, describe, and compare various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriot, bluegrass)</p>	<p><i>AH-EP-1.1.1</i> Students will begin to recognize and identify elements of music using musical terminology.</p> <p><i>Elements of music:</i> <u>Rhythm</u> - bar lines, measures, whole notes, half notes, quarter notes (aurally and visually) <u>Tempo</u> - steady beat, slower, faster (aurally) <u>Melody</u> - notes, lines and spaces on treble clef staff (visually) <u>Harmony</u> - rounds and simple 2-part songs (aurally), songs are major or minor (aurally) <u>Form</u> - call and response form, AB form and ABA form (aurally) <u>Timbre (tone color)</u> - recognize different qualities of musical sounds, instruments by family- brass, woodwind, string, percussion (aurally and visually) and human voices (aurally) <u>Dynamics</u> - soft, loud (aurally)</p> <p><i>AH-EP-1.1.2</i> Students will identify various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass).</p>	<p>I can tell the difference between beat and rhythm.</p> <p>I can tell the difference between fast and slow.</p> <p>I can sing a melody and show it's shape.</p> <p>I can move to different sections of music.</p> <p>I can play classroom instruments.</p> <p>I can tell the difference between high and low pitch.</p> <p>I can tell the difference between loud and soft.</p> <p>I can respond appropriately to various styles of music.</p>	<p>Beat</p> <p>Rhythm</p> <p>Fast</p> <p>Slow</p> <p>High</p> <p>Low</p> <p>Percussion</p> <p>Loud</p> <p>Soft</p> <p>Treble Clef</p> <p>Staff</p>	

**Scott County School District  
Combined Curriculum Document  
Music – Primary – Fifth Grade**

<b>Big Idea: Humanity in the Arts</b> <b>Academic Expectations</b> <b>2.24</b> Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities. <b>2.25</b> In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history. <b>2.26</b> Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.					
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Big Idea: Humanity in the Arts – Music

Program of Studies: Understandings	Program of Studies: Skills and Concepts	Related Core Content for Assessment	Student Target	Vocabulary	Resources
<p><b>Primary Enduring Knowledge – Understandings</b>  <b>AH-P-HA-U-1</b>            Students will understand that the arts are powerful tools for understanding human experiences both past and present.</p> <p><b>AH-P-HA-U-2</b>            Students will understand that the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves.</p> <p><b>AH-P-HA-U-3</b>            Students will understand that the arts play a major role in the creation and defining of cultures and building civilizations.</p>	<p><b>Primary Skills and Concepts - Music</b>  <b>AH-P-HA-S-Mu1</b>            Students will begin to associate music they listen to or perform with specific cultures (Native American, Appalachian, West African); describe in simple terms how the music reflects the cultures</p> <p><b>AH-P-HA-S-Mu2</b>            Students will begin to associate music they listen to or perform with the Colonial American period in history; describe in simple terms how the music reflects the Colonial American time period</p> <p><b>AH-P-HA-S-Mu3</b>            Students will begin to describe the music of specific cultures using music terminology</p>	<p><i>AH-EP-2.1.1</i>  <i>Students will identify music from the following cultures and periods.</i></p> <p><i>Cultures:</i>  <i>Native American,</i>  <i>Traditional Appalachian</i>  <i>West African</i></p> <p><i>Periods:</i>  <i>Colonial American</i></p>	<p>I can respond appropriately to Native American, Traditional Appalachian, and West African Music</p>	<p>Native American            Traditional Appalachian            Colonial American            West African</p>	

**Scott County School District  
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Music – Primary – Fifth Grade**

<b>Big Idea: Purposes for Creating the Arts</b>	
<b>Academic Expectations</b>	
1.12	Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
1.13	Students make sense of ideas and communicate ideas with the visual arts.
1.14	Students make sense of ideas and communicate ideas with music.
1.15	Students make sense of and communicate ideas with movement.
2.22	Students create works of art and make presentations to convey a point of view.
2.26	Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

Big Idea: Purposes for Creating the Arts – Music

Program of Studies: Understandings	Program of Studies: Skills and Concepts	Related Core Content for Assessment	Student Target	Vocabulary	Resources
<p><b>Primary Enduring Knowledge – Understandings</b> <b>AH-P-PCA-U-1</b> Students will understand that the arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify).</p> <p><b>AH-P-PCA-U-2</b> Students will understand that the arts have value and significance for daily life. They provide personal fulfillment, whether in vocational settings, avocational pursuits, or leisure.</p> <p><b>AH-P-PCA-U-3</b> Students will understand that the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.</p>	<p><b>Primary Skills and Concepts - Music</b> <b>AH-P-PCA-S-Mu1</b> Students will begin to develop an awareness of the purposes for which music is created (e.g., ceremonial, recreational, artistic expression)</p> <p><b>AH-P-PCA-S-Mu2</b> Students will listen to and perform music created to fulfill a variety of specific purposes</p>	<p><i>AH-EP-3.1.1</i> <i>Students will experience music created for a variety of purposes.</i></p> <p><i>Purposes of music (different roles of music)</i> <i>Ceremonial - music created or performed for rituals or celebrations (e.g., patriotic music, music for worship)</i> <i>Recreational - music for entertainment (e.g., music for play such as game songs, music for dances and social events, music for physical activities, music as a hobby)</i> <i>Artistic Expression - music created with the intent to express or communicate one's emotions, feelings, ideas, experience (e.g., music created and performed in a concert setting for an audience)</i></p>	<p>I can recognize that music has different purposes.</p>	<p>Ceremonial</p> <p>Recreational</p> <p>Artistic Expression</p> <p>Patriotic Music</p> <p>Dances</p> <p>Lullaby</p> <p>Spirituals</p>	

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<b>Big Idea: Processes in the Arts</b>					
<b>Academic Expectations</b>					
1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.					
1.13 Students make sense of ideas and communicate ideas with the visual arts.					
1.14 Students make sense of ideas and communicate ideas with music.					
1.15 Students make sense of and communicate ideas with movement.					
2.22 Students create works of art and make presentations to convey a point of view.					
2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.					
<b>Big Idea: Processes in the Arts - Music</b>					
<b>Program of Studies: Understandings</b>	<b>Program of Studies: Skills and Concepts</b>	<b>Related Core Content for Assessment</b>	<b>Student Target</b>	<b>Vocabulary</b>	<b>Resources</b>
<p><b>Primary Enduring Knowledge – Understandings</b></p> <p><b>AH-P-PA-U-1</b> Students will understand that there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created, and responding to artworks and performances.</p> <p><b>AH-P-PA-U-2</b> Students will understand that full understanding and appreciation of the arts requires some degree of involvement in all three processes.</p> <p><b>AH-P-PA-U-3</b> Students will understand that openness, respect for work, and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer.</p> <p><b>AH-P-PA-U-4</b> Students will understand that existing and emerging technologies can extend the reach of the art form to new audiences.</p>	<p><b>Primary Skills and Concepts - Music</b></p> <p><b>AH-P-PA-S-Mu1</b> Students will be actively involved in creating and performing music alone and with others</p> <p><b>AH-P-PA-S-Mu2</b> Students will begin to learn how to use knowledge of the elements of music and music terminology to describe and critique their own performances and the performances of others</p> <p><b>AH-P-PA-S-Mu3</b> Students will identify possible criteria for evaluating music (e.g., skill of performers, originality, emotional impact, variety, interest)</p> <p><b>AH-P-PA-S-Mu4</b> Students will demonstrate audience behavior appropriate to context and style of music performed; discuss opinions with peers in a supportive and constructive way</p>	<p><i>AH-EP-4.1.4</i> <i>Students will sing and play alone simple rhythmic or tonal patterns by reading simple music notation.</i></p> <p><i>AH-EP-4.1.5</i> <i>Students will sing alone and with others a varied repertoire of music.</i></p>	<p>I can sing and play simple melodic and rhythmic patterns by reading simple notation in a variety of styles.</p>	<p>Rhythm</p> <p>Melody</p>	

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## First Grade Music Map

### First Quarter:

- Elements of Music
- Purposes of Music
- Processes of Music
- Emphasis on Native American music

### Third Quarter:

- Elements of Music
- Purposes of Music
- Processes of Music
- Emphasis on West African music

### Second Quarter:

- Elements of Music
- Purposes of Music
- Processes of Music
- Emphasis on Colonial music

### Fourth Quarter:

- Elements of Music
- Purposes of Music
- Processes of Music
- Emphasis on Traditional Appalachian music

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<b>Big Idea: Structure in the Arts</b>					
<b>Academic Expectations</b>					
1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.					
1.13 Students make sense of ideas and communicate ideas with the visual arts.					
1.14 Students make sense of ideas and communicate ideas with music.					
1.15 Students make sense of and communicate ideas with movement.					
2.23 Students analyze their own and others' artistic products and performances using accepted standards					
<b>Program of Studies: Understandings</b>	<b>Program of Studies: Skills and Concepts</b>	<b>Related Core Content for Assessment</b>	<b>Student Target</b>	<b>Vocabulary</b>	<b>Resources</b>
<p><b>Primary Enduring Knowledge - Understandings</b> <b>AH-P-SA-U-1</b> Students will understand that the elements of music, dance, and drama are intentionally applied in creating and performing.</p> <p><b>AH-P-SA-U-3</b> Students will understand that responding to and critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts.</p> <p><b>AH-P-SA-U-4</b> Students will understand that existing and emerging technologies can inspire new applications of structural components.</p>	<p><b>Primary Skills and Concepts - Music</b> <b>AH-P-SA-S-Mu1</b> Students will begin to recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology</p> <p><b>AH-P-SA-S-Mu2</b> Students will use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music, and creating music independently and with others</p> <p><b>AH-P-SA-S-Mu3</b> Students will listen to and explore how changing different elements results in different musical effects</p> <p><b>AH-P-SA-S-Mu4</b> Students will recognize, describe, and compare various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriot, bluegrass)</p>	<p><i>AH-EP-1.1.1</i> Students will begin to recognize and identify elements of music using musical terminology.</p> <p><i>Elements of music:</i> <u>Rhythm</u> - bar lines, measures, whole notes, half notes, quarter notes (aurally and visually) <u>Tempo</u> - steady beat, slower, faster (aurally) <u>Melody</u> - notes, lines and spaces on treble clef staff (visually) <u>Harmony</u> - rounds and simple 2-part songs (aurally), songs are major or minor (aurally) <u>Form</u> - call and response form, AB form and ABA form (aurally) <u>Timbre (tone color)</u> - recognize different qualities of musical sounds, instruments by family- brass, woodwind, string, percussion (aurally and visually) and human voices (aurally) <u>Dynamics</u> - soft, loud (aurally)</p> <p><i>AH-EP-1.1.2</i> Students will identify various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass).</p>	<p>I can tell the difference between beat and rhythm.</p> <p>I can tell the difference between fast and slow.</p> <p>I can sing a melody and show it's shape.</p> <p>I can move to different sections of music.</p> <p>I can play classroom instruments.</p> <p>I can tell the difference between high and low pitch.</p> <p>I can tell the difference between loud and soft.</p> <p>I can respond appropriately to various styles of music.</p>	<p>Beat</p> <p>Rhythm</p> <p>Fast</p> <p>Slow</p> <p>High</p> <p>Low</p> <p>Percussion</p> <p>Loud</p> <p>Soft</p> <p>Treble Clef</p> <p>Staff</p> <p>Instrument Families</p> <p>Orchestra</p> <p>Meter</p>	

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<b>Big Idea: Humanity in the Arts</b>					
<b>Academic Expectations</b>					
2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.					
2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.					
2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.					

**Big Idea: Humanity in the Arts – Music**

Program of Studies: Understandings	Program of Studies: Skills and Concepts	Related Core Content for Assessment	Student Target	Vocabulary	Resources
<p><b>Primary Enduring Knowledge – Understandings</b></p> <p><b>AH-P-HA-U-1</b> Students will understand that the arts are powerful tools for understanding human experiences both past and present.</p> <p><b>AH-P-HA-U-2</b> Students will understand that the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves.</p> <p><b>AH-P-HA-U-3</b> Students will understand that the arts play a major role in the creation and defining of cultures and building civilizations.</p>	<p><b>Primary Skills and Concepts - Music</b></p> <p><b>AH-P-HA-S-Mu1</b> Students will begin to associate music they listen to or perform with specific cultures (Native American, Appalachian, West African); describe in simple terms how the music reflects the cultures</p> <p><b>AH-P-HA-S-Mu2</b> Students will begin to associate music they listen to or perform with the Colonial American period in history; describe in simple terms how the music reflects the Colonial American time period</p> <p><b>AH-P-HA-S-Mu3</b> Students will begin to describe the music of specific cultures using music terminology</p>	<p><i>AH-EP-2.1.1</i> <i>Students will identify music from the following cultures and periods.</i></p> <p><i>Cultures:</i> <i>Native American,</i> <i>Traditional Appalachian</i> <i>West African</i></p> <p><i>Periods:</i> <i>Colonial American</i></p>	<p>I can respond appropriately to Native American, Traditional Appalachian, and West African Music.</p>	<p>Native American</p> <p>Traditional Appalachian</p> <p>Colonial American</p> <p>West African</p>	



**Scott County School District**

<b>Big Idea: Purposes for Creating the Arts</b>					
<b>Academic Expectations</b>					
1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.					
1.13 Students make sense of ideas and communicate ideas with the visual arts.					
1.14 Students make sense of ideas and communicate ideas with music.					
1.15 Students make sense of and communicate ideas with movement.					
2.22 Students create works of art and make presentations to convey a point of view.					
2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.					

Big Idea: Purposes for Creating the Arts – Music

Program of Studies: Understandings	Program of Studies: Skills and Concepts	Related Core Content for Assessment	Student Target	Vocabulary	Resources
<p><b>Primary Enduring Knowledge – Understandings</b>  <b>AH-P-PCA-U-1</b>                      Students will understand that the arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify).</p> <p><b>AH-P-PCA-U-2</b>                      Students will understand that the arts have value and significance for daily life. They provide personal fulfillment, whether in vocational settings, avocational pursuits, or leisure.</p> <p><b>AH-P-PCA-U-3</b>                      Students will understand that the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.</p>	<p><b>Primary Skills and Concepts - Music</b>  <b>AH-P-PCA-S-Mu1</b>                      Students will begin to develop an awareness of the purposes for which music is created (e.g., ceremonial, recreational, artistic expression)</p> <p><b>AH-P-PCA-S-Mu2</b>                      Students will listen to and perform music created to fulfill a variety of specific purposes</p>	<p><i>AH-EP-3.1.1</i>  <i>Students will experience music created for a variety of purposes.</i></p> <p><i>Purposes of music (different roles of music)</i>  <u>Ceremonial</u> - music created or performed for rituals or celebrations (e.g., patriotic music, music for worship)  <u>Recreational</u> - music for entertainment (e.g., music for play such as game songs, music for dances and social events, music for physical activities, music as a hobby)  <u>Artistic Expression</u> - music created with the intent to express or communicate one's emotions, feelings, ideas, experience (e.g., music created and performed in a concert setting for an audience)</p>	<p>I can recognize that music has different purposes.</p>	<p>Ceremonial                      Recreational                      Artistic Expression                      Patriotic Music                      Dances                      Worship                      Lullaby                      Spirituals                      Folk Songs                      Work Songs                      Game Songs                      Bluegrass</p>	

**Scott County School District  
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<b>Big Idea: Processes in the Arts</b> <b>Academic Expectations</b> <b>1.12</b> Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. <b>1.13</b> Students make sense of ideas and communicate ideas with the visual arts. <b>1.14</b> Students make sense of ideas and communicate ideas with music. <b>1.15</b> Students make sense of and communicate ideas with movement. <b>2.22</b> Students create works of art and make presentations to convey a point of view. <b>2.25</b> In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.
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Big Idea: Processes in the Arts - Music

Program of Studies: Understandings	Program of Studies: Skills and Concepts	Related Core Content for Assessment	Student Target	Vocabulary	Resources
<p><b>Primary Enduring Knowledge – Understandings</b>  <b>AH-P-PA-U-1</b>            Students will understand that there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created, and responding to artworks and performances.</p> <p><b>AH-P-PA-U-2</b>            Students will understand that full understanding and appreciation of the arts requires some degree of involvement in all three processes.</p> <p><b>AH-P-PA-U-3</b>            Students will understand that openness, respect for work, and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer.</p> <p><b>AH-P-PA-U-4</b>            Students will understand that existing and emerging technologies can extend the reach of the art form to new audiences.</p>	<p><b>Primary Skills and Concepts - Music</b>  <b>AH-P-PA-S-Mu1</b>            Students will be actively involved in creating and performing music alone and with others</p> <p><b>AH-P-PA-S-Mu2</b>            Students will begin to learn how to use knowledge of the elements of music and music terminology to describe and critique their own performances and the performances of others</p> <p><b>AH-P-PA-S-Mu3</b>            Students will identify possible criteria for evaluating music (e.g., skill of performers, originality, emotional impact, variety, interest)</p> <p><b>AH-P-PA-S-Mu4</b>            Students will demonstrate audience behavior appropriate to context and style of music performed; discuss opinions with peers in a supportive and constructive way</p>	<p><i>AH-EP-4.1.4</i>  <i>Students will sing and play alone simple rhythmic or tonal patterns by reading simple music notation.</i></p> <p><i>AH-EP-4.1.5</i>  <i>Students will sing alone and with others a varied repertoire of music.</i></p>	<p>I can sing and play simple melodic and rhythmic patterns by reading simple notation in a variety of styles.</p>	<p>Rhythm Melody Timbre Form Tempo Dynamics Composer Perform Solo</p>	

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Music – Primary – Fifth Grade

## Second Grade Music Map

### First Quarter:

- Elements of Music
- Purposes of Music
- Processes of Music
- Emphasis on Native American music

### Third Quarter:

- Elements of Music
- Purposes of Music
- Processes of Music
- Emphasis on West African music

### Second Quarter:

- Elements of Music
- Purposes of Music
- Processes of Music
- Emphasis on Colonial music

### Fourth Quarter:

- Elements of Music
- Purposes of Music
- Processes of Music
- Humanity in Music
- Emphasis on Traditional Appalachian music

**Scott County School District  
Combined Curriculum Document  
Music – Primary – Fifth Grade**

<b>Big Idea: Structure in the Arts</b> <b>Academic Expectations</b>					
<b>1.12</b> Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. <b>1.13</b> Students make sense of ideas and communicate ideas with the visual arts. <b>1.14</b> Students make sense of ideas and communicate ideas with music. <b>1.15</b> Students make sense of and communicate ideas with movement. <b>2.23</b> Students analyze their own and others' artistic products and performances using accepted standards					
Program of Studies: Understandings	Program of Studies: Skills and Concepts	Related Core Content for Assessment	Student Target	Vocabulary	Resources
<p><b>Primary Enduring Knowledge - Understandings</b>  <b>AH-P-SA-U-1</b>            Students will understand that the elements of music, dance, and drama are intentionally applied in creating and performing.</p> <p><b>AH-P-SA-U-3</b>            Students will understand that responding to and critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts.</p> <p><b>AH-P-SA-U-4</b>            Students will understand that existing and emerging technologies can inspire new applications of structural components.</p>	<p><b>Primary Skills and Concepts - Music</b>  <b>AH-P-SA-S-Mu1</b>            Students will begin to recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology</p> <p><b>AH-P-SA-S-Mu2</b>            Students will use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music, and creating music independently and with others</p> <p><b>AH-P-SA-S-Mu3</b>            Students will listen to and explore how changing different elements results in different musical effects</p> <p><b>AH-P-SA-S-Mu4</b>            Students will recognize, describe, and compare various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriot, bluegrass)</p>	<p><i>AH-EP-1.1.1</i>            Students will begin to recognize and identify elements of music using musical terminology.</p> <p><i>Elements of music:</i>  <u>Rhythm</u> - bar lines, measures, whole notes, half notes, quarter notes (aurally and visually)  <u>Tempo</u> - steady beat, slower, faster (aurally)  <u>Melody</u> - notes, lines and spaces on treble clef staff (visually)  <u>Harmony</u> - rounds and simple 2-part songs (aurally), songs are major or minor (aurally)  <u>Form</u> - call and response form, AB form and ABA form (aurally)  <u>Timbre (tone color)</u> - recognize different qualities of musical sounds, instruments by family-brass, woodwind, string, percussion (aurally and visually) and human voices (aurally)  <u>Dynamics</u> - soft, loud (aurally)</p> <p><i>AH-EP-1.1.2</i>            Students will identify various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass).</p>	<p><b>I can recognize and identify elements of music using musical terminology.</b></p> <p><b>I can recognize the usage of bar lines and measures in music.</b></p> <p><b>I can recognize and identify notes and values of certain musical notation.</b></p> <p><b>I can differentiate between slow and faster music.</b></p> <p><b>I can identify the notes on the lines and spaces of the treble clef staff.</b></p> <p><b>I can define and perform a round and 2 part songs.</b></p> <p><b>I can hear the difference between major and minor songs.</b></p> <p><b>I can differentiate between AB form songs and ABA form songs.</b></p>	<p><b>Bar line</b></p> <p><b>Measures</b></p> <p><b>Elements of Music</b></p> <p><b>Whole notes</b></p> <p><b>Half Notes</b></p> <p><b>Quarter notes</b></p> <p><b>Beat</b></p> <p><b>Rounds</b></p> <p><b>Major</b></p> <p><b>Minor</b></p> <p><b>AB Form</b></p> <p><b>ABA Form</b></p> <p><b>Instrument Families</b></p> <p><b>*In addition to K-1<sup>st</sup> vocabulary</b></p>	

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			<p>I can name the instrument families and name them aurally.</p> <p>I can differentiate and demonstrate aurally and orally between loud and soft.</p> <p>I can identify and demonstrate various styles of music.</p>		
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**Scott County School District  
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Music – Primary – Fifth Grade**

<b>Big Idea: Humanity in the Arts</b>					
<b>Academic Expectations</b>					
2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.					
2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.					
2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.					
<b>Big Idea: Humanity in the Arts – Music</b>					
<b>Program of Studies: Understandings</b>	<b>Program of Studies: Skills and Concepts</b>	<b>Related Core Content for Assessment</b>	<b>Student Target</b>	<b>Vocabulary</b>	<b>Resources</b>
<p><b>Primary Enduring Knowledge – Understandings</b></p> <p><b>AH-P-HA-U-1</b> Students will understand that the arts are powerful tools for understanding human experiences both past and present.</p> <p><b>AH-P-HA-U-2</b> Students will understand that the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves.</p> <p><b>AH-P-HA-U-3</b> Students will understand that the arts play a major role in the creation and defining of cultures and building civilizations.</p>	<p><b>Primary Skills and Concepts - Music</b></p> <p><b>AH-P-HA-S-Mu1</b> Students will begin to associate music they listen to or perform with specific cultures (Native American, Appalachian, West African); describe in simple terms how the music reflects the cultures</p> <p><b>AH-P-HA-S-Mu2</b> Students will begin to associate music they listen to or perform with the Colonial American period in history; describe in simple terms how the music reflects the Colonial American time period</p> <p><b>AH-P-HA-S-Mu3</b> Students will begin to describe the music of specific cultures using music terminology</p>	<p><i>AH-EP-2.1.1</i> <i>Students will identify music from the following cultures and periods.</i></p> <p><i>Cultures:</i> <i>Native American,</i> <i>Traditional Appalachian</i> <i>West African</i></p> <p><i>Periods:</i> <i>Colonial American</i></p>	<p><b>I can identify music from Native American, Appalachian, and West African Cultures.</b></p> <p><b>I can identify music from the Colonial American Period.</b></p> <p><b>I can identify uses of music in Native American, Appalachian, and West African Cultures.</b></p>	<p><b>Native American</b></p> <p><b>Traditional Appalachian</b></p> <p><b>West African</b></p> <p><b>Colonial American</b></p> <p><b>*In addition to K-1<sup>st</sup> vocabulary</b></p>	

**Scott County School District  
Combined Curriculum Document  
Music – Primary – Fifth Grade**

**Big Idea: Purposes for Creating the Arts**

**Academic Expectations**

- 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- 1.13 Students make sense of ideas and communicate ideas with the visual arts.
- 1.14 Students make sense of ideas and communicate ideas with music.
- 1.15 Students make sense of and communicate ideas with movement.
- 2.22 Students create works of art and make presentations to convey a point of view.
- 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

Big Idea: Purposes for Creating the Arts – Music

Program of Studies: Understandings	Program of Studies: Skills and Concepts	Related Core Content for Assessment	Student Target	Vocabulary	Resources
<p><b>Primary Enduring Knowledge – Understandings</b> <b>AH-P-PCA-U-1</b> Students will understand that the arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify).</p> <p><b>AH-P-PCA-U-2</b> Students will understand that the arts have value and significance for daily life. They provide personal fulfillment, whether in vocational settings, avocational pursuits, or leisure.</p> <p><b>AH-P-PCA-U-3</b> Students will understand that the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.</p>	<p><b>Primary Skills and Concepts - Music</b> <b>AH-P-PCA-S-Mu1</b> Students will begin to develop an awareness of the purposes for which music is created (e.g., ceremonial, recreational, artistic expression)</p> <p><b>AH-P-PCA-S-Mu2</b> Students will listen to and perform music created to fulfill a variety of specific purposes</p>	<p><i>AH-EP-3.1.1</i> <i>Students will experience music created for a variety of purposes.</i></p> <p><i>Purposes of music (different roles of music)</i> <i>Ceremonial - music created or performed for rituals or celebrations (e.g., patriotic music, music for worship)</i> <i>Recreational - music for entertainment (e.g., music for play such as game songs, music for dances and social events, music for physical activities, music as a hobby)</i> <i>Artistic Expression - music created with the intent to express or communicate one's emotions, feelings, ideas, experience (e.g., music created and performed in a concert setting for an audience)</i></p>	<p><i>I can experience music created for a variety of purposes in diverse ways.</i></p>	<p><b>Ceremonial</b></p> <p><b>Recreational</b></p> <p><b>Artistic Expression</b></p> <p><b>*In addition to K-1<sup>st</sup> vocabulary</b></p>	

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<p><b>Big Idea: Processes in the Arts</b>  <b>Academic Expectations</b>  <b>1.12</b> Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.  <b>1.13</b> Students make sense of ideas and communicate ideas with the visual arts.  <b>1.14</b> Students make sense of ideas and communicate ideas with music.  <b>1.15</b> Students make sense of and communicate ideas with movement.  <b>2.22</b> Students create works of art and make presentations to convey a point of view.  <b>2.25</b> In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.</p>
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Big Idea: Processes in the Arts - Music

Program of Studies: Understandings	Program of Studies: Skills and Concepts	Related Core Content for Assessment	Student Target	Vocabulary	Resources
<p><b>Primary Enduring Knowledge – Understandings</b>  <b>AH-P-PA-U-1</b>            Students will understand that there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created, and responding to artworks and performances.</p> <p><b>AH-P-PA-U-2</b>            Students will understand that full understanding and appreciation of the arts requires some degree of involvement in all three processes.</p> <p><b>AH-P-PA-U-3</b>            Students will understand that openness, respect for work, and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer.</p> <p><b>AH-P-PA-U-4</b>            Students will understand that existing and emerging technologies can extend the reach of the art form to new audiences.</p>	<p><b>Primary Skills and Concepts - Music</b>  <b>AH-P-PA-S-Mu1</b>            Students will be actively involved in creating and performing music alone and with others</p> <p><b>AH-P-PA-S-Mu2</b>            Students will begin to learn how to use knowledge of the elements of music and music terminology to describe and critique their own performances and the performances of others</p> <p><b>AH-P-PA-S-Mu3</b>            Students will identify possible criteria for evaluating music (e.g., skill of performers, originality, emotional impact, variety, interest)</p> <p><b>AH-P-PA-S-Mu4</b>            Students will demonstrate audience behavior appropriate to context and style of music performed; discuss opinions with peers in a supportive and constructive way</p>	<p><i>AH-EP-4.1.4</i>  <i>Students will sing and play alone simple rhythmic or tonal patterns by reading simple music notation.</i></p> <p><i>AH-EP-4.1.5</i>  <i>Students will sing alone and with others a varied repertoire of music.</i></p>	<p><i>I can sing and play alone simple rhythmic or tonal patterns by reading simple music notation.</i></p> <p><i>I can sing alone and with others a varied repertoire of music</i></p>	<p><b>Music Notation</b></p> <p><b>Repertoire</b></p> <p><b>Pattern</b></p> <p><b>*In addition to K-1<sup>st</sup> vocabulary</b></p>	



Scott County School District  
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Music – Primary –Fifth Grade

### Third Grade Music Map

First Quarter:

- Elements of Music
- Purposes of Music
- Processes of Music
- Emphasis on Native American music

Third Quarter:

- Elements of Music
- Purposes of Music
- Processes of Music
- Emphasis on West African music

Second Quarter:

- Elements of Music
- Purposes of Music
- Processes of Music
- Emphasis on Colonial music

Fourth Quarter:

- Elements of Music
- Purposes of Music
- Processes of Music
- Humanity of Music
- Emphasis on Traditional Appalachian music

**Scott County School District  
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Music – Primary –Fifth Grade**

<b>Big Idea: Structure in the Arts</b>					
<b>Academic Expectations</b>					
1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.					
1.13 Students make sense of ideas and communicate ideas with the visual arts.					
1.14 Students make sense of ideas and communicate ideas with music.					
1.15 Students make sense of and communicate ideas with movement.					
2.23 Students analyze their own and others' artistic products and performances using accepted standards					
<b>Program of Studies: Understandings</b>	<b>Program of Studies: Skills and Concepts</b>	<b>Related Core Content for Assessment</b>	<b>Student Target</b>	<b>Vocabulary</b>	<b>Resources</b>
<p><b>Primary Enduring Knowledge - Understandings</b> <b>AH-P-SA-U-1</b> Students will understand that the elements of music, dance, and drama are intentionally applied in creating and performing.</p> <p><b>AH-P-SA-U-3</b> Students will understand that responding to and critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts.</p> <p><b>AH-P-SA-U-4</b> Students will understand that existing and emerging technologies can inspire new applications of structural components.</p>	<p><b>Primary Skills and Concepts - Music</b> <b>AH-P-SA-S-Mu1</b> Students will begin to recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology</p> <p><b>AH-P-SA-S-Mu2</b> Students will use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music, and creating music independently and with others</p> <p><b>AH-P-SA-S-Mu3</b> Students will listen to and explore how changing different elements results in different musical effects</p> <p><b>AH-P-SA-S-Mu4</b> Students will recognize, describe, and compare various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriot, bluegrass)</p>	<p><i>AH-EP-1.1.1</i> Students will begin to recognize and identify elements of music using musical terminology.</p> <p><i>Elements of music:</i> <u>Rhythm</u> - bar lines, measures, whole notes, half notes, quarter notes (aurally and visually) <u>Tempo</u> - steady beat, slower, faster (aurally) <u>Melody</u> - notes, lines and spaces on treble clef staff (visually) <u>Harmony</u> - rounds and simple 2-part songs (aurally), songs are major or minor (aurally) <u>Form</u> - call and response form, AB form and ABA form (aurally) <u>Timbre (tone color)</u> - recognize different qualities of musical sounds, instruments by family-brass, woodwind, string, percussion (aurally and visually) and human voices (aurally) <u>Dynamics</u> - soft, loud (aurally)</p> <p><i>AH-EP-1.1.2</i> Students will identify various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass).</p>	<p>I can recognize and identify elements of music using musical terminology.</p> <p>I can recognize the usage of bar lines and measures in music.</p> <p>I can recognize and identify notes and values of certain musical notation.</p> <p>I can differentiate between slow and faster music.</p> <p>I can identify the notes on the lines and spaces of the treble clef staff.</p> <p>I can define and perform a round and 2 part songs.</p> <p>I can hear the difference between major and minor songs.</p> <p>I can differentiate between AB form songs and ABA form songs.</p> <p>I can identify the instrument families and name them aurally.</p> <p>I can tell the difference between loud and soft and identify symbols for forte and piano.</p>	<p>Bar line</p> <p>Measures</p> <p>Elements of Music</p> <p>Whole notes,</p> <p>Half Notes</p> <p>Quarter notes</p> <p>Beat</p> <p>Rounds</p> <p>Major</p> <p>Minor</p> <p>AB Form</p> <p>ABA Form</p> <p>Instrument Families</p> <p>Woodwinds,</p> <p>Percussion</p> <p>Brass</p> <p>Strings</p> <p>*In addition to K-2<sup>nd</sup> vocabulary</p>	

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			I can identify and demonstrate various styles of music.		
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<b>Big Idea: Humanity in the Arts</b>					
<b>Academic Expectations</b>					
2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.					
2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.					
2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.					
<b>Big Idea: Humanity in the Arts – Music</b>					
<b>Program of Studies: Understandings</b>	<b>Program of Studies: Skills and Concepts</b>	<b>Related Core Content for Assessment</b>	<b>Student Target</b>	<b>Vocabulary</b>	<b>Resources</b>
<p><b>Primary Enduring Knowledge – Understandings</b> <b>AH-P-HA-U-1</b> Students will understand that the arts are powerful tools for understanding human experiences both past and present.</p> <p><b>AH-P-HA-U-2</b> Students will understand that the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves.</p> <p><b>AH-P-HA-U-3</b> Students will understand that the arts play a major role in the creation and defining of cultures and building civilizations.</p>	<p><b>Primary Skills and Concepts - Music</b> <b>AH-P-HA-S-Mu1</b> Students will begin to associate music they listen to or perform with specific cultures (Native American, Appalachian, West African); describe in simple terms how the music reflects the cultures</p> <p><b>AH-P-HA-S-Mu2</b> Students will begin to associate music they listen to or perform with the Colonial American period in history; describe in simple terms how the music reflects the Colonial American time period</p> <p><b>AH-P-HA-S-Mu3</b> Students will begin to describe the music of specific cultures using music terminology</p>	<p><i>AH-EP-2.1.1</i> <i>Students will identify music from the following cultures and periods.</i></p> <p><i>Cultures:</i> <i>Native American,</i> <i>Traditional Appalachian</i> <i>West African</i></p> <p><i>Periods:</i> <i>Colonial American</i></p>	<p><b>I can identify music from Native American, Appalachian, and West African Cultures.</b></p> <p><b>I can identify music from the Colonial American Period.</b></p> <p><b>I can identify uses of music in Native American, Appalachian, and West African Cultures.</b></p>	<p><b>Native American</b></p> <p><b>Traditional Appalachian</b></p> <p><b>West African</b></p> <p><b>Colonial American</b></p> <p><b>*In addition to K-2<sup>nd</sup> vocabulary</b></p>	

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<b>Big Idea: Purposes for Creating the Arts</b>					
<b>Academic Expectations</b>					
1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.					
1.13 Students make sense of ideas and communicate ideas with the visual arts.					
1.14 Students make sense of ideas and communicate ideas with music.					
1.15 Students make sense of and communicate ideas with movement.					
2.22 Students create works of art and make presentations to convey a point of view.					
2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.					

Big Idea: Purposes for Creating the Arts – Music

Program of Studies: Understandings	Program of Studies: Skills and Concepts	Related Core Content for Assessment	Student Target	Vocabulary	Resources
<p><b>Primary Enduring Knowledge – Understandings</b> <b>AH-P-PCA-U-1</b> Students will understand that the arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify).</p> <p><b>AH-P-PCA-U-2</b> Students will understand that the arts have value and significance for daily life. They provide personal fulfillment, whether in vocational settings, avocational pursuits, or leisure.</p> <p><b>AH-P-PCA-U-3</b> Students will understand that the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.</p>	<p><b>Primary Skills and Concepts - Music</b> <b>AH-P-PCA-S-Mu1</b> Students will begin to develop an awareness of the purposes for which music is created (e.g., ceremonial, recreational, artistic expression)</p> <p><b>AH-P-PCA-S-Mu2</b> Students will listen to and perform music created to fulfill a variety of specific purposes</p>	<p><i>AH-EP-3.1.1</i> <i>Students will experience music created for a variety of purposes.</i></p> <p><i>Purposes of music (different roles of music)</i> <i>Ceremonial - music created or performed for rituals or celebrations (e.g., patriotic music, music for worship)</i> <i>Recreational - music for entertainment (e.g., music for play such as game songs, music for dances and social events, music for physical activities, music as a hobby)</i> <i>Artistic Expression - music created with the intent to express or communicate one's emotions, feelings, ideas, experience (e.g., music created and performed in a concert setting for an audience)</i></p>	<p><i>I can experience music created for a variety of purposes in diverse ways.</i></p>	<p><b>Ceremonial</b></p> <p><b>Recreational</b></p> <p><b>Artistic Expression</b></p> <p><b>*In addition to K-2<sup>nd</sup> vocabulary</b></p>	

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<b>Big Idea: Processes in the Arts</b> <b>Academic Expectations</b> <b>1.12</b> Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. <b>1.13</b> Students make sense of ideas and communicate ideas with the visual arts. <b>1.14</b> Students make sense of ideas and communicate ideas with music. <b>1.15</b> Students make sense of and communicate ideas with movement. <b>2.22</b> Students create works of art and make presentations to convey a point of view. <b>2.25</b> In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.
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Big Idea: Processes in the Arts - Music

Program of Studies: Understandings	Program of Studies: Skills and Concepts	Related Core Content for Assessment	Student Target	Vocabulary	Resources
<p><b>Primary Enduring Knowledge – Understandings</b>  <b>AH-P-PA-U-1</b>            Students will understand that there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created, and responding to artworks and performances.</p> <p><b>AH-P-PA-U-2</b>            Students will understand that full understanding and appreciation of the arts requires some degree of involvement in all three processes.</p> <p><b>AH-P-PA-U-3</b>            Students will understand that openness, respect for work, and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer.</p> <p><b>AH-P-PA-U-4</b>            Students will understand that existing and emerging technologies can extend the reach of the art form to new audiences.</p>	<p><b>Primary Skills and Concepts - Music</b>  <b>AH-P-PA-S-Mu1</b>            Students will be actively involved in creating and performing music alone and with others</p> <p><b>AH-P-PA-S-Mu2</b>            Students will begin to learn how to use knowledge of the elements of music and music terminology to describe and critique their own performances and the performances of others</p> <p><b>AH-P-PA-S-Mu3</b>            Students will identify possible criteria for evaluating music (e.g., skill of performers, originality, emotional impact, variety, interest)</p> <p><b>AH-P-PA-S-Mu4</b>            Students will demonstrate audience behavior appropriate to context and style of music performed; discuss opinions with peers in a supportive and constructive way</p>	<p><i>AH-EP-4.1.4</i>  <i>Students will sing and play alone simple rhythmic or tonal patterns by reading simple music notation.</i></p> <p><i>AH-EP-4.1.5</i>  <i>Students will sing alone and with others a varied repertoire of music.</i></p>	<p><i>I can sing and play alone simple rhythmic or tonal patterns by reading simple music notation.</i></p> <p><i>I can sing alone and with others a varied repertoire of music</i></p>	<p>Music Notation</p> <p>Repertoire</p> <p>Pattern</p> <p><b>*In addition to K-2<sup>nd</sup> vocabulary</b></p>	

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## Fourth Grade Music Map

First Quarter:

- Elements of Music
- Purposes of Music
- Processes of Music
- Emphasis on Native American

Third Quarter:

- Elements of Music
- Purposes of Music
- Processes of Music
- Emphasis on West African

Second Quarter:

- Elements of Music
- Purposes of Music
- Processes of Music
- Emphasis on Colonial

Fourth Quarter:

- Elements of Music
- Purposes of Music
- Processes of Music
- Humanity in Music
- Emphasis on Traditional Appalachian music

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<b>Big Idea: Structure in the Arts</b>					
<b>Academic Expectations</b>					
1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.					
1.13 Students make sense of ideas and communicate ideas with the visual arts.					
1.14 Students make sense of ideas and communicate ideas with music.					
1.15 Students make sense of and communicate ideas with movement.					
2.23 Students analyze their own and others' artistic products and performances using accepted standards.					

Big Idea: Structure in the Arts - Music

Program of Studies: Understandings	Program of Studies: Skills and Concepts	Related Core Content for Assessment	Student Target	Vocabulary	Resources
<p><b>Grade 4 Enduring Knowledge - Understandings</b> <b>AH-4-SA-U-1</b> Students will understand that the elements of music, dance, and drama are intentionally applied in creating and performing.</p> <p><b>AH-4-SA-U-3</b> Students will understand that responding to and critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts.</p> <p><b>AH-4-SA-U-4</b> Students will understand that existing and emerging technologies can inspire new applications of structural components.</p>	<p><b>Grade 4 Skills and Concepts - Music</b> <b>AH-4-SA-S-Mu1</b> Students will recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology</p> <p><b>AH-4-SA-S-Mu2</b> Students will use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music, and creating music independently and with others</p> <p><b>AH-4-SA-S-Mu3</b> Students will listen to and explore how changing different elements results in different musical effects</p> <p><b>AH-4-SA-S-Mu4</b> Students will recognize, describe, and compare various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriot, bluegrass)</p>	<p><b>AH-04-1.1.1</b> Students will identify or describe elements of music in a variety of music.  <b>DOK 2</b></p> <p><b>Elements of music:</b> <b>Rhythm</b> - time signature (2/4, 3/4, 4/4), bar lines, rhythmic durations (whole, half, quarter, eighth notes and rests), measure <b>Tempo</b> - steady beat, slower or faster <b>Melody</b> - shape, direction (itches move up, down, by step, by skip, stay the same), treble clef sign, pitch notation (notes from middle C to F at top of treble clef staff), high vs. low notes (itches) <b>Harmony</b> - parts (notes performed together to create harmony), major/minor (aurally); unison (non-harmony) <b>Form</b> - call and response, two-part (AB), three-part (ABA), round, verse/chorus, repeat signs <b>Timbre (tone color)</b> - recognize different qualities of musical sounds, orchestral instruments by family - brass, woodwind, string, percussion, how instrument sounds are produced, human voices (high voices, low voices) <b>Dynamics</b> - soft (piano - p), medium soft (mezzo piano - mp), medium loud (mezzo forte - mf), loud (forte - f)</p>	<p>I can define what a time signature is, rhythmically compose a measure and select the correct time signature from an auditory example.</p> <p>I can recognize a define the usage of a bar line.</p> <p>I can assign beat values and compose new measures using rhythmic duration.</p> <p>I can identify a measure.</p> <p>I can define and identify different tempos.</p> <p>I can identify, both orally and visually, melodic construction and register.</p> <p>I can identify all notes on the treble clef staff from middle C-High F.</p> <p>I can identify the treble clef symbol.</p> <p>I can classify harmony into two modes: major and minor.</p> <p>I can identify the use of harmony in oral and written examples.</p>	<p><b>Elements of music:</b> <b>Rhythm</b> - time signature (2/4, 3/4, 4/4), bar lines, rhythmic durations (whole, half, quarter, eighth notes and rests), measure <b>Tempo</b> - steady beat, slower or faster <b>Melody</b> - shape, direction (itches move up, down, by step, by skip, stay the same), treble clef sign, pitch notation (notes from middle C to F at top of treble clef staff), high vs. low notes (itches) <b>Harmony</b> - parts (notes performed together to create harmony), major/minor (aurally); unison (non-harmony) <b>Form</b> - call and response, two-part (AB), three-part (ABA), round, verse/chorus, repeat signs <b>Timbre (tone color)</b> - recognize different qualities of musical sounds, orchestral instruments by family - brass, woodwind, string, percussion, how instrument sounds are produced, human voices (high voices, low voices) <b>Dynamics</b> - soft (piano - p), medium soft (mezzo piano - mp), medium loud (mezzo forte - mf), loud (forte - f)</p> <p>*In addition to K-3<sup>rd</sup> vocabulary</p>	



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		<p><i>AH-04-1.1.2</i>  <i>Students will identify and describe various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass).</i></p>	<p><b>I can explain the difference between unison and harmony.</b></p> <p><b>I can identify, both orally and written call and response, round, AB, ABA, and repeat signs.</b></p> <p><b>I can recognize different qualities of musical sounds, orchestral instruments, and human voices and how sound is produced from each one.</b></p> <p><b>I can identify and perform different dynamic levels.</b></p> <p><b>I can identify and describe various styles of music.</b></p>		
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<b>Big Idea: Humanity in the Arts</b>					
<b>Academic Expectations</b>					
<b>2.24</b> Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.					
<b>2.25</b> In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.					
<b>2.26</b> Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.					
<b>Big Idea: Humanity in the Arts - Music</b>					
<b>Program of Studies: Understandings</b>	<b>Program of Studies: Skills and Concepts</b>	<b>Related Core Content for Assessment</b>	<b>Student Target</b>	<b>Vocabulary</b>	<b>Resources</b>
<p><b>Grade 4 Enduring Knowledge – Understandings</b> <b>AH-4-HA-U-1</b> Students will understand that the arts are powerful tools for understanding human experiences both past and present.</p> <p><b>AH-4-HA-U-2</b> Students will understand that the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves.</p> <p><b>AH-4-HA-U-3</b> Students will understand that the arts play a major role in the creation and defining of cultures and building civilizations.</p>	<p><b>Grade 4 Skills and Concepts - Music</b> <b>AH-4-HA-S-Mu1</b> Students will associate music they listen to or perform with specific cultures (Native American, Appalachian, West African); describe in simple terms how the music reflects the cultures</p> <p><b>AH-4-HA-S-Mu2</b> Students will associate music they listen to or perform with the Colonial American period in history; describe in simple terms how the music reflects the Colonial American time period</p> <p><b>AH-4-HA-S-Mu3</b> Students will describe the music of specific cultures using music terminology</p>	<p><b>AH-04-2.1.1</b> Students will identify how music has been a part of cultures and periods throughout history. <b>DOK 2</b></p> <p><b>Cultures:</b> Native American, Traditional Appalachian West African <b>Similarities and differences in the use of music (e.g., ceremonial purposes) and the use of elements of music among cultures (musical instruments, e.g., Native American – rattles, drums, flutes, Appalachian – dulcimer, fiddle, banjo, guitar, West African – drums, rattles, thumb piano); polyrhythm in West African music not in Native American</b></p> <p><b>Periods:</b> Colonial American (e.g., work songs, game songs, patriotic music, lullaby, folk music) Native American includes period in North America before European settlement</p> <p>European influences in American music, similarities between the music in the American colonies and the cities of Europe (The influence of Europe was very strong in the colonies due to the movement of settlers from Europe to America.)</p>	<p>I can compare and contrast the similarities and differences between Native American, Traditional Appalachian, and West African uses of Music.</p> <p>I can list the elements of Music used in each of the three cultures.</p> <p>I can list the instruments used in each of the three cultures.</p> <p>I can identify musical forms used in the Colonial Period.</p> <p>I can list European influence on American Music.</p>	<p>Ceremonial</p> <p>Recreational</p> <p>Artistic Expression</p> <p>Polyrhythm</p> <p>Work songs</p> <p>Game Songs</p> <p>Lullabies</p> <p>Spirituals</p> <p>Patriotic Songs</p> <p>Dulcimer</p> <p>Fiddle</p> <p>Banjo</p> <p>Guitar</p> <p>Piano</p> <p>Drums</p> <p>Rattles</p> <p>*In addition to K-3<sup>rd</sup> vocabulary</p>	

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<b>Big Idea: Purposes for Creating the Arts</b>					
<b>Academic Expectations</b>					
1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.					
1.13 Students make sense of ideas and communicate ideas with the visual arts.					
1.14 Students make sense of ideas and communicate ideas with music.					
1.15 Students make sense of and communicate ideas with movement.					
2.22 Students create works of art and make presentations to convey a point of view.					
2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.					

Big Idea: Purposes for Creating the Arts - Music

Program of Studies: Understandings	Program of Studies: Skills and Concepts	Related Core Content for Assessment	Student Target	Vocabulary	Resources
<p><b>Grade 4 Enduring Knowledge – Understandings</b></p> <p><b>AH-4-PCA-U-1</b> Students will understand that the arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify).</p> <p><b>AH-4-PCA-U-2</b> Students will understand that the arts have value and significance for daily life. They provide personal fulfillment, whether in vocational settings, avocational pursuits, or leisure.</p> <p><b>AH-4-PCA-U-3</b> Students will understand that the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.</p>	<p><b>Grade 4 Skills and Concepts - Music</b></p> <p><b>AH-4-PCA-S-Mu1</b> Students will identify purposes for which music is created (e.g., ceremonial, recreational, artistic expression)</p> <p><b>AH-4-PCA-S-Mu2</b> Students will listen to and perform music created to fulfill a variety of specific purposes</p>	<p><b>AH-04-3.1.1</b> Students will identify how music fulfills a variety of purposes.</p> <p style="text-align: right;"><b>DOK 2</b></p> <p><b>Purposes of music (different roles of music)</b>  <u>Ceremonial</u> - music created or performed for rituals or celebrations (e.g., patriotic music, music for worship)  <u>Recreational</u> - music for entertainment (e.g., music for play such as game songs, music for dances and social events, music for physical activities, music as a hobby)  <u>Artistic Expression</u> - music created with the intent to express or communicate one's emotions, feelings, ideas, experience (e.g., music created and performed in a concert setting for an audience)</p>	<p>I can classify music into the three purposes: Ceremonial, Recreational, and Artistic Expression.</p>	<p>Ceremonial</p> <p>Recreational</p> <p>Artistic Expression</p> <p>*In addition to K-3<sup>rd</sup> vocabulary</p>	

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<b>Big Idea: Processes in the Arts</b>					
<b>Academic Expectations</b>					
<p><b>1.12</b> Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p><b>1.13</b> Students make sense of ideas and communicate ideas with the visual arts.</p> <p><b>1.14</b> Students make sense of ideas and communicate ideas with music.</p> <p><b>1.15</b> Students make sense of and communicate ideas with movement.</p> <p><b>2.22</b> Students create works of art and make presentations to convey a point of view.</p> <p><b>2.25</b> In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.</p>					
<b>Program of Studies: Understandings</b>	<b>Program of Studies: Skills and Concepts</b>	<b>Related Core Content for Assessment</b>	<b>Student Target</b>	<b>Vocabulary</b>	<b>Resources</b>
<p><b>Grade 4 Enduring Knowledge – Understandings</b> <b>AH-4-PA-U-1</b> Students will understand that there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created, and responding to artworks and performances.</p> <p><b>AH-4-PA-U-2</b> Students will understand that full understanding and appreciation of the arts requires some degree of involvement in all three processes.</p> <p><b>AH-4-PA-U-3</b> Students will understand that openness, respect for work, and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer.</p> <p><b>AH-4-PA-U-4</b> Students will understand that existing and emerging technologies can extend the reach of the art form to new audiences.</p>	<p><b>Grade 4 Skills and Concepts - Music</b> <b>AH-4-PA-S-Mu1</b> Students will be actively involved in creating and performing music alone and with others</p> <p><b>AH-4-PA-S-Mu2</b> Students will use knowledge of the elements of music and music terminology to describe and critique their own performances and the performances of others</p> <p><b>AH-4-PA-S-Mu3</b> Students will identify possible criteria for evaluating music (e.g., skill of performers, originality, emotional impact, variety, interest)</p> <p><b>AH-4-PA-S-Mu4</b> Students will demonstrate audience behavior appropriate to context and style of music performed; discuss opinions with peers in a supportive and constructive way</p>	<p><i>AH-04-4.1.1</i> <i>Students will create and notate short, simple melodies that demonstrate melodic shape/contour and meter.</i></p> <p><i>AH-04-4.1.2</i> <i>Students will create and perform simple melodic or rhythmic accompaniments to given melodies.</i></p> <p><i>AH-04-4.1.3</i> <i>Students will improvise answers in similar style to given rhythmic and/or melodic phrases.</i></p> <p><i>AH-04-4.1.4</i> <i>Students will sing and play alone simple rhythmic or tonal patterns by reading music notation; be able to sustain own part in an ensemble.</i></p> <p><i>AH-04-4.1.5</i> <i>Students will sing alone and with others a varied repertoire of music.</i></p>	<p><i>I can create and notate short, simple melodies that demonstrate melodic shape/contour and meter.</i></p> <p><i>I can create and perform simple melodic or rhythmic accompaniments to given melodies.</i></p> <p><i>I can improvise answers in similar style to given rhythmic and/or melodic phrases.</i></p> <p><i>I can sing and play alone simple rhythmic or tonal patterns by reading music notation; be able to sustain own part in an ensemble.</i></p> <p><i>I can sing alone and with others a varied repertoire of music</i></p>	<p><b>Improvise</b></p> <p><b>Pattern</b></p> <p><b>Ensemble</b></p> <p><b>Accompaniment</b></p> <p><b>Notation</b></p> <p><b>Melody</b></p> <p><b>*In addition to K-3<sup>rd</sup> vocabulary</b></p>	

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## Fifth Grade Music Map

### First Quarter:

- Elements of Music
- Purposes of Music
- Processes of Music
- Emphasis on Native American music

### Third Quarter:

- Elements of Music
- Purposes of Music
- Processes of Music
- Emphasis on West African music

### Second Quarter:

- Elements of Music
- Purposes of Music
- Processes of Music
- Emphasis on Colonial music

### Fourth Quarter:

- Elements of Music
- Purposes of Music
- Processes of Music
- Humanity in Music
- Emphasis on Traditional Appalachian music

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<b>Big Idea: Structure in the Arts</b>					
<b>Academic Expectations</b>					
1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.					
1.13 Students make sense of ideas and communicate ideas with the visual arts.					
1.14 Students make sense of ideas and communicate ideas with music.					
1.15 Students make sense of and communicate ideas with movement.					
2.23 Students analyze their own and others' artistic products and performances using accepted standards.					

**Big Idea: Structure in the Arts – Music**

Program of Studies: Understandings	Program of Studies: Skills and Concepts	Related Core Content for Assessment	Student Target	Vocabulary	Resources
<p><b>Grade 5 Enduring Knowledge - Understandings</b> <b>AH-5-SA-U-1</b> Students will understand that the elements of music, dance and drama are intentionally applied in creating and performing.</p> <p><b>AH-5-SA-U-3</b> Students will understand that responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.</p> <p><b>AH-5-SA-U-4</b> Students will understand that existing and emerging technologies can inspire new applications of structural components.</p>	<p><b>Grade 5 Skills and Concepts - Music</b> <b>AH-5-SA-S-Mu1</b> Students will recognize and identify elements of music (rhythm, tempo, melody, harmony, form, timbre, dynamics) using musical terminology</p> <p><b>AH-5-SA-S-Mu2</b> Students will use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music and creating music independently and with others</p> <p><b>AH-5-SA-S-Mu3</b> Students will listen to and explore how changing different elements results in different musical effects</p> <p><b>AH-5-SA-S-Mu4</b> Students will recognize, describe and compare various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass)</p>	<p><b>AH-05-1.1.1</b> Students will identify or describe elements of music in a variety of music. <b>DOK 3</b></p> <p><b>Elements of music:</b> <b>Rhythm</b> - time signature (2/4, 3/4, 4/4), bar lines, rhythmic durations (whole, half, quarter, eighth notes and rests), measure <b>Tempo</b> - steady beat, slower or faster <b>Melody</b> - shape, direction (pitches move up, down, by step, by skip, stay the same), treble clef sign, pitch notation (notes from middle C to F at top of treble clef staff), high vs. low notes (pitches) <b>Harmony</b> - parts (notes performed together to create harmony), major/minor (aurally); unison (non-harmony) <b>Form</b> - call and response, two-part (AB), three-part (ABA), round, verse/chorus, repeat signs <b>Timbre (tone color)</b> - recognize different qualities of musical sounds, orchestral instruments by family - brass, woodwind, string, percussion, how instrument sounds are produced, human voices (high voices, low voices) <b>Dynamics</b> - soft (piano - p), medium soft (mezzo piano - mp), medium loud (mezzo forte - mf), loud (forte - f)</p>	<p>I can rhythmically compose a measure and select the correct time signature from an auditory example.</p> <p>I can recognize and define the usage of a bar line.</p> <p>I can assign beat values and compose new measures using rhythmic duration.</p> <p>I can identify a measure.</p> <p>I can define and identify different tempos.</p> <p>I can justify the use of different tempos to fit various styles and modes.</p> <p>I can identify, both orally and visually, melodic construction and register.</p> <p>I can identify all notes on the treble clef staff from middle C-High F.</p> <p>I can identify the treble clef symbol.</p> <p>I can classify harmony into two modes: major and minor.</p>	<p><b>Elements of music:</b> <b>Rhythm</b> - time signature (2/4, 3/4, 4/4), bar lines, rhythmic durations (whole, half, quarter, eighth notes and rests), measure <b>Tempo</b> - steady beat, slower or faster <b>Melody</b> - shape, direction (pitches move up, down, by step, by skip, stay the same), treble clef sign, pitch notation (notes from middle C to F at top of treble clef staff), high vs. low notes (pitches) <b>Harmony</b> - parts (notes performed together to create harmony), major/minor (aurally); unison (non-harmony) <b>Form</b> - call and response, two-part (AB), three-part (ABA), round, verse/chorus, repeat signs <b>Timbre (tone color)</b> - recognize different qualities of musical sounds, orchestral instruments by family - brass, woodwind, string, percussion, how instrument sounds are produced, human voices (high voices, low voices) <b>Dynamics</b> - soft (piano - p), medium soft (mezzo piano - mp), medium loud (mezzo forte - mf), loud (forte - f)</p> <p>*In addition to K-4<sup>th</sup> vocabulary</p>	

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		<p>AH-05-1.1.2  <i>Students will identify and describe various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass).</i></p>	<p>I can identify the use of harmony in oral and written examples.</p> <p>I can explain the difference between unison and harmony.</p> <p>I can identify, both orally and written call and response, round, AB, ABA, and repeat signs.</p> <p>I can recognize different qualities of musical sounds, orchestral instruments, and human voices and how sound is produced from each one.</p> <p>I can identify and perform different dynamic levels.</p> <p>I can identify and describe various styles of music.</p> <p>I can plan a musical piece using all the elements of Music.</p>		
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<b>Big Idea: Humanity in the Arts</b>					
<b>Academic Expectations</b>					
2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.					
2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.					
2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.					
<b>Big Idea: Humanity in the Arts – Music</b>					
<b>Program of Studies: Understandings</b>	<b>Program of Studies: Skills and Concepts</b>	<b>Related Core Content for Assessment</b>	<b>Student Target</b>	<b>Vocabulary</b>	<b>Resources</b>
<p><b>Grade 5 Enduring Knowledge – Understandings</b> <b>AH-5-HA-U-1</b> Students will understand that the arts are powerful tools for understanding human experiences both past and present.</p> <p><b>AH-5-HA-U-2</b> Students will understand that the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves.</p> <p><b>AH-5-HA-U-3</b> Students will understand that the arts play a major role in the creation and defining of cultures and building civilizations.</p>	<p><b>Grade 5 Skills and Concepts - Music</b> <b>AH-5-HA-S-Mu1</b> Students will associate music they listen to or perform with specific cultures (Native American, Appalachian, West African); describe how the music reflects the cultures</p> <p><b>AH-5-HA-S-Mu2</b> Students will associate music they listen to or perform with the Colonial American period in history; describe how the music reflects the Colonial American time period (e.g. work songs, patriotic songs, folk music; European influences)</p> <p><b>AH-5-HA-S-Mu3</b> Students will describe distinguishing characteristics of the music of specific cultures using music terminology (e.g., polyrhythms in African music not in Native American)</p>	<p><b>AH-05-2.1.1</b> Students will identify how music has been a part of cultures and periods throughout history. <b>DOK 2</b></p> <p><b>Cultures:</b> Native American, Traditional Appalachian West African Similarities and differences in the use of music (e.g., ceremonial purposes) and the use of elements of music among cultures (musical instruments, e.g., Native American – rattles, drums, flutes, Appalachian – dulcimer, fiddle, banjo, guitar, West African – drums, rattles, thumb piano); polyrhythm in West African music not in Native American</p> <p><b>Periods:</b> Colonial American (e.g., work songs, game songs, patriotic music, lullaby, folk music) Native American includes period in North America before European settlement</p> <p>European influences in American music, similarities between the music in the American colonies and the cities of Europe (The influence of Europe was very strong in the colonies due to the movement of settlers from Europe to America.)</p>	<p>I can compare and contrast the similarities and differences between Native American, Traditional Appalachian, and West African uses of Music.</p> <p>I can list the elements of Music used in each of the three cultures.</p> <p>I can list the instruments used in each of the three cultures.</p> <p>I can identify musical forms used in the Colonial Period.</p> <p>I can list European influence on American Music.</p>	<p>Ceremonial</p> <p>Recreational</p> <p>Artistic Expression</p> <p>Polyrhythm</p> <p>Work songs</p> <p>Game Songs</p> <p>Lullabies</p> <p>Spirituals</p> <p>Patriotic Songs</p> <p>Dulcimer</p> <p>Fiddle</p> <p>Banjo</p> <p>Guitar</p> <p>Piano</p> <p>Drums</p> <p>Rattles</p> <p>*In addition to K-4<sup>th</sup> vocabulary</p>	



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<b>Big Idea: Purposes for Creating the Arts</b>					
<b>Academic Expectations</b>					
1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.					
1.13 Students make sense of ideas and communicate ideas with the visual arts.					
1.14 Students make sense of ideas and communicate ideas with music.					
1.15 Students make sense of and communicate ideas with movement.					
2.22 Students create works of art and make presentations to convey a point of view.					
2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes					

Program of Studies: Understandings	Program of Studies: Skills and Concepts	Related Core Content for Assessment	Student Target	Vocabulary	Resources
<p><b>Grade 5 Enduring Knowledge – Understandings</b> <b>AH-5-PCA-U-1</b> Students will understand that the arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify).</p> <p><b>AH-5-PCA-U-2</b> Students will understand that the arts have value and significance for daily life. They provide personal fulfillment, whether in career settings, avocational pursuits or leisure.</p> <p><b>AH-5-PCA-U-3</b> Students will understand that the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.</p>	<p><b>Grade 5 Skills and Concepts - Music</b> <b>AH-5-PCA-S-Mu1</b> Students will describe and compare multiple purposes for which music is created to fulfill (ceremonial, recreational, artistic expression)</p> <p><b>AH-5-PCA-S-Mu2</b> Students will create new, listen to, choose and perform music to fulfill a variety of specific purposes</p>	<p><b>AH-05-3.1.1</b> Students will identify how music fulfills a variety of purposes. <b>DOK 2</b></p> <p><b>Purposes of music (different roles of music)</b> <b>Ceremonial</b> - music created or performed for rituals or celebrations (e.g., patriotic music, music for worship) <b>Recreational</b> - music for entertainment (e.g., music for play such as game songs, music for dances and social events, music for physical activities, music as a hobby) <b>Artistic Expression</b> - music created with the intent to express or communicate one's emotions, feelings, ideas, experience (e.g., music created and performed in a concert setting for an audience)</p>	<p>I can classify music into the three purposes: Ceremonial, Recreational, and Artistic Expression.</p>	<p><b>Ceremonial</b></p> <p><b>Recreational</b></p> <p><b>Artistic Expression</b></p> <p><b>*In addition to K-4<sup>th</sup> vocabulary</b></p>	

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Combined Curriculum Document  
Music – Primary –Fifth Grade**

<b>Big Idea: Processes in the Arts</b>					
<b>Academic Expectations</b>					
1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.					
1.13 Students make sense of ideas and communicate ideas with the visual arts.					
1.14 Students make sense of ideas and communicate ideas with music.					
1.15 Students make sense of and communicate ideas with movement.					
2.22 Students create works of art and make presentations to convey a point of view.					
2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.					

Program of Studies: Understandings	Program of Studies: Skills and Concepts	Related Core Content for Assessment	Student Target	Vocabulary	Resources
<p><b>Grade 5 Enduring Knowledge – Understandings</b></p> <p><b>AH-5-PA-U-1</b> Students will understand that there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created and responding to artworks and performances.</p> <p><b>AH-5-PA-U-2</b> Students will understand that full understanding and appreciation of the arts requires some degree of involvement in all three processes.</p> <p><b>AH-5-PA-U-3</b> Students will understand that openness, respect for work, and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer.</p> <p><b>AH-5-PA-U-4</b> Students will understand that existing and emerging technologies can extend the reach of the art form to new audiences.</p>	<p><b>Grade 5 Skills and Concepts - Music</b></p> <p><b>AH-5-PA-S-Mu1</b> Students will be actively involved in creating, notating, improvising and performing simple melodies (melodic shape/contour, meter), alone and with others</p> <p><b>AH-5-PA-S-Mu2</b> Students will sing and play simple rhythmic or tonal patterns by reading music notation, alone, and in small and large ensembles</p> <p><b>AH-5-PA-S-Mu3</b> Students will use knowledge of the elements of music and music terminology to describe and critique their own performances and the performances of others</p> <p><b>AH-5-PA-S-Mu4</b> Students will identify possible criteria for evaluating music  (e.g., skill of performers, originality, emotional impact, variety, interest)</p> <p><b>AH-5-PA-S-Mu5</b> Students will demonstrate behavior appropriate for observing the particular context and style of music being performed; discuss opinions with peers in a supportive and constructive way</p>	<p><i>AH-05-4. 1.1 Students will create and notate short, simple melodies that demonstrate melodic shape/contour and meter.</i></p> <p><i>AH-05-4. 1.2 Students will create and perform simple melodic or rhythmic accompaniments to given melodies.</i></p> <p><i>AH-05-4. 1.3 Students will improvise answers in similar style to given rhythmic and/or melodic phrases.</i></p> <p><i>AH-05-4. 1.4 Students will sing and play alone simple rhythmic or tonal patterns by reading music notation; be able to sustain own part in an ensemble.</i></p> <p><i>AH-05-4. 1.5 Students will sing alone and with others a varied repertoire of music.</i></p>	<p><i>I can create and notate short, simple melodies that demonstrate melodic shape/contour and meter.</i></p> <p><i>I can create and perform simple melodic or rhythmic accompaniments to given melodies.</i></p> <p><i>I can improvise answers in similar style to given rhythmic and/or melodic phrases.</i></p> <p><i>I can sing and play alone simple rhythmic or tonal patterns by reading music notation; be able to sustain own part in an ensemble.</i></p> <p><i>I can sing alone and with others a varied repertoire of music</i></p>	<p><b>Improvise</b></p> <p><b>Pattern</b></p> <p><b>Ensemble</b></p> <p><b>Accompaniment</b></p> <p><b>Notation</b></p> <p><b>Melody</b></p> <p><b>*In addition to K-4<sup>th</sup> vocabulary</b></p>	