

5th Grade General Music Map  
Updated 10/24/23

	Skills	Activities		Timeline
Unit 1	Music History (Baroque, Classical and Renaissance)	<ul style="list-style-type: none"> <li>- Composer Biographies for Vivaldi, Bach, Mozart, Beethoven, Wagner and Tchaikovsky</li> <li>- Music appreciation and analysis compositions for each musical era.</li> </ul>	<p><b>5th MU:Cn11.1.5</b> a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate.</p> <p><b>5th MU:Re7.1.5</b> b. Demonstrate and describe, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (for example, social, cultural, historical).</p>	
Unit 2	Music Notation	<ul style="list-style-type: none"> <li>- Review Standard notation: Notes, Rests, dynamic markings</li> <li>- Review and relearn pitch names on the treble staff</li> <li>- Write short musical phrases</li> <li>- play short musical pieces on percussion instruments.</li> </ul>	<p><b>5th MU:Cr2.1.5</b> a. Demonstrate selected and developed musical ideas for improvisations, arrangement, or compositions to express intent, and explain connection to purpose and context. b. Use standard and/ or iconic notation and/ or recording technology to document personal rhythmic, melodic, and increasingly complex</p>	

			harmonic musical ideas.	
Unit 3	Instrument History and Appreciation	<ul style="list-style-type: none"> <li>- In Depth study about how instruments are developed and made</li> <li>- Listen to and watch examples of instruments from all instrument families</li> <li>- Learn instruments place in various genres and historical time periods.</li> </ul>	<p><b>5th MU:Re7.1.5</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts</li> <li>b. Demonstrate and describe, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (for example, social, cultural, historical).</li> </ul>	
Unit 4	Music Creation	<ul style="list-style-type: none"> <li>- creating a short piece of music to be performed with a partner for the class</li> </ul>	<p><b>5th MU:Cr2.1.5</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate selected and developed musical ideas for improvisations, arrangement, or compositions to express intent, and explain connection to purpose and context.</li> </ul> <p><b>5th MU:Cr3.1.5</b></p> <ul style="list-style-type: none"> <li>a. Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback and explain rationale for changes.</li> <li>b. Present the final version of personal created music to others that demonstrates</li> </ul>	

			musicianship and explains connection to expressive intent.	
--	--	--	--	--