

**St. Thomas Aquinas School
Curriculum Map**

Course: MUSIC

Grade Level: 5

Content	Skills	Suggested Assessments	Connecticut Content Standards	
1st Marking Period Reintroduce Concepts	<ul style="list-style-type: none"> Singing 	<ul style="list-style-type: none"> Singing vs. speaking voice Match pitch Echo and conversational songs Sing in groups on pitch with correct rhythm/ steady tempo Dynamic levels Memorization Various styles and/or cultural languages Solos 	<ul style="list-style-type: none"> Performing: Singing, playing an instrument, body movement, reading notation Creating: Composing and improvising Class participation in discussions Observed musical responses Self and peer assessment/ reflection 	1a,b,c,d,e 2a,b,c,d,e,f 3a,b,c,d 4a,b,c 5a,b 6a,b,c,d,e
	<ul style="list-style-type: none"> Instrumentation 	<ul style="list-style-type: none"> Non-pitched percussion instruments Steady beat using body percussion, rhythm instruments and movement Cooperative group work 	(same)	7a,b 8a,b,c
	<ul style="list-style-type: none"> Melodies, variations and accompaniments 	<ul style="list-style-type: none"> Simple rhythmic accompaniments Simple sound patterns (i.e. traditional and nontraditional soundscapes) Create songs for plays and stories Sing or play endings to a melodic phrase presented 	(same)	9a,b,c,d,e
	<ul style="list-style-type: none"> Composition/Arrangement 	<ul style="list-style-type: none"> Create, arrange and perform music to accompany readings, visualizations, and dramatizations Draw maps or create stories for patterns Compose short pieces Improvise simple rhythmic accompaniments 	(same)	
	<ul style="list-style-type: none"> Reading Music/Notation 	<ul style="list-style-type: none"> Melodic and rhythmic vocabulary Pitch patterns and directions 	(same)	
	<ul style="list-style-type: none"> Listening 	<ul style="list-style-type: none"> Guided listening(I.d. musical elements) Indicate high and low pitches Style characteristics 4 orchestral family instruments I.d. musical sounds 	(same)	
	<ul style="list-style-type: none"> Evaluation 	<ul style="list-style-type: none"> Performances and compositions Develop a vocabulary for self critique 	(same)	
	<ul style="list-style-type: none"> Interdisciplinary 	<ul style="list-style-type: none"> Identify similarities and differences in vocabulary cross curricula Interdisciplinary connections Music related careers 	(same)	
	<ul style="list-style-type: none"> Music History 	<ul style="list-style-type: none"> Music in daily experiences Roles of musicians Historic periods and cultures 	(same)	

Content	Skills	Suggested Assessments	Connecticut Content Standards	
2nd Marking Period Develop Concepts	<ul style="list-style-type: none"> • Singing • Instrumentation • Melodies, variations and accompaniments • Composition/Arrangement • Reading Music/Notation • Listening • Evaluation • Interdisciplinary • Music History 	<ul style="list-style-type: none"> • Singing vs. speaking voice • Match pitch • Echo and conversational songs • Sing in groups on pitch with correct rhythm/ steady tempo • Dynamic levels • Memorization • Various styles and/or cultural languages • Solos • Non-pitched percussion instruments • Steady beat using body percussion, rhythm instruments and movement • Cooperative group work • Simple rhythmic accompaniments • Simple sound patterns (i.e. traditional and nontraditional soundscapes) • Create songs for plays and stories • Sing or play endings to a melodic phrase presented • Create, arrange and perform music to accompany readings, visualizations, and dramatizations • Draw maps or create stories for patterns • Compose short pieces • Improvise simple rhythmic accompaniments • Melodic and rhythmic vocabulary • Pitch patterns and directions • Guided listening(I.d. musical elements) • Indicate high and low pitches • Style characteristics • 4 orchestral family instruments • I.d. musical sounds • Performances and compositions • Develop a vocabulary for self critique • Identify similarities and differences in vocabulary cross curricula • Interdisciplinary connections • Music related careers • Music in daily experiences • Roles of musicians • Historic periods and cultures 	<ul style="list-style-type: none"> • Performing: Singing, playing an instrument, body movement, reading notation • Creating: Composing and improvising • Class participation in discussions • Observed musical responses • Self and peer assessment/ reflection <p>(same)</p> <p>(same)</p> <p>(same)</p> <p>(same)</p> <p>(same)</p> <p>(same)</p> <p>(same)</p> <p>(same)</p> <p>(same)</p>	<p>1a,b,c,d,e</p> <p>2a,b,c,d,e,f</p> <p>3a,b,c,d</p> <p>4a,b,c</p> <p>5a,b</p> <p>6a,b,c,d,e</p> <p>7a,b</p> <p>8a,b,c</p> <p>9a,b,c,d,e</p>

Content	Skills	Suggested Assessments	Connecticut Content Standards	
3rd Marking Period Develop Concepts	<ul style="list-style-type: none"> • Singing • Instrumentation • Melodies, variations and accompaniments • Composition/Arrangement • Reading Music/Notation • Listening • Evaluation • Interdisciplinary • Music History 	<ul style="list-style-type: none"> • Singing vs. speaking voice • Match pitch • Echo and conversational songs • Sing in groups on pitch with correct rhythm/ steady tempo • Dynamic levels • Memorization • Various styles and/or cultural languages • Solos • Non-pitched percussion instruments • Steady beat using body percussion, rhythm instruments and movement • Cooperative group work • Simple rhythmic accompaniments • Simple sound patterns (i.e. traditional and nontraditional soundscapes) • Create songs for plays and stories • Sing or play endings to a melodic phrase presented • Create, arrange and perform music to accompany readings, visualizations, and dramatizations • Draw maps or create stories for patterns • Compose short pieces • Improvise simple rhythmic accompaniments • Melodic and rhythmic vocabulary • Pitch patterns and directions • Guided listening(I.d. musical elements) • Indicate high and low pitches • Style characteristics • 4 orchestral family instruments • I.d. musical sounds • Performances and compositions • Develop a vocabulary for self critique • Identify similarities and differences in vocabulary cross curricula • Interdisciplinary connections • Music related careers • Music in daily experiences • Roles of musicians • Historic periods and cultures 	<ul style="list-style-type: none"> • Performing: Singing, playing an instrument, body movement, reading notation • Creating: Composing and improvising • Class participation in discussions • Observed musical responses • Self and peer assessment/ reflection <p>(same)</p> <p>(same)</p> <p>(same)</p> <p>(same)</p> <p>(same)</p> <p>(same)</p> <p>(same)</p> <p>(same)</p>	<p>1a,b,c,d,e</p> <p>2a,b,c,d,e,f</p> <p>3a,b,c,d</p> <p>4a,b,c</p> <p>5a,b</p> <p>6a,b,c,d,e</p> <p>7a,b</p> <p>8a,b,c</p> <p>9a,b,c,d,e</p>

Content	Skills	Suggested Assessments	Connecticut Content Standards	
4th Marking Period Reinforce Concepts	<ul style="list-style-type: none"> • Singing • Instrumentation • Melodies, variations and accompaniments • Composition/Arrangement • Reading Music/Notation • Listening • Evaluation • Interdisciplinary • Music History 	<ul style="list-style-type: none"> • Singing vs. speaking voice • Match pitch • Echo and conversational songs • Sing in groups on pitch with correct rhythm/ steady tempo • Dynamic levels • Memorization • Various styles and/or cultural languages • Solos • Non-pitched percussion instruments • Steady beat using body percussion, rhythm instruments and movement • Cooperative group work • Simple rhythmic accompaniments • Simple sound patterns (i.e. traditional and nontraditional soundscapes) • Create songs for plays and stories • Sing or play endings to a melodic phrase presented • Create, arrange and perform music to accompany readings, visualizations, and dramatizations • Draw maps or create stories for patterns • Compose short pieces • Improvise simple rhythmic accompaniments • Melodic and rhythmic vocabulary • Pitch patterns and directions • Guided listening(I.d. musical elements) • Indicate high and low pitches • Style characteristics • 4 orchestral family instruments • I.d. musical sounds • Performances and compositions • Develop a vocabulary for self critique • Identify similarities and differences in vocabulary cross curricula • Interdisciplinary connections • Music related careers • Music in daily experiences • Roles of musicians • Historic periods and cultures 	<ul style="list-style-type: none"> • Performing: Singing, playing an instrument, body movement, reading notation • Creating: Composing and improvising • Class participation in discussions • Observed musical responses • Self and peer assessment/ reflection (same) (same) (same) (same) (same) (same) (same) (same) (same) (same) 	1a,b,c,d,e 2a,b,c,d,e,f 3a,b,c,d 4a,b,c 5a,b 6a,b,c,d,e 7a,b 8a,b,c 9a,b,c,d,e