



## My Grade 5 ArtsAround Music Plan for Cycle B

Submitted by: \_\_\_\_\_ Principal's Name: \_\_\_\_\_ Date: \_\_\_\_\_

~12 weeks of Music (or more, allowing for disruptions and students' interest) followed by Dance with 12 lessons and Drama with 12 lessons. A Short-Range Plan for each subject area is provided prior to the starting time. This short-term plan is for Music. ~

### MUSIC

#### September

**Lessons # 1 & 2: Beat, Rhythms & Drumming:** Open the first lesson with *A Little Party Never Killed Nobody* will set the tone. Students will learn about singer Fergie, a Grammy Award Winner. Drumming practice is to **A Crazy Rhythms Game; The Art and Heart of Drum Circles; Active Rhythmology; Kalani's Echo Game; Rumble to a Groove; Pieces of Eight; Chant & Movement.** They will drum in sections to *American Ride*. They will also learn routines required in all ArtsAround Music classes and how they will be **assessed**. This is a fun interactive opening lesson to kick off the year!

#### September

**Lesson # 3: Tick, Tack, Toe and More:** More drumming practice started last week along with a few games will lift the energy in the room. Practice at **clapping or playing rhythm note cards**. Dividing the class into sections and offering challenges really keeps them focused. Media Literacy is often used in Music so the class can see pros at work or to **learn from tutorials**. They will then learn the *Tick, Toe Clapping Game* with a partner. They will learn about the role of a **music producer** through Red One Productions. They will discover how music can change energy. They will hum music from popular movies and learn more about **timbre**. They will **play percussion** to *Fire Burning (Kidz Bop Style)* and end the lesson discussing **musical form**. There is a large scope of new musical terms taught here.

#### September-October

**Lessons # 4 & 5: Poetry & Bump Up Tomato:** In Physical Literacy, the class will do a *Move and Freeze* activity to get them ready for their **Making Poetry Come Alive Teams** followed by a silly lyrical game called *Bump up Tomato*. Creative movement and *Tic Tac Toe* will be reviewed. Poems and *Bump up Tomato* are example of **an Orff approach to learning** which involves **language and singsong, movement, and music**. Finding **form and repetition in poetry and structure of a song** is covered in many capacities in these lessons through **cadence, free verse, and**

**meter.** The **impact of the media** is related to our day-to-day life. Activities using **improvisation** are always fun.

### October

**Lesson # 6: All About that Bass:** This lesson involves reading and playing music, introducing the bass clef. The students will **learn about Mummies** and where and how they appeared in history. They will identify rhythms in a listening drill. Sheet music will be played titled ***Pick a Pumpkin, Rolling pumpkin*** involves **singing, Orff and percussion instruments.** The class will review what they remember about **reading notes** so they can **play a piece of music.** There will be listening drills to determine which bar of music is being played.

### October

**Lessons # 7 & 8: Halloween: Hey Mr. Mummy:** These lessons are filled with scary fun! The children will learn about the history of Halloween including backgrounds about the **Celts, Druids, Ferialia, Pomona and All Souls Day.** The **bass clef is introduced** and the **names of notes below and above the staff** must be identified to get quick results. An **accidental** is a symbol that turns a note into a sharp, a flat, or a natural. In the *Hey Mummy* sheet music the note to watch for is a **flat.**

### November

**Lesson # 9: Solfege and Singing: I Am but a Small Voice:** Fun **voice warmups** will get the students ready to learn a song that has been around since the 80s. It has always been popular because it was the result of a song and poetry competition outlining a peaceful message of **'children helping children'** for the world to appreciate the message. A **13-year-old girl from the Philippines** won and her lyrics were put to music by **Roger Whittaker.** The students singing today may be small, but they are powerful when they belt out the lyrics to this song. When **solfege singing** the student uses hand signals to sing do-re-mi. They will also **learn sign language to these lyrics** so all people everywhere can hear or see the lyrics as they are sung.

### November

**Lesson # 10: Jamming Finale:** Experimenting, discovering, and playing familiar pieces will give the students a chance to **get musically creative** as they jam together. They will play their favourite songs and activities from their Music classes this term. A jamming session is always a hit because the children are always excited to **experiment and discover.** In this lesson as well, they will learn about **musicianship** and how bands jam together by following a **music conductor.** A quick review of reading notes on a music staff shall get them in the mood for **turning notes and lyrics into songs** too. Reading an Orff piece of music titled *Tommy Snooks and Betsy Brooks* adds an extra challenge.

## November

**Lesson # 11: *Can't Stop That Feeling*:** The first time the class hears this song they will **dance** to it mirroring the people in the YouTube video. Since **Justin Timberlake** is in the YouTube, so they will be in good company. The students will see a trailer for the **Trolls** where this **animated musical comedy** highlights this song. They will learn the lyrics and dance when they **sing this song karaoke style**.

## DANCE

## December

**Lesson # 1: Christmas Dance Choreography: *Can't Stop the Feeling...about Winter Wonderland*:** What better way to embrace the up-and-coming holiday than by **learning a choreographed dance to celebrate the season**? Since Timberlake's *Can't Stop the Feeling* was the final song they learned in Music, their opening dance warm up is easy to follow. This is where they can **learn a few choreographed moves**. Since the students learned about **'counting' in dance class** last week, today they will try their luck at **creating their own choreography using the words aligned with the Grade 5 dance elements** associated with the verses of this song. Each Dance Team will just need to choreograph a small section but before the song is over, the entire song will be choreographed. Since their dance performance will be recorded, the students can look back at their first try **creating choreography** and compare it to their final piece they will create. **Selena Gomez** will provide her remix of ***Winter Wonderland*** as the music for choreography. Everyone will leave this lesson energized for the Christmas holidays!

## Week Before Christmas Holiday Break

**Integrated Holiday Lesson: *The Global Village: Part 2*:** In this lesson the Grade 5 students will enjoy looking at **what is happening around the world** about celebrations. They will look at **Kwanzaa (African)** People light a **kinara** (candle holder with seven candles) and give each other gifts. It takes place from December 26 to January 1. **Diwali**, (Hindu, Jo and Sikhs) is a five-day festival celebrated by millions of people across the world every Autumn. Its main theme the triumph of light over darkness and good over evil. **Lunar New Year** is celebrated in **Taiwan, Vietnam, Singapore, China, Malaysia**, and more. And of course, many other countries celebrate on **New Year's Eve**. The children will **hear and sing songs and watch videos** that explain what these celebrations are about. They will participate in activities directly associated with the type of celebrating **traditions as well singing Christmas songs and carols**.

**MERRY CHRISTMAS**

