



It's Music Time!

GRADE FIVE MUSIC PLAY

Materials List

SONG	MATERIALS
SEPTEMBER	
1	Percussion Instruments
2	Orff Source #36
3	Recorders, Boomwhackers, Barred Percussion
4	
5	Unpitched Instruments
6	Cymbals, stick, Orff #33
7	
8	Orff Source #14
9	Orff Source #60
10	Unpitched Instruments, Cups and Sticks
11	Map of the World

OCTOBER	
12	Recorders
13	Orff Source #51, Note Writing Exercise
14	Map Of Canada
15	
16	
17	
18	Orff Source #83
19	Guitars, Ukeleles, Boomwhackers, Orff Instruments
20	Orff #61, Recorder
21	Orff #74
22	Percussion Video , Orchestra Bingo
NOVEMBER	
23	Sign Language
24	Orff #57, Unpitched Percussion Instruments, Rainsticks, Newspapers
25	
26	Guitars, Ukeleles, Boomwhackers
27	Guitars, Ukeleles, Boomwhackers
28	recorder, barred instruments
29	
30	recorders, barred percussion
31	Woodwind Video, Orchestra Bingo
32	Brass Video, Orchestra Bingo
33	Orff #85, rhythm flashcards
34	hand drums, Orff #72, recorders
35	hand drums
36	guitars, ukelele, boomwhackers
37	unpitched percussion

DECEMBER	
38	recorders, barred percussion
39	rhythm instruments
40	
41	unpitched percussion, hand bells
42	boomwhackers, barred percussion, guitars
43	unpitched percussion
JANUARY	
44	
45	
46	
47	
48	recorder
49	
50	recorder, barred instruments
51	
52	potato, beanbag

FEBRUARY	
53	unpitched percussion
54	
55	
56	
57	guitar, ukelele, boomwhackers
58	Orff #52
59	Orff #84
60	
61	Video Camera
62	Cup Game
63	guitars, boomwhackers
64	
65	unpitched instruments
MARCH	
66	Orff Instruments
67	Boomwhackers
68	
69	
70	recorder
71	
72	
73	
74	boomwhackers
75	unpitched percussion
76	
77	

APRIL	
78	
79	Orff #55
80	
81	handbells
82	Orff #88
83	guitar, ukelele, boomwhackers
84	
MAY	
85	recorder
86	
87	ukelele,guitar
88	boomwhackers, rhythm sticks
89	unpitched percussion
90	recorders, barred percussion
91	boomwhackers, guitar, ukelele
92	
93	
94	

JUNE	
95	
96	boomwhackers, guitar, ukelele
97	recorder
98	World Map
99	Map of Canada, unpitched percussion instruments
100	Power Point of American Capitals
101	Canadian Flag, French Words, Sign Language
102	
103	

Long Range Plans

ONTARIO CURRICULUM	ACTIVITIES	RESOURCES	MATERIALS	ASSESSMENT/ EVALUATION
SEPTEMBER				
recognize different kinds of tone colour in pieces of music (e.g., the sound of steel drums)	Song 11: Steel Drum	Musicplay 5: CD 1: Track 15	Percussion Instruments Orff Source #36 Recorders Boomwhackers Barred Percussion Unpitched Instruments Cymbals, stick, Orff Source #33 Orff Source #14 Orff Source #60 Cups and Sticks Map of the World	See Reproducible pages in the back of the Teacher's Guide especially: Elements of Music p162-166, Elements of Music p188-201, Concept Checklists p202-204 Recorder Rubric p205
<p>sing or play in tune (e.g., in unison songs, "partner" songs, rounds)</p> <p>demonstrate an understanding of correct breathing technique and posture when playing and/or singing.</p> <p>sing or play expressively, showing awareness of different tone colours</p>	<p>Songs 1-6 are unison songs</p> <p>Song 3: Little Tommy Tinker (round)</p> <p>Song 7: When I Believe (2 part song, held notes, Nov 11))</p> <p>Song 8: Ickle Ockle (unison)</p> <p>Song 9: Liza Jane (head voice)</p>	<p>Musicplay 5: CD 1: Tracks 1-8</p> <p>Musicplay 5: CD 1: Track 4, 5</p> <p>Musicplay 5: CD 1: Track 9-10</p> <p>Musicplay 5: CD 1: Track 11</p> <p>Musicplay 5: CD 1: Track 12-13</p>		
sing familiar songs and manipulate a musical element to change the overall effect (e.g., change tempo or rhythm in "Hot Cross Buns").	Song 5: Boom Chicka Boom	Musicplay 5: CD 1: Track 7		
communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., computer graphics, charcoal drawings)	<p>LRK: Track #1: Allegro, Autumn by Vivaldi</p> <p>LRK: Track #2: Contradance: by Mozart</p> <p>Carribean Songs</p>	<p>Listening Resource Kit Level 5: CD 1: Track 1</p> <p>Listening Resource Kit Level 5: CD 1: Track 2</p>		
interpret correctly whole notes, half-notes, quarter-notes, and eighth-notes, and the corresponding rests in 4/4 time	<p>Song 6: Pass the Stick</p> <p>Song 8: Ickle Ockle</p>	<p>Musicplay 5: CD 1: Track 8 * Orff Source</p> <p>Musicplay 5: CD 1: Track 11 *Orff Source</p>		

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create an accompaniment for a story, poem, or drama presentation, using their knowledge of beat, rhythm, tone colour, and melody create and perform a song based on a scene from a story or poem	Poetry Selection #1: Autumn by Emily Dickinson	Musicplay 5: Teacher's Guide p.13		
OCTOBER				
begin to sing or play the major scale in keys that occur in the music they sing or play	Song 12: For Health and Strength	Musicplay 5: CD 1: Track 16,17	Recorders Orff Source #51, Note Writing Exercise Map Of Canada Orff Source #83 Guitars Ukeleles Boomwhackers Orff Instruments Orff #61 Orff #74 Percussion Video Orchestra Bingo	See Reproducible pages in the back of the Teacher's Guide especially: Elements of Music p162-166, Elements of Music p188-201, Concept Checklists p202-204 Recorder Rubric p205
sing or play in tune (e.g., in unison songs, "partner" songs, rounds)	Song 12: For Health and Strength(round) Song 16: Linstead Market (2 part)	Musicplay 5: CD 1: Track 16,17 Musicplay 5: CD 1: Track 23-24		
interpret correctly whole notes, half-notes, quarter-notes, and eighth-notes, and the corresponding rests in 4/4 time	Song 13: Button You Must Wander Song 15: Alabama Gal Song 19: Whistle Daughter Whistle	Musicplay 5: CD 1: Track 18 Musicplay 5: CD 1: Track 21-22 Musicplay 5: CD 1: Track 29-30		
identify the form of introduction, verse, and chorus in music that they sing, play, or hear	Song 14: Jack Was Every Inch a Sailor verse-chorus	Musicplay 5: CD 1: Track 19-20		
communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., computer graphics, charcoal drawings)	LRK: Track #3: theme from Theme & Variations by Boehm LRK: Track #4: Variation 1 by Boehm LRK: Track #5: Variation 6 by Boehm LRK: Track #6: Witches Dance by MacDowell	Listening Resource Kit Level 5: CD 1: Track 3 Listening Resource Kit Level 5: CD 1: Track 4 Listening Resource Kit Level 5: CD 1: Track 5 Listening Resource Kit Level 5: CD 1: Track 6		

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<p>create an accompaniment for a story, poem, or drama presentation, using their knowledge of beat, rhythm, tone colour, and melody</p> <p>create and perform a song based on a scene from a story or poem</p>	<p>Poetry Selection #2: Thanksgiving by Susan Stolz</p> <p>Poetry Selection #3: Something Told the Wild Geese by Rachel Field</p> <p>Poetry Selection: In A Dark, Dark, Wood</p> <p>Poetry Selection #4: Shadow March by Robert Louis Stevenson</p>	<p>Musicplay 5: Teacher's Guide p17</p> <p>Musicplay 5: Teacher's Guide p25, Student Book p11</p> <p>Musicplay 5 Student Book p15</p> <p>Musicplay 5 Teacher's Guide p32</p>		
<p>sing familiar songs and manipulate a musical element to change the overall effect (e.g., change tempo or rhythm in "Hot Cross Buns").</p>	<p>Song 17: Ronald MacDonald (tempo)</p>	<p>Musicplay 5: CD 1: Track 25-26</p>		
<p>recognize different kinds of tone colour in pieces of music (e.g., the sound of steel drums)</p>	<p>Song 18: Ghost of Tom</p> <p>Song 20: Skin and Bones</p> <p>Song 21: Lady in the Graveyard</p>	<p>Musicplay 5: CD 1: Track 27-28</p> <p>Musicplay 5: CD 1: Track 31-32</p> <p>Musicplay 5: CD 1: Track 33-34</p>		
<p>recognize and classify various instruments (e.g., as woodwind, brass, stringed, or percussion instruments);</p>	<p>Song 22: Percussion Family</p>	<p>Musicplay 5: CD 1: Track 35</p>		

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NOVEMBER				
<p>sing or play in tune (e.g., in unison songs, "partner" songs, rounds)</p> <p>sing or play expressively, showing awareness of different tone colours</p>	<p>Song 23: Shalom (2 part, Remembrance Day)</p> <p>Song 24: Raindrops Round (round)</p> <p>Song 26: He's Got the Whole World (unison)</p> <p>Song 27: Peace is Flowing Like a River (unison, Remembrance Day)</p> <p>Song 29: Ah! Si mon moine voulait danser (2 part, French)</p> <p>Song 30: Sing the Scale (round)</p> <p>Song 34: Ho Ho Watanay (unison, Iroquois)</p> <p>Song 35: Ninaskamon (unison, Cree)</p> <p>Song 37: Hevenu Shalom (2 part, Hebrew)</p>	<p>Musicplay 5: CD 1: Track 36-37</p> <p>Musicplay 5: CD 1: Track 38-39</p> <p>Musicplay 5: CD 1: Track 41-42</p> <p>Musicplay 5: CD 2: Track 1-2</p> <p>Musicplay 5: CD 2: Track 4-5</p> <p>Musicplay 5: CD 2: Track 6</p> <p>Musicplay 5: CD 2: Track 11 *Orff Source</p> <p>Musicplay 5: CD 2: Track 12</p> <p>Musicplay 5: CD 2: Track 15-16</p>	<p>Sign Language</p> <p>Orff #57</p> <p>Unpitched Percussion Instruments</p> <p>Rainsticks</p> <p>Newspapers</p> <p>Guitars</p> <p>Ukeleles</p> <p>Boomwhackers</p> <p>recorder</p> <p>barred instruments</p> <p>Woodwind Video</p> <p>Orchestra Bingo</p> <p>Brass Video</p> <p>Orff #85</p> <p>rhythm flashcards</p> <p>hand drums</p> <p>Orff #72</p> <p>hand drums</p>	<p>See Reproducible pages in the back of the Teacher's Guide especially:</p> <p>Elements of Music p162-166,</p> <p>Elements of Music p188-201,</p> <p>Concept Checklists p202-204</p> <p>Recorder Rubric p205</p>
<p>interpret correctly whole notes, half-notes, quarter-notes, and eighth-notes, and the corresponding rests in 4/4 time</p>	<p>Song 24: Raindrops Round (round)</p> <p>*Orff Arrangement</p> <p>Song 28: Our Old Sow</p>	<p>Musicplay 5: CD 1: Track 38-39</p> <p>Musicplay 5: CD 2: Track 3</p>		
<p>communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., computer graphics, charcoal drawings)</p>	<p>LRK: Track #7: The Joust by Don Gillis</p> <p>LRK: Track #8: Pianists From Carnival of the Animals by Saint-Saens</p> <p>LRK: Track #9: Lachen und Weined by Schubert</p>	<p>Listening Resource Kit Level 5: CD 1: Track 7</p> <p>Listening Resource Kit Level 5: CD 1: Track 8</p> <p>Listening Resource Kit Level 5: CD 1: Track 9</p>		

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create an accompaniment for a story, poem, or drama presentation, using their knowledge of beat, rhythm, tone colour, and melody create and perform a song based on a scene from a story or poem	Poetry Selection #5: In Flanders Fields by John McCrae Poetry Selection #6: Beclouded by Emily Dickinson	Musicplay 5: Teacher's Guid p 44, Student Book p. 21. Musicplay 5: Teacher's Guide p51		
recognize the major scale through listening and in notation begin to sing or play the major scale in keys that occur in the music they sing or play	Song 30: Sing the Scale LRK: Track #8: Pianists From Carnival of the Animals by Saint-Saens LRK: Track #9: Lachen und Weinen by Schubert	Musicplay 5: CD 2: Track 6 Listening Resource Kit Level 5: CD 1: Track 8 Listening Resource Kit Level 5: CD 1: Track 9		
recognize and classify various instruments (e.g., as woodwind, brass, stringed, or percussion instruments);	Song 31: Woodwind Family Song 32: Brass Family	Musicplay 5: CD 2: Track 7 Musicplay 5: CD 2: Track 8		
identify the form of introduction, verse, and chorus in music that they sing, play, or hear	Song 36: Banks of the Don (verse-chorus)	Musicplay 5: CD 2: Track 13-14		
DECEMBER				
explain the use of key signatures and identify the key (e.g., G major) of music they sing or play	Song 38: Winter is Here (G-Major) Song 39: Charley Marley (C-major)	Musicplay 5: CD 2: Track 17 Musicplay 5: CD 2: Track 18	recorders barred percussion rhythm instruments unpitched percussion hand bells boomwhackers guitars	See Reproducible pages in the back of the Teacher's Guide especially: Elements of Music p162-166, Elements of Music p188-201, Concept Checklists
interpret correctly whole notes, half-notes, quarter-notes, and eighth-notes, and the corresponding rests in 4/4 time	Song 38: Winter is Here	Musicplay 5: CD 2: Track 17		

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<p>sing or play in tune (e.g., in unison songs, “partner” songs, rounds)</p> <p>sing or play expressively, showing awareness of different tone colours</p>	<p>Song 38: Winter is Here (round)</p> <p>Song 39: Charley Marley (unison, Jamaican)</p> <p>Song 40: C'est l'aviron (unison, French Canadian)</p> <p>Song 41: Campana Sobre (unison, Spanish Christmas)</p> <p>Song 42: Christmas Shopping Blues (unison, Christmas)</p> <p>Song 43: Twelve Days of Christmas</p>	<p>Musicplay 5: CD 2: Track 17</p> <p>Musicplay 5: CD 2: Track 18</p> <p>Musicplay 5: CD 2: Track 19-20</p> <p>Musicplay 5: CD 2: Track 21-22</p> <p>Musicplay 5: CD 2: Track 23-24</p> <p>Musicplay 5: CD 2: Track 25-26</p>		<p>p202-204 Recorder Rubric p205</p>
<p>identify the form of introduction, verse, and chorus in music that they sing, play, or hear</p>	<p>Song 42: Christmas Shopping Blues (12 bar Blues)</p>	<p>Musicplay 5: CD 2: Track 23-24</p>		
<p>create musical compositions that show appropriate use of various elements of music (e.g., tempo, dynamics, melody, form, tone colour), and perform them;</p>	<p>Song 43: Twelve Days of Christmas</p>	<p>Musicplay 5: CD 2: Track 25-26</p>		
<p>communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., computer graphics, charcoal drawings);</p>	<p>LRK: Track #10: Trepak from The Nutcracker Suite by Tchaikovsky</p> <p>LRK: Track #11: Chinese Dance from The Nutcracker Suite by Tchaikovsky</p>	<p>Listening Resource Kit Level 5: CD 1: Track 10</p> <p>Listening Resource Kit Level 5: CD 1: Track 11</p>		

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create an accompaniment for a story, poem, or drama presentation, using their knowledge of beat, rhythm, tone colour, and melody create and perform a song based on a scene from a story or poem	Poetry Selection #7: The First Snow Fall by James Lowell Poetry Selection #8: The Frosted Pane by Charles Roberts Poetry Selection #9: To Winter by Eugene O'Neill Poetry Selection #10: Winter-time by Robert Louis Stevenson	Musicplay 5: Teacher's Guide p.59 . Musicplay 5: Teacher's Guide p65 Musicplay 5: Teacher's Guide p.68 . Musicplay 5: Teacher's Guide p.68		
JANUARY				
sing or play in tune (e.g., in unison songs, "partner" songs, rounds) sing or play expressively, showing awareness of different tone colours	Song 44: Snowflakes (musical symbols, 2 part) Song 45: Early to Bed (round) Song 46: Old Maid (Game) Song 48: When the Saints (vocal unison and recorder) Song 49: George Washington Bridge (unison) Song 50: Music Alone Shall Live (round) Song 52: Hot Potato (unison, game) Song 53: Scoo Be Doo Song (unison, ostinato) Song 54: I've a Car (unison, actions)	Musicplay 5: CD2: Track 27-28 Musicplay 5: CD2: Track 29-30 Musicplay 5: CD2 Track 31-32 Musicplay 5: CD2 Track 35-36 Musicplay 5: CD2 Track 37-38 Musicplay 5: CD2 Track 39-40 Musicplay 5: CD2 Track 43 Musicplay 5: CD3 Track 1-2 Musicplay 5: CD3 Track 3-4	recorder barred instruments potato beanbag	See Reproducible pages in the back of the Teacher's Guide especially: Elements of Music p162-166, Elements of Music p188-201, Concept Checklists p202-204 Recorder Rubric p205
interpret correctly whole notes, half-notes, quarter-notes, and eighth-notes, and the corresponding rests in 4/4 time	Song 45: Early to Bed (round) Song 50: Music Alone Shall Live (round, dotted rhythms) Song 52: Hot Potato (dotted rhythms, ostinato) Song 54: I've a Car (rhythms)	Musicplay 5: CD2: Track 29-30 Musicplay 5: CD2 Track 39-40 Musicplay 5: CD2 Track 43 Musicplay 5: CD3 Track 3-4		

ONTARIO CURRICULUM	ACTIVITIES	RESOURCES	MATERIALS	ASSESSMENT/ EVALUATION
create an accompaniment for a story, poem, or drama presentation, using their knowledge of beat, rhythm, tone colour, and melody create and perform a song based on a scene from a story or poem	Poetry Selection #11: Ring Out, Wild Bells by Alfred Tennyson Poetry Selection #12: The Snow Man by Wallace Stevens	Musicplay 5: Teacher's Guide p72 Musicplay 5: Teacher's Guide p79		
communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., computer graphics, charcoal drawings);	Song 47: Follow the Drinkin' Gourd Song 48: When the Saints	Musicplay 5: CD2 Track 33-34 Musicplay 5: CD2 Track 35-36		
recognize different kinds of tone colour in pieces of music (e.g., the sound of steel drums);	Song 48: When the Saints (New Orleans Jazz, Blues, Dixieland) Song 51: Five Foot Two (Charleston, early Jazz, create a dance) Song 53: Scoo Be Doo Song (jazz vocal syllables) LRK 5: CD 1: Track 13: Willam Tell Overture by Rossini	Musicplay 5: CD2 Track 35-36 Musicplay 5: CD2 Track 41-42 Musicplay 5: CD3 Track 1-2 LCD 5: CD 1: Track 13:		
sing familiar songs and manipulate a musical element to change the overall effect (e.g., change tempo or rhythm in "Hot Cross Buns").	Song 49: George Washington Bridge (game, Tempo) Song 52: Hot Potato (dotted rhythms, ostinato) Song 54: I've a Car (rhythms)	Musicplay 5: CD2 Track 37-38 Musicplay 5: CD2 Track 43 Musicplay 5: CD3 Track 3-4		
recognize and classify various instruments (e.g., as woodwind, brass, stringed, or percussion instruments);	Song 55: String Family Listening Resource Kit Level 5: Track 1 Allegro by Antonio Vivaldi	Musicplay 5: CD3 Track 5		

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FEBRUARY				
<p>sing or play in tune (e.g., in unison songs, “partner” songs, rounds)</p> <p>sing or play expressively, showing awareness of different tone colours</p> <p>demonstrate an understanding of correct breathing technique and posture when playing and/or singing.</p>	<p>Song 56: Five Four Groove (Jazz, canon, ostinato)</p> <p>Song 57: Tom Dooley (unison)</p> <p>Song 58: Cobbler (unison, game)</p> <p>Song 59: Rainbow Color (unison, Chinese)</p> <p>Song 61: You Gotta Believe</p> <p>Song 62: Al Citron (Spanish, cup game)</p> <p>Song 63: Johnny Lost a Quarter</p> <p>Song 64: En Roulant (French, Echo, D.S.al Fine, Coda)</p> <p>Song 65: Chumbara</p>	<p>Musicplay 5: CD3 Track 6-7</p> <p>Musicplay 5: CD3 Track 8-9</p> <p>Musicplay 5: CD3 Track 10</p> <p>Musicplay 5: CD3 Track 11-12</p> <p>Musicplay 5: CD 3: Track 14</p> <p>Musicplay 5: CD 3: Track 15</p> <p>Musicplay 5: CD 3: Track 16-17</p> <p>Musicplay 5: CD 3: Track 18-19</p> <p>Musicplay 5: CD3 Track 20-21</p>	<p>unpitched percussion</p> <p>guitar</p> <p>ukelele</p> <p>boomwhackers</p> <p>Orff #52</p> <p>Orff #84</p> <p>Video Camera</p> <p>Cup Game</p>	<p>See Reproducible pages in the back of the Teacher's Guide especially:</p> <p>Elements of Music p162-166,</p> <p>Elements of Music p188-201,</p> <p>Concept Checklists p202-204</p> <p>Recorder Rubric p205</p>
<p>interpret correctly whole notes, half-notes, quarter-notes, and eighth-notes, and the corresponding rests in 4/4 time</p>	<p>Song 56: Five Four Groove (asymmetric metre, irregular time signatures 5/4)</p> <p>Song 57: Tom Dooley</p> <p>Song 58: Cobbler</p> <p>Song 59: Rainbow Color (unison, Chinese)</p> <p>Flashcard Fun: Guess the Rhythm Game</p> <p>Rhythm Erase on Hot Potato (Song 52) and I've a Car (Song 54)</p> <p>and Tom Dooley (Song 57)</p>	<p>Musicplay 5: CD3 Track 6-7</p> <p>Musicplay 5: CD3 Track 8-9</p> <p>Musicplay 5: CD3 Track 10</p> <p>Musicplay 5: CD3 Track 11-12</p> <p>Musicplay 5: Teacher's guide p91</p> <p>Musicplay 5: Song 52 , 54, and 57</p>		

ONTARIO CURRICULUM	ACTIVITIES	RESOURCES	MATERIALS	ASSESSMENT/ EVALUATION
communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., computer graphics, charcoal drawings);	Song 60: Chinese Temple LRK 5: CD 1: Track 14: Radetzky March LRK 5: CD 1: Track 15: Favourite Rag, Scott Joplin LRK 5: CD 1: Track 16: Contradance III, by Mozart Song 61: You Gotta Believe	Musicplay 5: CD3: Track 13 LCD 5: CD 1: Track 14 LCD 5: CD 1: Track 15 LCD 5: CD1: Track 16 Musicplay 5: CD 3: Track 14		
recognize different kinds of tone colour in pieces of music (e.g., the sound of steel drums) describe how various elements of music are combined to create different moods (e.g., compare tempo and melody in “Hard Day’s Night” and “Yesterday” by the Beatles);	Song 56: Five Four Groove (Jazz) Song 60: Chinese Temple	Musicplay 5: CD3 Track 6-7 Musicplay 5: CD3 Track 13		
begin to sing or play the major scale in keys that occur in the music they sing or play; recognize the major scale through listening and in notation;	Song 65: Chumbara	Musicplay 5: CD3 Track 20-21		
identify the form of introduction, verse, and chorus in music that they sing, play, or hear;				
recognize and classify various instruments (e.g., as woodwind, brass, stringed, or percussion instruments);	Song 60: Chinese Temple	Musicplay 5: CD3: Track 13		

ONTARIO CURRICULUM	ACTIVITIES	RESOURCES	MATERIALS	ASSESSMENT/ EVALUATION
create musical compositions that show appropriate use of various elements of music (e.g., tempo, dynamics, melody, form, tone colour), and perform them;				
sing familiar songs and manipulate a musical element to change the overall effect (e.g., change tempo or rhythm in “Hot Cross Buns”).				
MARCH				
<p>sing or play in tune (e.g., in unison songs, “partner” songs, rounds)</p> <p>sing or play expressively, showing awareness of different tone colours</p> <p>demonstrate an understanding of correct breathing technique and posture when playing and/or singing.</p>	<p>Song 66: Girl's Day (Japan Hina Matsuri Festival, natural minor)</p> <p>Song 68: Click go the Shears (Bush Ballad, Australian)</p> <p>Song 69: Brave Wolfe (dramatization, Canadian History)</p> <p>Song 70: Deep and Wide (tempo, actions, recorder)</p> <p>Song 72: I am Slowly Going Crazy (augmentation,diminution)</p> <p>Song 73: Un Canadien Errant (French Canadian)</p> <p>Song 74: Haida (tempo, movement, Boomwhackers)</p> <p>Song 75: Funga Alafia (African, movement, percussion, Orff)</p> <p>Song 77: Old Woman (dynamics, voice types)</p>	<p>Musicplay 5: CD 3: Track 22-23</p> <p>Musicplay 5: CD 3: Track 25-26</p> <p>Musicplay 5: CD 3: Track 27-28</p> <p>Musicplay 5: CD 3: Track 29</p> <p>Musicplay 5: CD 3: Track 31</p> <p>Musicplay 5: CD 3: Track 32-33</p> <p>Musicplay 5: CD 3: Track 34-35</p> <p>Musicplay 5: CD 3: Track 36-37</p> <p>Musicplay 5: CD 3: Track 39-40</p>	<p>Orff Instruments</p> <p>Boomwhackers</p> <p>recorder</p> <p>boomwhackers</p> <p>unpitched percussion</p>	<p>See Reproducible pages in the back of the Teacher's Guide especially:</p> <p>Elements of Music p162-166,</p> <p>Elements of Music p188-201,</p> <p>Concept Checklists p202-204</p> <p>Recorder Rubric p205</p>

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interpret correctly whole notes, half-notes, quarter-notes, and eighth-notes, and the corresponding rests in 4/4 time	Song 70: Deep and Wide (dotted quarter notes) Song 72: I am Slowly Going Crazy Song 75: Funga Alafia Song 77: Old Woman	Musicplay 5: CD 3: Track 29 Musicplay 5: CD 3: Track 31 Musicplay 5: CD3: Track 36-37 Musicplay 5: CD 3: Track 39-40		
create an accompaniment for a story, poem, or drama presentation, using their knowledge of beat, rhythm, tone colour, and melody create and perform a song based on a scene from a story or poem	Song 74: Haida (tempo, movement, Boomwhackers-- Create a Boomwhacker accompaniment using F and C boomwhackers Song 75: Funga Alafia Poetry Selection # 13: To Daffodils by Robert Herrick	Musicplay 5: CD 3: Track 34-35 Musicplay 5: CD 3: Track 36-37 Musicplay 5: Teacher's Guide p 117		
communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., computer graphics, charcoal drawings);	Song 66: Girl's Day (Japan Hina Matsuri Festival, natural minor) Song 67: Digeridoo (Australian Wind Instrument) LRK 5: CD 1: Track17: Petite Piece by Debussy Song 71: Irish Jig (Create a Dance) LRK 5: CD 1: Track 18: Rondo by Beethoven LRK 5: CD 1: Track 19: March of the Dwarfs by Grieg Song 76: African Drumming	Musicplay 5: CD 3: Track 22-23 Musicplay 5: CD 3: Track 24 LCD 5: CD 1: Track17: Musicplay 5: CD 3: Track 30 LCD 5: CD 1: Track 18 LCD 5: CD 1: Track 19 Musicplay 5: CD 3: Track 36-37		

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<p>recognize different kinds of tone colour in pieces of music (e.g., the sound of steel drums)</p> <p>describe how various elements of music are combined to create different moods (e.g., compare tempo and melody in “Hard Day’s Night” and “Yesterday” by the Beatles);</p>	<p>Song 66: Girl's Day (Japan Hina Matsuri Festival, natural minor)</p> <p>Song 67: Digeridoo (Australian Wind Instrument)</p> <p>Song 76: African Drumming</p>	<p>Musicplay 5: CD 3: Track 22-23</p> <p>Musicplay 5: CD 3: Track 24</p> <p>Musicplay 5: CD 3: Track 38</p>		
<p>conduct in 4/4 and 2/4 time, using standard conducting patterns;</p>	<p>Song 73: Un Canadien Errant is in 3/4 time</p> <p>Song 19: Whistle Daughter Whistle is in 2/4 time</p> <p>Pick any other 4/4 song</p>	<p>Musicplay 5: CD 3: Track 32-33</p> <p>Musicplay 5: CD 1: Track 29-30</p> <p>Teacher's Guide p 110, Student Book p 49</p>		
<p>begin to sing or play the major scale in keys that occur in the music they sing or play;</p> <p>recognize the major scale through listening and in notation;</p>	<p>Song 72: I am Slowly Going Crazy</p>	<p>Musicplay 5: CD 3: Track 31</p>		
<p>identify the form of introduction, verse, and chorus in music that they sing, play, or hear;</p>				
<p>recognize and classify various instruments (e.g., as woodwind, brass, stringed, or percussion instruments);</p>	<p>Song 67: Digeridoo (Australian Wind Instrument)</p> <p>Song 71: Irish Jig (violin)</p> <p>Song 76: African Drumming</p> <p>LRK 5: CD1: Track 18: Rondo, Beethoven (woodwinds)</p>	<p>Musicplay 5: CD 3: Track 24</p> <p>Musicplay 5: CD 3: Track 30</p> <p>Musicplay 5: CD 3: Track 38</p> <p>LRK 5: CD 1: Track 18</p>		
<p>sing familiar songs and manipulate a musical element to change the overall effect (e.g., change tempo or rhythm in “Hot Cross Buns”).</p>	<p>Song 70: Deep and Wide (tempo)</p> <p>Song 74: Haida (tempo)</p>	<p>Musicplay 5: CD 3: Track 29</p> <p>Musicplay 5: CD 3: Track 34-35</p>		

ONTARIO CURRICULUM	ACTIVITIES	RESOURCES	MATERIALS	ASSESSMENT/ EVALUATION
APRIL				
<p>sing or play in tune (e.g., in unison songs, “partner” songs, rounds)</p> <p>sing or play expressively, showing awareness of different tone colours</p> <p>demonstrate an understanding of correct breathing technique and posture when playing and/or singing.</p>	<p>Song 78: Strive for the Highest</p> <p>Song 79: John Kanaka (rhythm, ostinato, Orff, movement)</p> <p>Song 80: Drill Ye Tarriers (Folksong, Canadian, tall tale)</p> <p>Song 81: Show You Care (2 part choral, echo harmony, Earth Day, recorders)</p> <p>Song 82: Hey Ho Nobody Home (round, Renaissance, Orff)</p> <p>Song 83: Drunken Sailor (create verses, Boomwhacker, ukelele or guitars, create a dance, movement)</p> <p>Song 84: The Ship Titanic (tempo)</p>	<p>Musicplay 5: CD 4: Track 1-2</p> <p>Musicplay 5: CD 4: Track 3</p> <p>Musicplay 5: CD 4: Track 4-5</p> <p>Musicplay 5: CD 4: Track 6-7</p> <p>Musicplay 5: CD 4: Track 8</p> <p>Musicplay 5: CD 4: Track 9-10</p> <p>Musicplay 5: CD 4: Track 11-12</p>	<p>Orff #55 handbells</p> <p>Orff #88 guitar ukelele boomwhackers</p>	<p>See Reproducible pages in the back of the Teacher's Guide especially:</p> <p>Elements of Music p162-166,</p> <p>Elements of Music p188-201,</p> <p>Concept Checklists p202-204</p> <p>Recorder Rubric p205</p>
<p>interpret correctly whole notes, half-notes, quarter-notes, and eighth-notes, and the corresponding rests in 4/4 time</p>	<p>Song 79: John Kanaka (rhythm, ostinato, Orff, movement)</p> <p>Song 83: Drunken Sailor</p>	<p>Musicplay 5: CD 4: Track 3</p> <p>Musicplay 5: CD 4: Track 9-10</p>		
<p>create an accompaniment for a story, poem, or drama presentation, using their knowledge of beat, rhythm, tone colour, and melody</p> <p>create and perform a song based on a scene from a story or poem</p>	<p>Poetry Selection #14: Earth Voices By Bliss Carman</p> <p>Poetry Selection #15: Rain Music By Joseph Seamon Cotter,Jr.</p>	<p>Musicplay 5:- Teacher's Guide p125</p> <p>Musicplay 5:- Teacher's Guide p131</p>		

ONTARIO CURRICULUM	ACTIVITIES	RESOURCES	MATERIALS	ASSESSMENT/ EVALUATION
communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., computer graphics, charcoal drawings);	Listening Resource Kit 5: Track 20: Roses from the South, by Johann Strauss Jr. LRK 5: Track 21: Toreadors March, from Carmen by Bizet Song 83: Drunken Sailor (create a dance)	LRK 5: CD 1: Track 20 LRK 5: Cd 1: Track 21 Musicplay 5: CD 4: Track 9-10		
recognize different kinds of tone colour in pieces of music (e.g., the sound of steel drums) describe how various elements of music are combined to create different moods (e.g., compare tempo and melody in “Hard Day’s Night” and “Yesterday” by the Beatles);				
conduct in 4/4 and 2/4 time, using standard conducting patterns;				
explain the use of key signatures and identify the key (e.g., G major) of music they sing or play; demonstrate understanding of the meaning of the sharp, flat, and natural symbols;				
begin to sing or play the major scale in keys that occur in the music they sing or play; recognize the major scale through listening and in notation;				
identify the form of introduction, verse, and chorus in music that they sing, play, or hear;				

ONTARIO CURRICULUM	ACTIVITIES	RESOURCES	MATERIALS	ASSESSMENT/ EVALUATION
recognize and classify various instruments (e.g., as woodwind, brass, stringed, or percussion instruments);				
create musical compositions that show appropriate use of various elements of music (e.g., tempo, dynamics, melody, form, tone colour), and perform them;				
sing familiar songs and manipulate a musical element to change the overall effect (e.g., change tempo or rhythm in “Hot Cross Buns”).				
listen to music from the Renaissance period (e.g., Now Is the Month of Maying by Thomas Morley) and identify its main characteristics (e.g., polyphonic texture).	Song 82: Hey Ho Nobody Home by Thomas Ravenscroft	Musicplay 5: CD 4: Track 8 Orff Source		

ONTARIO CURRICULUM	ACTIVITIES	RESOURCES	MATERIALS	ASSESSMENT/ EVALUATION
MAY				
<p>sing or play in tune (e.g., in unison songs, “partner” songs, rounds)</p> <p>sing or play expressively, showing awareness of different tone colours</p> <p>demonstrate an understanding of correct breathing technique and posture when playing and/or singing.</p>	<p>Song 85: Come Follow (Renaissance, round, C Scale, Maypole Dance)</p> <p>Song 86: Riel's Farewell (Folk Song, Canadian History)</p> <p>Song 87: 'Neath the Lilacs (3/4 story telling song)</p> <p>Song 88: Waddally Acha (Boomwhackers, Movement)</p> <p>Song 89: Play That Rhythm (Compose)</p> <p>Song 90: Come and Sing (Round, C-Scale, Recorders, barred instruments, compose own lyrics)</p> <p>Song 91: Clementine (3/4, Boomwhackers)</p> <p>Song 92: I Let Her Go (Trinidad, create verse, movement)</p> <p>Song 93: Take Me Out to the Ballgame (alternate words, write own verse)</p> <p>Song 94: Ball Go Round (Jamaican, ball game)</p>	<p>Musicplay 5: CD 4: Track 13-14</p> <p>Musicplay 5: CD 4: Track 15-16</p> <p>Musicplay 5: CD 4: Track 17-18</p> <p>Musicplay 5: CD 4: Track 19-20</p> <p>Musicplay 5: CD 4: Track 21-22</p> <p>Musicplay 5: CD 4: Track 23-24</p> <p>Musicplay 5: CD 4: Track 25-26</p> <p>Musicplay 5: CD 4: Track 27</p> <p>Musicplay 5: CD 4: Track 28-29</p> <p>Musicplay 5: CD 4: Track 30</p>	<p>recorder</p> <p>ukelele</p> <p>guitar</p> <p>boomwhackers</p> <p>rhythm sticks</p> <p>unpitched percussion</p> <p>recorders</p> <p>barred percussion</p>	<p>See Reproducible pages in the back of the Teacher's Guide especially:</p> <p>Elements of Music p162-166,</p> <p>Elements of Music p188-201,</p> <p>Concept Checklists p202-204</p> <p>Recorder Rubric p205</p>
<p>interpret correctly whole notes, half-notes, quarter-notes, and eighth-notes, and the corresponding rests in 4/4 time</p>	<p>Song 85: Come Follow</p> <p>Song 89: Play That Rhythm</p>	<p>Musicplay 5: CD 4: Track 13-14</p> <p>Musicplay 5: CD 4: Track 21-22</p>		

ONTARIO CURRICULUM	ACTIVITIES	RESOURCES	MATERIALS	ASSESSMENT/ EVALUATION
<p>create an accompaniment for a story, poem, or drama presentation, using their knowledge of beat, rhythm, tone colour, and melody</p> <p>create and perform a song based on a scene from a story or poem</p>	<p>Poetry Selection #16: Climbing by Amy Lowell</p> <p>Poetry Selection #17: Casey at the Bat by Ernest L. Thayer</p>	<p>Musicplay 5: Teacher's Guide p 140</p> <p>Musicplay 5: Teacher's Guide p145</p>		
<p>communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., computer graphics, charcoal drawings);</p>	<p>LRK 5: Track#24 El Grillo by Josquin Des Pres (renaissance, crumhorns)</p> <p>LRK 5: Track #25: Canzona Prima</p> <p>LRK 5: Track #26: La Vida de Culin</p>	<p>LRK 5: CD 1: Track 24</p> <p>LRK 5: CD 1: Track 25</p> <p>LRK 5: CD 1: Track 26</p>		
<p>recognize different kinds of tone colour in pieces of music (e.g., the sound of steel drums)</p> <p>describe how various elements of music are combined to create different moods (e.g., compare tempo and melody in "Hard Day's Night" and "Yesterday" by the Beatles);</p>	<p>LRK 5: Track#24 El Grillo by Josquin Des Pres (renaissance, crumhorns)</p>	<p>LRK 5: CD 1: Track 24</p>		
<p>conduct in 4/4 and 2/4 time, using standard conducting patterns;</p>				
<p>explain the use of key signatures and identify the key (e.g., G major) of music they sing or play;</p> <p>demonstrate understanding of the meaning of the sharp, flat, and natural symbols;</p>				

ONTARIO CURRICULUM	ACTIVITIES	RESOURCES	MATERIALS	ASSESSMENT/ EVALUATION
begin to sing or play the major scale in keys that occur in the music they sing or play; recognize the major scale through listening and in notation;	Song 85: Come Follow (C-Scale)	Musicplay 5: CD 4: Track 13-14		
identify the form of introduction, verse, and chorus in music that they sing, play, or hear;				
recognize and classify various instruments (e.g., as woodwind, brass, stringed, or percussion instruments);				
create musical compositions that show appropriate use of various elements of music (e.g., tempo, dynamics, melody, form, tone colour), and perform them;				
sing familiar songs and manipulate a musical element to change the overall effect (e.g., change tempo or rhythm in "Hot Cross Buns").				
listen to music from the Renaissance period (e.g., Now Is the Month of Maying by Thomas Morley) and identify its main characteristics (e.g., polyphonic texture).	Song 85: Come Follow (C-Scale)	Musicplay 5: CD 4: Track 13-14		

ONTARIO CURRICULUM	ACTIVITIES	RESOURCES	MATERIALS	ASSESSMENT/ EVALUATION
JUNE				
<p>sing or play in tune (e.g., in unison songs, “partner” songs, rounds)</p> <p>sing or play expressively, showing awareness of different tone colours</p> <p>demonstrate an understanding of correct breathing technique and posture when playing and/or singing.</p>	<p>Song 95: We Love to Sing (2 groups, choir warmup)</p> <p>Song 96: Boll Weevil (folk song)</p> <p>Song 97: La Bella Hortelana (Spanish, 3/4)</p> <p>Song 99: Capitals of Canada (Geography)</p> <p>Song 101: O Canada</p> <p>Song 102: Star Spangled Banner</p>	<p>Musicplay 5: CD 4: Track 31</p> <p>Musicplay 5: CD 4: Track 32-33</p> <p>Musicplay 5: CD 4: Track 34-35</p> <p>Musicplay 5: CD 4: Track 37-38</p> <p>Musicplay 5: CD 4: Track 41-42</p> <p>Musicplay 5: CD 4: Track 43-44</p>	<p>boomwhackers</p> <p>guitar</p> <p>ukelele</p> <p>recorder</p> <p>World Map</p> <p>Map of Canada</p> <p>unpitched percussion instruments</p> <p>Canadian Flag</p> <p>French Words O Canada</p> <p>Sign Language O Canada</p>	<p>See Reproducible pages in the back of the Teacher's Guide especially:</p> <p>Elements of Music p162-166,</p> <p>Elements of Music p188-201,</p> <p>Concept Checklists p202-204</p> <p>Recorder Rubric p205</p>
<p>interpret correctly whole notes, half-notes, quarter-notes, and eighth-notes, and the corresponding rests in 4/4 time</p>	<p>Review note and rest values</p>	<p>Musicplay 5: Teacher's Guide p156, Student Book p67</p>		
<p>create an accompaniment for a story, poem, or drama presentation, using their knowledge of beat, rhythm, tone colour, and melody</p> <p>create and perform a song based on a scene from a story or poem</p>	<p>Poetry Selection #19: The Dandelion Author UnKnown</p> <p>Poetry Selection #20: Swimming by Clinton Scollard</p> <p>Canada Word Chain- Described in Teacher's Guide p 154</p>			
<p>communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., computer graphics, charcoal drawings);</p>				

ONTARIO CURRICULUM	ACTIVITIES	RESOURCES	MATERIALS	ASSESSMENT/ EVALUATION
recognize different kinds of tone colour in pieces of music (e.g., the sound of steel drums) describe how various elements of music are combined to create different moods (e.g., compare tempo and melody in “Hard Day’s Night” and “Yesterday” by the Beatles);	Song 98: Flamenco (Spain)			
conduct in 4/4 and 2/4 time, using standard conducting patterns;				
explain the use of key signatures and identify the key (e.g., G major) of music they sing or play; demonstrate understanding of the meaning of the sharp, flat, and natural symbols;				
begin to sing or play the major scale in keys that occur in the music they sing or play; recognize the major scale through listening and in notation;				
identify the form of introduction, verse, and chorus in music that they sing, play, or hear;				
recognize and classify various instruments (e.g., as woodwind, brass, stringed, or percussion instruments);	Listening Resource Kit Level 5: Play Instrument Bingo			

ONTARIO CURRICULUM	ACTIVITIES	RESOURCES	MATERIALS	ASSESSMENT/ EVALUATION
create musical compositions that show appropriate use of various elements of music (e.g., tempo, dynamics, melody, form, tone colour), and perform them;				
sing familiar songs and manipulate a musical element to change the overall effect (e.g., change tempo or rhythm in “Hot Cross Buns”).				
listen to music from the Renaissance period (e.g., Now Is the Month of Maying by Thomas Morley) and identify its main characteristics (e.g., polyphonic texture).				