



# Greenwich Public Schools Parent Curriculum Guide

## **Band: Fifth Grade Band (Year 2)**

*Families as Partners in Learning*

The focus for the music department is to continue to develop units of instruction and assessments for our four Artistic Processes: (1) making meaningful expression such as performing on an instrument or singing (**PERFORMING**), (2) expressing personal ideas by composing or improvising music (**CREATING**), (3) responding to music such as critiquing the work we hear (**RESPONDING**), (4) interpreting symbolic expression by different disciplines, cultures, and history (**CONNECTING**). The integration of technology with music specific digital tools is ongoing to enhance the learning opportunities for all students, “Communicate effectively for a given purpose” and “Recognize and respect other cultural context and points of view”.

All students will develop knowledge of the varied career pathways that can be accomplished while participating in band.

The Band program begins in Grade 4 and continues through Grade 5. All students can elect to participate by choosing to play an instrument in the band. The district provides one, 30 minute pull-out small group lesson per week to provide students critical early instruction on the instrument, including instruction on instrument care, playing and resting position and high-quality playing technique specific to their chosen instrument. The teaching of musical skills on the instrument is reinforced through the use of a method book (*Tradition of Excellence*) and assessed by measuring the various skills in a mid-year assessment (February) and an end-of-year assessment (May) where students perform two songs that included the identified grade level skills.

As students experience weekly success with self-control, motor skills, and musical skills, confidence infects all areas of learning. A musical student who is allowed to excel in an intensive music lesson setting may foster the joy of learning even if other areas of school are a struggle. Teamwork is developed when students play together as a musical ensemble, give compliments and constructive criticism to their classmates as modeled by the teacher.

Click [Music At-a-Glance for the National Core Arts Standards for Traditional and Emerging Ensembles Strand](#)

Click [National Core Arts Standards](#) to learn more about the Arts Standards

Unit	Student Learning Expectations
<b>Unit: Technique</b> <b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>Playing an instrument allows a musician to express music ideas</li></ul>	<b>Students Will:</b> Play with correct posture, hand position, and finger position.  Develop breath control and breathe only at rests or phrase endings.

<p>that exceed the range, timbre, and dynamics of the voice.</p> <ul style="list-style-type: none"> <li>• Proper technique is essential to being a good musician.</li> <li>• Technique requires practice and the development and control of muscles.</li> </ul>	<p>Develop control of sounds throughout the dynamic range.</p> <p>Tongue legato and staccato.</p> <p>Warm up independently.</p> <p>Tune their instrument with teacher guidance (pull out or push in mouthpiece or slides when asked).</p>
<p><b>Unit: Musicianship</b>  <b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Singing and playing an instrument are means of communication, capable of expressing feelings and emotions that surpass the spoken language.</li> <li>• The arts express ideas, feelings, and human experience.</li> <li>• Artistic choices are influenced by personal experiences and human development.</li> <li>• Musical accuracy allows groups of musicians to express musical ideas that exceed the range, timbre, and dynamics of the voice.</li> <li>• Performing involves interpretative decisions.</li> </ul>	<p><b>Students Will:</b></p> <p>Play with obvious contrast throughout the dynamic range from piano to forte .</p> <p>Articulate accents.</p> <p>Write breath marks at phrase endings with the teacher’s help and independently interpret the markings.</p> <p>Follow the interpretive directions of a conductor.</p> <p>Hear when notes are “right” and “wrong.”</p> <p>Respond to the playing of those around them in the ensemble.</p> <p>Compare and contrast pieces of repertoire in regards to composer, genre, and time period.</p> <p>Describe their solo and ensemble playing using musical terms.</p> <p>Evaluate their solo and ensemble playing following a self-assessment rubric.</p> <p>Be able to perform slurs in Tradition of Excellence #32 “Skill Builder”</p> <p>Be able to perform Tradition of Excellence #27 “Good King Wenceslas” with legato and staccato articulation.</p> <p>Be able to perform Tradition of Excellence Rhythm Studies #31, 46, 49, 50 on any of the first notes from the</p>

<ul style="list-style-type: none"> <li>● Artistic expression can be analyzed, described, and evaluated, both intellectually and emotionally, in a variety of ways.</li> <li>● Responding to the arts enhances one's life and influences one's personal expression.</li> <li>● Each arts discipline is a language unto itself, communicated through a unique system of symbols and terms.</li> <li>● Literacy in the arts is valuable in facilitating the transfer of artistic expression.</li> </ul>	<p>concert Eb scale (repeats can be an extension activity).</p> <p>Demonstrate forte, piano, crescendo, and decrescendo playing the above.</p>
<p><b>Unit: Literacy</b>  <b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Musical accuracy allows groups of musicians to play together.</li> <li>● Each arts discipline is a language unto itself, communicated through a unique system of symbols and terms.</li> <li>● Notational literacy empowers independent musicians.</li> <li>● Notation gives permanence to a composition.</li> <li>● Standard music</li> </ul>	<p><b>Students Will Do All First Year Skills PLUS:</b></p> <p>Independently follow the form of a piece including first and second endings, repeat signs, D.C. and D.S.</p> <p>Play sharp and flat notes and their natural counterparts within the keys of the repertoire.</p> <p>Identify patterns and binary and ternary forms in written music with teacher guidance.</p> <p>Audiate music from standard notation and demonstrate this skill by singing concert repertoire before playing.</p> <p>Be able to read, with fluency, all the notes of the concert Bb scale.</p> <p>Be able to define the following terms and demonstrate through performance:  Sharp/flat, tie, fermata, key signature (specifically, concert Bb and Eb), crescendo/decrescendo, mezzo piano, mezzo forte, fortissimo, accent, staccato/legato, paired dotted quarters/eighths, 1st/2nd endings (Tradition of Excellence #44 "Michael Finnegan")</p>

<p>notation includes symbols that visually represent sounds, and a universal set of terms that aid understanding.</p> <ul style="list-style-type: none"><li>● Musical notation describes rhythm, pitch, dynamics, and articulation.</li><li>● Standard notation allows music to be transmitted from composers to musicians to audiences.</li><li>● Good musicians are able to identify when they are playing correctly.</li></ul>	
<p><b>Unit: Improvisation</b> <b>Enduring Understandings:</b></p> <ul style="list-style-type: none"><li>● The arts express ideas, feelings, and human experience.</li><li>● Artistic choices are influenced by personal experience and human development.</li><li>● Singing and playing an instrument are means of communication, capable of expressing feelings and emotions that surpass the spoken language.</li><li>● Performing involves</li></ul>	<p><b>Students Will Do All First Year Skills PLUS:</b> Echo patterns presented by the teacher using the first three notes in concert Bb and Eb.</p> <p>Improvise using the first three notes of the concert Bb scale with a steady beat.</p>

<p>interpretive decisions.</p> <ul style="list-style-type: none"> <li>● Creating in the arts uses imagination, self-discipline, problem-solving and experience.</li> <li>● Process impacts product.</li> <li>● Improvisation expresses ideas and feelings in the moment.</li> <li>● Improvisation and composition involve guidelines and structure, which may be amended during the creative process.</li> <li>● Since music is an aural art form, aural literacy (e.g. listening critically) is an important component of being musically literate.</li> <li>● Audiation is an essential skill for good music readers.</li> <li>● Good musicians are able to identify when they are playing correctly.</li> </ul>	
<p><b>Benchmarks</b></p>	<p><b>Students Will:</b>  Perform Bb and Eb scales and arpeggios.</p> <p>Perform prepared piece: “America” (brass, woodwinds, mallets)</p> <p>Sight read (winds, brass, mallets) from Watkins-Farnum (Form A-Even years, Form B-Odd years). Specific</p>

exercise(s) at the discretion of the teacher.

Percussion students: perform sight reading from Alfred's Drum Method Book 1. Specific exercise at the discretion of the teacher.