

## 5<sup>th</sup> GRADE ORCHESTRA

Description: Orchestra is offered to all 5<sup>th</sup> grade students. Instruction will focus on: instrumental techniques for violin, viola, cello, bass; ensemble rehearsal skills, performance techniques, and music reading. Students will meet two times per week with the orchestra instructor: once during the school day for a 30 minute homogeneous small group lesson and once before school for a 45 minute orchestra rehearsal. Recommended lesson group size is comprised of no more than six students. Participation in all scheduled lessons, rehearsals and performances is expected.

### Course Overview

All students in the Fairfield Orchestra Program progress through an Ensemble Sequence and individual Instrument Skill Levels.

#### Fairfield's Orchestra Program Ensemble Sequence

<u>Grade/Course</u>	<u>Instrument Skill Level</u>	<u>Ensemble Sequence Marker</u>
4 <sup>th</sup> Grade Orchestra	I	Novice
<b>5<sup>th</sup> Grade Orchestra</b>	<b>II</b>	<b>Novice</b>
6 <sup>th</sup> Grade Orchestra	III	Novice
7 <sup>th</sup> Grade Orchestra	IV	Intermediate
8 <sup>th</sup> Grade Orchestra	V	Intermediate
Concert Orchestra	VI	Proficient
Symphonic Orchestra	VII	Accomplished

#### Course Goals

Students will have the ability to understand and engage with music in a number of different ways, including the **creative, responsive** and **performative** artistic processes. They will have the ability to perform music in a manner that illustrates careful preparation and reflects an understanding and interpretation of the selection. They will be musically literate.

Students will be artistically literate: they will have the knowledge and understanding required to participate authentically in the arts. They will have the ability to transfer arts knowledge, skills, experiences and capacities and make **connections** to other subjects and settings to promote and enhance lifelong learning.

#### Artistic Processes

- Perform
- Respond

#### Anchor Standards

- Select, analyze, and interpret artistic work for presentation.
- Develop and refine artistic techniques and work for presentation.
- Convey meaning through the presentation of artistic work.
- Perceive and analyze artistic work.
- Interpret intent and meaning in artistic work.
- Apply criteria to evaluate artistic work.
- Synthesize and relate knowledge and personal experiences to make art.

Chamber Orchestra	*Extension Course	Advanced		
			<p><b>Ensemble Goals:</b></p> <ul style="list-style-type: none"> <li>I. Learn and demonstrate ensemble performing techniques which will include responding to conductor's cues, ensemble balance and blend, and performance etiquette.</li> <li>II. Apply the principles of teamwork and cooperation to achieve a common goal in the ensemble setting.</li> <li>III. Successfully participate in authentic concert experiences through public performance in the most professional setting available.</li> <li>IV. Adhere to proper performance etiquette, concert dress, response to audience, and behavior when not engaged in active performance.</li> </ul> <p><b>Small Group Lesson Goals:</b></p> <ul style="list-style-type: none"> <li>I. Progress through Skill Level II in the Fairfield Public School orchestra program. Students will</li> </ul>	

	<p>complete Skill Level II by the end of their 5<sup>th</sup> grade year.</p> <p>II. Develop instrument specific techniques in lessons and apply them to large ensemble rehearsals and performances.</p> <p>III. Learn proper care, safety and maintenance of their instrument.</p> <p>IV. Develop independent problem solving strategies through appropriate practice techniques.</p>	
<p><b><u>Summary Ensemble Skill Objectives</u></b>  All students regardless of instrument will:</p> <ol style="list-style-type: none"> <li>1. Enumerate and perform whole, half, quarter, dotted half, paired eighth notes, dotted quarter, dotted eighth and four sixteenth note rhythms and their corresponding rests.</li> <li>2. Play and read 2/4, 3/4, 4/4 and 6/8 time signatures.</li> <li>3. Perform dynamic levels of p, mp, mf, f, crescendo, and decrescendo.</li> <li>4. Demonstrate the ability to read music for the full range of their instrument in first position (bass includes second and third position).</li> <li>5. Identify symbols: treble clef, bass clef, alto clef, bar line, measure, repeat sign, double bar line, key signature, bow lift, up bow, down bow.</li> </ol>	<p><b><u>Summary Small Group Lesson Skill Objectives</u></b></p> <p><b><u>Executive Skills</u></b>  Students will:</p> <ul style="list-style-type: none"> <li>• Exhibits proper posture and playing position</li> <li>• Demonstrates proper right hand position</li> <li>• Demonstrates proper left hand position</li> <li>• Identifies parts of the instrument</li> </ul> <p><b><u>Tone Quality</u></b>  Students will:</p> <ul style="list-style-type: none"> <li>• draw a straight bow</li> <li>• demonstrate and define good tone quality</li> </ul>	<p><b><u>Assessments</u></b></p> <p><b><u>Ensemble Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Written String Test for Grade 5 - Twinkle Variation</li> <li>• Winter Concert and checklist</li> <li>• Spring Concert and checklist</li> </ul> <p><b><u>Small Group Lesson Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Elementary School Orchestra Playing Test, Grade 5 – Rondino, in <i>Melody Book for Strings</i></li> <li>• Scale Assessment –Grade 5</li> <li>• Written Note Reading Test – Grade 5</li> <li>• Fundamental Executive Checklist by instrument.</li> <li>• Tone Quality Checklist</li> </ul>

<p>6. Play with appropriate articulation techniques including: tie, slur, staccato, plucking and bowing, hooked bow and double stops.</p> <p>7. Demonstrate bow lifts and left hand pizzicato.</p> <p>8. Perform a one octave D major scale.</p> <p>9. Perform a one octave G major scale.</p> <p>10. Perform a one octave C major scale.</p>	<ul style="list-style-type: none"><li>• demonstrate proper contact point between bridge and fingerboard</li><li>• demonstrate even bow speed</li><li>• adjust bow speed</li></ul> <p><b>Bowing</b></p> <p>Students will demonstrate the following bow strokes and articulations:</p> <ul style="list-style-type: none"><li>• Detaché and Staccato</li><li>• Two, three, and four note slurs</li><li>• Hooked bowing</li><li>• Double stops</li><li>• Playing in the upper half, lower half, middle of the bow and adjust bow speed</li><li>• Right hand pizzicato</li><li>• Left hand pizzicato</li><li>• Imitating bowing patterns</li></ul> <p><b>Finger Patterns</b></p> <ul style="list-style-type: none"><li>• Students will demonstrate proper finger patterns and positions are specific for each instrument. Refer to Skill level II Scale and finger pattern charts for differences.</li></ul>	
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## PERFORMING

*Realizing artistic ideas and work through interpretation and presentation.*

### Enduring Understanding

- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place and cultures.

### Essential Questions

- How do musicians improve the quality of their performance?
- When is a performance judged ready to present?

**Process Components: Analyze, Interpret, Rehearse, Evaluate, Refine, Present**

### Repertoire

#### **Ensemble**

*Students will perform grade level appropriate string arrangements that include Fairfield's Skill Level II objectives.*

#### **Small Group Lesson**

*Students will utilize grade level appropriate method books that include Fairfield's Skill Level II objectives.*

### Tasks

#### **Ensemble**

Students will:

- Perform D, G and C major scales as a group
- Rehearse as a full ensemble perform repertoire representing a variety of genres such as Folk Songs, Baroque, Romantic, Classical, Programmatic, March, and Novelty demonstrating appropriate dynamics while interpreting the conductor's non-verbal directions.
  - Analyze and interpret pitches, rhythms, note values, dynamics and articulations
  - Evaluate & Refine ensemble balance, blend, intonation and articulation.

### Assessment

#### **Ensemble**

- Winter and Spring Concert performance and checklist

#### **Small Group Lesson**

- Fundamental Executive Checklist by instrument.
- Tone Quality Checklist Grade 5
- Elementary School Orchestra Playing Test, Grade 5 – Rondino, in *Melody Book for Strings*

	<ul style="list-style-type: none"><li>• Apply the principles of teamwork and cooperation to achieve a common goal in the ensemble setting.</li><li>• Apply skills and techniques learned in small group lessons to large ensemble rehearsals and performances.</li></ul> <p><b>Small Group Lesson</b> Students will:</p> <ul style="list-style-type: none"><li>• analyze, rehearse, evaluate, refine and perform a varied repertoire of solo literature while applying individual instrumental skill and techniques developed in skill level I</li><li>• learn and demonstrate proper care and maintenance of their instrument.</li></ul>	
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## RESPONDING

*Understanding and evaluating how the arts convey meaning*

### Enduring Understanding

- The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL)

### Essential Question

- How do we judge the quality of musical work(s) and performances?

**Process Components: Analyze, Evaluate**

### Repertoire

#### **Ensemble**

*Students will perform grade level appropriate string arrangements that include Fairfield's Skill Level II objectives.*

#### **Small Group Lesson**

*Students will utilize grade level appropriate method books that include Fairfield's Skill Level II objectives.*

### Tasks

#### **Ensemble**

Students will analyze and evaluate the quality of their own performances by describing the uses of elements of music and expressive devices in Skill Level I using music vocabulary as appropriate.

#### **Small Group Lesson**

Students will:

- Listen to and evaluate group and solo performances using appropriate music vocabulary.
- Analyze and evaluate the quality of their own solo performances by describing the uses of elements of music and expressive devices.
- Through analysis and evaluation, apply problem solving strategies during at home practice.

### Assessment

#### **Ensemble**

Formative post-concert analysis of ensemble's use of correct rhythms, note accuracy, balance and blend, and response to conductor's non-verbal cues in class discussion format.

- Written String Test for Grade 5 – Twinkle Variation

#### **Small Group Lesson**

Formative self-assessment of performances during lessons including note and rhythmic accuracy, dynamics, bowing, and position.

- Group discussion and reflection on solo performances
- Group discussion of problem solving strategies during at home practice