

## 5<sup>th</sup> Grade BAND

Band is offered to all 5<sup>th</sup> grade students. Instruments offered are: Flute, Oboe, Bb Clarinet, Eb Alto Saxophone, French Horn in F, Bb Trumpet, Trombone, Baritone Horn, and Percussion. In order for students to have a complete and authentic band experience, it is necessary that the instrumentation be balanced according to the ensemble's enrollment. Instrument selection is a teacher guided process that balances the interest of the students with the needs of the ensemble in order to create a successful and authentic band experience for all participants.

Instruction will focus on: instrumental techniques, ensemble rehearsal skills, performance techniques, and music reading. Students will meet twice per week with the band instructor; once during the school day for a 30 minute homogeneous small group lesson and once before school for a 45 minute full ensemble rehearsal. Recommended lesson size is no more than six students. Participation in all scheduled lessons, before school rehearsals and evening performances is expected.

### Course Overview

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

#### Fairfield's Band Program Ensemble Sequence

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

#### 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.

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|---------------|-------------------|----------|---|---|
| Wind Ensemble | VII               | Advanced | <p>knowledge, skills, experiences and capacities and make <b>connections</b> to other subjects and settings to promote and enhance lifelong learning.</p> <p><b>Ensemble Goals:</b></p> <ol 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> </ol> <p><b>Small Group Lesson Goals:</b></p> | <ul style="list-style-type: none"> <li>• Synthesize and relate knowledge and personal experiences to make art.</li> </ul> |
| Jazz Ensemble | *Extension Course | Advanced |   |   |

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|  | <p>I. Progress through Skill Level I in the Fairfield Public School band program. Students will complete Skill Level I 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 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><br/> All Students regardless of instrument will:</p> <ol style="list-style-type: none"> <li>1. Enumerate and perform whole, half, dotted half, quarter and eighth note rhythms and their corresponding rests excluding eighth notes.</li> <li>2. Play and read 4/4 and 2/4 time signatures, Identify 3/4 time signature.</li> <li>3. Perform dynamic levels of p, mp, mf, f</li> <li>4. Identify symbols: treble clef, bass clef, barline, measure, repeat sign, double barline.</li> </ol> | <p><b><u>Summary Small Group Lesson Skill Objectives</u></b><br/> Fairfield Skill Levels By Instrument</p> <p style="text-align: center;"><a href="#"><u>See Level I</u></a></p>   | <p><b><u>Assessments</u></b><br/> <b>Ensemble Assessments</b></p> <ul style="list-style-type: none"> <li>• Department <a href="#"><u>Progress Report</u></a></li> <li>• <a href="#"><u>Written Assessment</u></a></li> <li>• <a href="#"><u>Spring concert and checklist</u></a></li> </ul> <p><b>Small Group Lesson Assessments</b></p> <ul style="list-style-type: none"> <li>• District-wide playing assessments in December and June.</li> </ul> |

5. Identify and define the following terms:  
repeat sign, slur, unison, divisi, solo, soli,  
tutti, sharp, flat, natural, p, mp, mf, f,  
crescendo, decrescendo, time signature,  
key signature.

## 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 band arrangements representing a variety of genres that include Fairfield's Skill Level I objectives.

#### **Small Group Lesson**

Students will utilize the grade level appropriate method books currently adopted by FPS music department that include Fairfield's Skill Level I objectives.

### Tasks

#### **Ensemble**

Students will:

- Perform a concert Bb Major Scale as a group
- Rehearse as a full ensemble and perform band literature demonstrating appropriate dynamics, balance and blend while interpreting the conductor's non-verbal directions.
  - Analyze & Interpret pitches, rhythms, note values, dynamics, and articulations
  - Evaluate & Refine ensemble balance, blend, intonation and articulation.
- Apply the principles of teamwork and cooperation to present band literature at grade level concerts.

### Assessment

#### **Ensemble**

- Formative assessments on dynamics, balance and blend, concert Bb major scale and following the conductor's gestures.
- Summative spring concert performance and checklist.

#### **Small Group Lesson**

- Formative and summative District-wide playing assessments in December and June.

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|  | <ul style="list-style-type: none"><li>• Apply skills and techniques learned in small group lessons to large ensemble rehearsals and performances.</li></ul> <p><b>Small Group Lesson</b><br/>Students will:</p> <ul style="list-style-type: none"><li>• Perform designated lesson material in accordance with Fairfield Skill Level I individually and in small groups.</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 band arrangements representing a variety of genres that include Fairfield's Skill Level I objectives.

#### **Small Group Lesson**

Students will utilize the grade level appropriate method books currently adopted by FPS music department that include Fairfield's Skill Level I 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:

- Demonstrate knowledge of music vocabulary.
- Make informed, critical evaluations of the quality and effectiveness of their performances.
- 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.
- Summative [Written Assessment](#)

#### **Small Group Lesson**

- Formative self-assessment of performances during lessons including steady beat, note and rhythmic accuracy.
- Individual improvement on targeted instrumental techniques.
- Formative assessment through class discussion; identifying and describing similarities

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|  |  | <p>and differences between method book etudes including but not limited to notes and rhythms, dynamics and tempo.</p> <ul style="list-style-type: none"><li>• Group discussion of problem solving strategies during at home practice</li></ul> |
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