

Curriculum Map: Grade 5 Band

Course: 5 Band Sub-topic: Band

Grade(s): 5

Course Description:

This is an instrumental ensemble for interested students in grade 5. These students will be provided the opportunity to play in a large group situation in which proper instrumental technique and rehearsal skills are emphasized. Prior and current instruction in a band instrument is a required prerequisite of this course for the student to perform successfully. Students are directed towards achieving continuing proficiency in the mechanics of playing their instrument, and to gain an appreciation for musical interpretation with the ultimate goal of public performance.

Essential Questions:

- How do I play with proper technique?
- How do I play with good intonation?
- How do I create a good tone?
- How do I follow my part in band score?
- How does my part relate to the rest of the ensemble?
- How do I play with good balance and blend with other sections?
- How does instrumental music relate to the world around me?
- How do I make musical choices within an ensemble setting?
- How does the ensemble use rehearsals to prepare for public performances?

Course Textbooks, Workbooks, Materials Citations:

- Instrumental music of varying genres and styles
- Necessary concert percussion and band instruments
- Recordings
- Smart board / dry erase board
- Pencils
- Band Risers

(hypothesis) to successfully perform.

ELA

- Students will learn the lyrics to pieces and the meaning of them
- Students will learn to read beyond the notes and describe emotions within the music.
- Students will learn new vocabulary based on musical terms in different languages.

Course Notes:

This class goes through a large variety of music to introduce students to different genres of music. Examples of these styles include:

- Popular music
- Broadway and Show tunes
- Classical
- Spirituals
- Jazz & Big Band
- March
- Movie Soundtrack
- Patriotic
- Festival
- Holiday
- etc.

Unit:

This Curriculum Map Unit has no Topics to display

Unit: Fall Semester

Timeline: Week 1 to 16

Unit Description: Students will prepare for a public concert with music emphasizing holiday/winter themed music.

Music selected will be chosen by the director

Unit 1 will culminate in a Winter Concert public performance.

Unit Essential Questions:

- How do I play individually?
- How do I play in an ensemble?
- How do I care for my instrument?
- How do I effectively practice to be successful in large ensembles?
- How do I utilize the resources available to me to work on more difficult music?
- How do I use my lesson and practice times to maximize my contribution to band rehearsals?
- How do I remember to come to my weekly lesson?

Unit Big Ideas:

- Playing in a large ensemble
- How to practice at home
- Instrumental technique
- Care of instruments
- Embouchure and tone quality
- Balance and blend
- Listening across ensemble
- Playing individually in a weekly lesson
- Playing in a group setting in daily rehearsals

Unit Materials:

- Instrumental music from Conneaut music library and various music publishers

- Folders
- Concert percussion and band instruments
- Fingering Charts
- Music stands
- Recordings
- Pencils
- Instrument incidentals
- Lesson Book
- Instrument Repair Kit

Unit

Assignments: Students will perform:

- Three to four individual ensemble pieces at the Winter Concert
- Playing exercises in the lesson book
- Playing test at end of semester

Pieces will vary yearly dependent on instrumentation, student numbers, and abilities.

Unit Key Terminology & Definitions :

- Five and 8 Note scales in Concert Bb
- Key Signatures
- Time Signatures
- Articulations
- Dynamics
- Tempos
- Rhythms
- Breath Support
- Tone
- Balance & Blend
- Musical Road Map

Resources:

- Conneaut Instrumental Music Library
- Lesson book
- Various music publishers
- Varying music recording websites and listening resources

Unit Notes:

- All music for this unit will be selected from holiday and winter pieces.
- All students are required as part of their grade to attend the concert.
- All students are required as part of their grade to attend weekly instrumental lessons to aid in improving their playing and to prepare music for the concert.
- Students are required to have a lesson book.
- Students will need appropriate concert clothes.

STANDARDS: **STANDARDS**

STATE: Pennsylvania SAS Academic Standards (2009-2013)

9.1.5.A Know and use the elements and principles of each art form to create
(Introduced) works in the arts and humanities.

• Elements ?? Dance: • energy/force • space • time ?? Music: • duration • intensity • pitch • timbre ?? Theatre: • scenario • script/text • set design ?? Visual Arts: • color • form/shape • line • space • texture • value • Principles ?? Dance: • choreography • form • genre • improvisation • style • technique ?? Music: • composition • form • genre • harmony • rhythm • texture ?? Theatre: • balance • collaboration • discipline • emphasis • focus • intention • movement • rhythm • style • voice ?? Visual Arts: • balance • contrast • emphasis/ focal point • movement/rhythm • proportion/scale • repetition • unity/ harmony

9.1.5.C Know and use fundamental vocabulary within each of the arts forms.
(Introduced)

9.1.5.E Know and demonstrate how arts can communicate experiences, stories

(Introduced)	or emotions through the production of works in the arts.	
9.1.5.G (Introduced)	Identify the function and benefits of rehearsal and practice sessions.	
9.1.5.H (Introduced)	Use and maintain materials, equipment and tools safely at work and performance spaces.	
	<ul style="list-style-type: none"> • Describe some materials used. • Describe issues of cleanliness related to the arts. • Describe types of mechanical/electrical equipment usage. • Know how to work in selected physical space/environments. • Identify the qualities of safe props/stage equipment. • Describe methods for storing materials in the arts. 	
9.1.5.I (Introduced)	Describe arts events that take place in schools and in communities.	
9.1.5.J (Introduced)	Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.	
	<ul style="list-style-type: none"> • Experiment with traditional technologies (e.g., ceramic/wooden tools, earthen clays, masks, instruments, folk shoes, etching tools, folk looms). • Experiment with contemporary technologies (e.g., color fills on computers, texture methods on computers, fonts/point systems, animation techniques, video conferencing, multimedia techniques, internet access, library computer card catalogues). 	
9.2.5.A (Introduced)	Explain the historical, cultural and social context of an individual work in the arts.	
9.2.5.B (Introduced)	Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).	
9.2.5.C (Introduced)	Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).	
9.2.5.K (Introduced)	Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).	
9.2.5.L (Introduced)	Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham’s Appalachian Spring	

- and Millet's The Gleaners).
- 9.3.5.A (Introduced) Identify critical processes in the examination of works in the arts and humanities.
- Compare and contrast
 - Analyze
 - Interpret
 - Form and test hypotheses
 - Evaluate/form judgments
- 9.3.5.B (Introduced) Describe works in the arts comparing similar and contrasting characteristics (e.g., staccato in Grieg's In the Hall of the Mountain King and in tap dance).
- 9.3.5.D (Introduced) Compare similar and contrasting important aspects of works in the arts and humanities based on a set of guidelines using a comprehensive vocabulary of critical response.
- 9.4.5.A (Introduced) Identify uses of expressive symbols that show philosophical meanings in works in the arts and humanities (e.g., American TV ads versus Asian TV ads).
- 9.4.5.C (Introduced) Identify the attributes of various audiences' environments as they influence individual aesthetic response (e.g., Beatles' music played by the Boston Pops versus video taped concerts from the 1970s).

This Curriculum Map Unit has no Topics to display

Unit: Spring Semester

Timeline: Week 17 to 52

Unit

Description: Students will prepare for a public concert with concert band music.

Music selected will be chosen by the director

Unit 2 will culminate in a Spring Concert public performance.

Unit Essential Questions:

- How do I play individually?
- How do I play in an ensemble?
- How do I care for my instrument?
- How do I effectively practice to be successful in large ensembles?
- How do I utilize the resources available to me to work on more difficult music?
- How do I use my lesson and practice times to maximize my contribution to band rehearsals?
- How do I remember to come to my weekly lesson?

Unit Big Ideas:

- Playing in a large ensemble
- How to practice at home
- Instrumental technique
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Unit Materials:

- Instrumental music from Conneaut music library and various music publishers
- Folders
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- Instrument incidentals
- Lesson Book
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Unit

Assignments: Students will perform:

- Three to four individual ensemble pieces at the Winter Concert
- Playing exercises in the lesson book
- Playing test at end of semester

Pieces will vary yearly dependent on instrumentation, student numbers, and abilities.

Unit Key

Terminology & Definitions :

- Five and 8 Note scales in Concert Bb
- Key Signatures
- Time Signatures
- Articulations
- Dynamics
- Tempos
- Rhythms
- Breath Support
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- Musical Road Map

Resources:

- Conneaut Instrumental Music Library
- Lesson book
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Unit Notes:

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- Students will need appropriate concert clothes.

STANDARDS: STANDARDS

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9.1.5.C (Focus) Know and use fundamental vocabulary within each of the arts forms.

9.1.5.E (Focus) Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.

9.1.5.G (Focus) Identify the function and benefits of rehearsal and practice sessions.

9.1.5.H (Focus) Use and maintain materials, equipment and tools safely at work and performance spaces.

- Describe some materials used. • Describe issues of cleanliness related to the arts. • Describe types of mechanical/electrical equipment usage. • Know how to work in selected physical space/environments. • Identify the qualities of safe props/stage equipment. • Describe methods for storing materials in the arts.

9.1.5.I (Focus)	Describe arts events that take place in schools and in communities.	
9.1.5.J (Focus)	Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.	
	<ul style="list-style-type: none"> • Experiment with traditional technologies (e.g., ceramic/wooden tools, earthen clays, masks, instruments, folk shoes, etching tools, folk looms). • Experiment with contemporary technologies (e.g., color fills on computers, texture methods on computers, fonts/point systems, animation techniques, video conferencing, multimedia techniques, internet access, library computer card catalogues). 	
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9.3.5.A (Focus)	Identify critical processes in the examination of works in the arts and humanities.	
	<ul style="list-style-type: none"> • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments 	
9.3.5.B (Focus)	Describe works in the arts comparing similar and contrasting characteristics (e.g., staccato in Grieg’s In the Hall of the Mountain King and in tap dance).	
9.3.5.D (Focus)	Compare similar and contrasting important aspects of works in the arts and humanities based on a set of guidelines using a comprehensive vocabulary of critical response.	

9.4.5.C
(Focus)

Identify the attributes of various audiences' environments as they influence individual aesthetic response (e.g., Beatles' music played by the Boston Pops versus video taped concerts from the 1970s).

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