Grade 5 General Music - Unit 2 - Xylos - Let's Get Started!

Unit Focus

This is the first of 4 units in which students experience a hands-on approach to music literacy through participation in a xylo* ensemble. From day one, they begin playing the xylos by way of an introduction to the upper bars, which are patterned in twos and threes much like the black keys of a piano. They then proceed to gather the musical tools needed to read the notes of the upper bars and transfer this knowledge to the corresponding bars on the xylos. Students are also engaged in rhythm activities that stress the steady beat of music—a key element to developing a cohesive ensemble. Learning experiences typically include singing, movement, listen-sing-play and read/sing-play sequences, and games such as *Tremolo Fun*, *Mozart's Musical Card Game*, and *Around the World in Notes*.

** In these 4 units, the term "xylos" is used generically to refer to both xylophones and marimbas. This course may also include the use of electronic keyboards to provide additional playing stations. Students without piano background may play the keyboards by simply using their pointer fingers similar to how they use mallets on the xylos.*

Stage 1: Desired Results - Key Understandings

Standard(s)

National Core Arts
Standards General Music: 5

- Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance. (MU:Pr4.2.5.a)
- When analyzing selected music, read and perform using standard notation. (MU:Pr4.2.5.b)

Madison Public Schools Profile of a Graduate

- Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG. 1.2)
- Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)

Transfer

Students will be able to independently use their learning to...
T1 Develop and refine techniques and skills through purposeful practice and application to become more fluent

Meaning

Understanding(s)

Students will understand that...
U1 Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results.

Essential Question(s)

Students will keep considering...
Q1 How did it go / how did it turn out so far? How does it measure up to the established criteria? What is important to focus on next?
Q2 What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress?

Acquisition of Knowledge and Skill

Knowledge

Students will know...
K1 the names of the lines and spaces of the treble clef.
K2 how to read the notes Db, Eb, Gb, Ab, and Bb, written in standard music notation.

Skill(s)

Students will be skilled at...
S1 basic mallet technique.
S2 playing a tremolo.
S3 playing rhythms that stay with the "groove" of the beat.

Stage 1: Desired Results - Key Understandings		
	K3 the function of the following symbols - quarter note, quarter rest, eighth note, treble clef, measures, flat sign, and key signature. **K4** the difference between a xylophone and a marimba, and the proper mallets to use with each. **K5** the meaning and use of the following vocabulary: tremolo, ensemble, melody, comp, full stop (rest position)	**S4** reading, singing and playing simple melodies that use the notes Db, Eb, Gb, Ab, and Bb.