Grade 5 Intro to Band - Unit 2 - The Foundational Five

Unit Focus

Unit 2 focuses on note and rhythm reading while continuing to encourage the development of strong foundation skills. Students are introduced to the clef sign for their instrument (treble or bass clef) and its respective lines and spaces on the musical staff. They are also re-introduced to the concepts of beat, meter, and note values in order to gather all the tools they need to play simple songs. These tunes include both familiar and unfamiliar melodies designed to hold student interest and build confidence in their ever-expanding knowledge and skill base. Our young musicians will demonstrate their grasp of solid foundational playing skills.

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)
- Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances. (MU:Pr5.1.5.a)
- Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time. (MU:Pr5.1.5.b)

Madison Public Schools Profile of a Graduate

- Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)

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
T2 Perform written music to personally engage in the artistic process.

Meaning

Understanding(s)

Students will understand that...
U1 reading and interpreting rhythm and music notation are foundational skills for playing an instrument successfully.
U2 the beat is the pulse of the music, and the subdivision of a beat is variable depending on the note/rest value.
U3 artists improve the quality of a performance 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 does quality look/feel/sound like? How do I fine tune my work for and with an audience?
Q3 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 function of the following symbols - whole note/rest, half note/rest, quarter notes/rest, eighth note, clef (as it relates to their instrument), measures, and key signature.
K2 the names of the lines and spaces of their instrument's clef.
K3 analyzation of time signature (4/4; 2/4)
K4 how to recognize and read a key signature.
K5 how to read and play the first 5-6 beginner notes.

Skill(s)

Students will be skilled at...
S1 connecting the musical notation on the staff to the proper fingerings on their instrument.
S2 following a structure for practicing efficiently.
S3 producing a characteristic tone on their instrument.
S4 breathing properly to support their instrument's tone.
S5 performing a buzz roll. (percussion)
S6 performing flams. (percussion)
S7 performing paradiddles. (percussion)