



Grade 5 Intro to Strings - Unit 3 - Performing as an Ensemble

Unit Focus

In Unit 3, students are engaged in learning concert repertoire that further develops their technical skills, note reading, and rhythm counting. Our young musicians begin playing together as an ensemble, with varied parts playing together. Through this group experience, they learn conductor cues, rehearsal strategies, and how to develop balance and blend as a member of an ensemble. An important benchmark is observed at the end of the unit when students are challenged to apply what they have learned in a formal concert setting

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
National Core Arts Standards General Music: 5 <ul style="list-style-type: none"> 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) Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation. (MU:Pr6.1.5.a) Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. (MU:Pr6.1.5.b) Music Traditional and Emerging Ensembles: Novice <ul style="list-style-type: none"> Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances. (MU:Pr4.2.E.5a) Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances. (MU:Pr4.3.E.5a) Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. (MU:Pr6.1.E.5a) 	<i>Students will be able to independently use their learning to...</i> T1 Develop and refine techniques and skills through purposeful practice and application to become more fluent T2 Make appropriate choices as a responsible, respectful participant within a communal artistic experience T3 Capture the feeling or emotional response which an artistic piece elicits	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 there is both an individual skillset and group skillset when performing in an ensemble. U2 proper use of dynamics helps with balance and blend in an ensemble. U3 following a conductor is important to the success of the ensemble. U4 listening across the ensemble is important for a successful performance. U5 that different music requires an adjustment in your playing style.	<i>Students will keep considering...</i> Q1 What does quality look/feel/sound like? How do I fine tune my work for and with an audience? Q2 What am I learning or have I learned from creating this work of art? Q3 How do I show mood or feeling in this work of art? How did the audience/ viewers respond? Did what I was trying to express work?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 basic conducting patterns in simple meters. K2 ensemble decorum.	<i>Students will be skilled at...</i> S1 note reading fluency. S2 adjusting individual dynamic level and tone in order to blend and balance with others.

Stage 1: Desired Results - Key Understandings

Madison Public Schools Profile of a Graduate

- Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)

K3 how to recognize if they have the melody or accompaniment within a piece of music, and how to adjust their playing accordingly.

K4 audience etiquette.

K5 the steps to prepare for a performance.

K6 the following vocabulary: multi-measure rests, melody, harmony, dynamics, rehearsal markings, repeat sign, breath mark, legato.

S3 demonstrating ensemble awareness, including listening, blending, rhythmic precision, and intonation.
S4 developing and demonstrating appropriate behavior, both as a performer and as an audience member, during performances.

S5 reading a key signature and time signature.

S6 listening across the ensemble to hear how their part fits with others.