

ORCHESTRA

Grade 5

Course Overview:

The 5th grade Orchestra class is design to introduce students to the fundamentals of playing a stringed instrument, thus providing a solid foundation for future musical growth. Assessment tools include practice slips, playing tests, and concert participation.

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.

Benchmark 1: Students sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.

Learning Targets (Type):

- 1) I can sing note-names and air-bow at the same time. (K,S)
- 2) I can clap and sing note-names at the same time. (K,S)
- 3) I can sing note-names on pitch for songs I am learning. (K,S)

Benchmark 2: Students sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6.

Learning Targets (Type):

NOT ADDRESSED IN THIS COURSE.

Benchmark 3: Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed.

Learning Targets (Type):

NOT ADDRESSED IN THIS COURSE.

Benchmark 4: Students sing music written in two and three parts.

Learning Targets (Type):

NOT ADDRESSED IN THIS COURSE.

Benchmark 5: Students who participate in a choral ensemble sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory.

Learning Targets (Type):

NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.

Benchmark 1: Students perform on at least one instrument (e.g., band or orchestra instrument, keyboard instrument, fretted instrument, electronic instrument) accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control.

Learning Targets (Type):

- 1) I can open and close my instrument case correctly. (K,S)

- 2) I can take good care of my instrument. *(K,S)*
- 3) I can tighten and loosen my bow to the correct tension(s). *(K,S)*
- 4) I can demonstrate proper body posture. *(K,S,P)*
- 5) I can maintain proper instrument position. *(K,S,P)*
- 6) I can form a proper bow hold. *(K,S,P)*
- 7) I can draw a straight bow for a clear tone quality. *(K,S,P)*
- 8) I can produce both legato and staccato styles. *(K,S,P)*
- 9) I can perform quick and quiet bow lifts. *(K,S,P)*

Benchmark 2: Students perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6.

Learning Targets (Type):

- 1) I can perform finger pattern #1 in tune. *(K,S,R,P)*
- 2) I can perform finger pattern #2 in tune. *(K,S,R,P)*
- 3) I can perform a one octave D Major scale in tune. *(K,S,R,P)*
- 4) I can perform left-hand pizzicato. *(K,S,P)*
- 5) I can play my 4th finger in tune (violin/viola). I can shift to 2nd position (cell0). I can shift to 3rd position (bass). *(K,S,R,P)*
- 6) I can play Eb on the D string. *(K,S,P)*
- 7) I can play crescendo and decrescendo to create beautiful phrases. *(K,S,P)*
- 8) I can play terraced dynamics. *(K,S,P)*
- 9) I can perform a musical ritardando. *(K,S,P)*

Benchmark 3: Students perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

Learning Targets (Type):

NOT ADDRESSED IN THIS COURSE.

Benchmark 4: Students play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

Learning Targets (Type):

NOT ADDRESSED IN THIS COURSE.

Benchmark 5: Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory.

Learning Targets (Type):

- 1) I can take my instrument home at least twice a week. *(K)*
- 2) I can practice on my own using the white book. *(K,S)*

NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.

Benchmark 1: Students improvise simple harmonic accompaniments.

Learning Targets (Type):

- 1) I can answer a musical question with my instrument. *(K,S,R)*
- 2) I can jazz-up Aunt Rhody. *(K,S,R,P)*

Benchmark 2: Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.

Learning Targets (Type):

NOT ADDRESSED IN THIS COURSE.

Benchmark 3: Students improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.

Learning Targets (Type):

NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.

Benchmark 1: Students compose short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.

Learning Targets (Type):

1) I can make-up my own song and write it down with letter names. *(K,S,R,P)*

Benchmark 2: Students arrange simple pieces for voices or instruments other than those for which the pieces were written.

Learning Targets (Type):

NOT ADDRESSED IN THIS COURSE.

Benchmark 3: Students use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.

Learning Targets (Type):

NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 5: Students read and notate music.

Benchmark 1: Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.

Learning Targets (Type):

1) I can read musical notation in 4/4 time for the notes of the D Major scale. *(K,S)*

2) I can read musical notation in 3/4 time for the notes of the D Major scale. *(K,S)*

Benchmark 2: Students read at sight simple melodies in both the treble and bass clefs.

Learning Targets (Type):

1) I can track the notation for *Can-Can* (Essential Elements, book 1). *(K,S)*

2) I can read basic combinations of half, quarter, and eighth notes. *(K,S)*

3) I can perform from notation using the notes of the D Major scale. *(K,S,P)*

Benchmark 3: Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

Learning Targets (Type):

1) I can identify *piano* and *forte* playing. *(K)*

2) I can identify *Allegro* and *Largo* tempos in another's playing. *(K)*

3) I can identify *legato* and *staccato* playing. *(K)*

Benchmark 4: Students use standard notation to record their musical ideas and the musical ideas of others.

Learning Targets (Type):

NOT ADDRESSED IN THIS COURSE.

Benchmark 5: Students who participate in a choral or instrumental ensemble or class sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.

Learning Targets (Type):

NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 6: Students listen to, analyze, and describe music.

Benchmark 1: Students describe specific music events (e.g., entry of oboe, change of meter, return of refrain) in a given aural example, using appropriate terminology.

Learning Targets (Type):

- 1) I can state the form of *Boil The Cabbage Down*. (K)
- 2) I can perform complimentary form of *Boil The Cabbage Down* (BBAB). (K,S,P)
- 3) I can identify Rondo form when listening to a piece. (K)

Benchmark 2: Students analyze the uses of elements of music in aural examples representing diverse genres and cultures.

Learning Targets (Type):

- 1) I can say who wrote *Ode To Joy*. (K)
- 2) I can listen quietly to a piece by Bach. (S)
- 3) I can play *Boil The Cabbage Down*. (K,S,P)

Benchmark 3: Students demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.

Learning Targets (Type):

- 1) I can write down the form of *Twinkle, Twinkle Little Star* – Theme. (K,R,P)
- 2) I can identify the theme and Variations of *Twinkle, Twinkle Little Star*. (K)
- 3) I can identify the form of *Allegro*. (K)

NATIONAL STANDARD 7: Students evaluate music and music performances.

Benchmark 1: Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.

Learning Targets (Type):

NOT ADDRESSED IN THIS COURSE.

Benchmark 2: Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

Learning Targets (Type):

- 1) I can state whether or not a performer is playing in sync with a piano accompaniment. (K)
- 2) I can offer constructive criticism about a classmate's solo performance, identifying the most important area for improvement. (K)
- 3) I can offer an honest evaluation of my group's performance of a piece. (K)
- 4) I can show that I care about my improvement by paying attention in class. (K,S)
- 5) I demonstrate my support for my classmates by padding my feet when they play well. (K,S,P)

- 6) I can sit quietly while others are rehearsing. (K,S)

NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.

Benchmark 1: Students compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.

Learning Targets (Type):

- 1) I can offer my version of a song's "story" from my own imagination. (R,P)
- 2) I can identify 3/ 4 time as a basis for the waltz (dance) – *French Folk Song*. (K)
- 3) I can identify *Boil The Cabbage Down* as an American Fiddle Tune for folk dancing. (K)

Benchmark 2: Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals; sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works.

Learning Targets (Type):

- 1) I can demonstrate an understanding of the 2:1 relationship between half-notes and quarter-notes – *Mathematics*. (K,S,P)
- 2) I can play duets with complimentary rhythms, 2: 1 ration - *Mathematics*. (K,S,P)

NATIONAL STANDARD 9: Students understand music in relation to history and culture, including Montana American Indian history and cultures.

Benchmark 1: Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures, including Montana American Indian cultures.

Learning Targets (Type):

- 1) I can identify a tune my teacher performs as being *Classical* or *Fiddle tune*. (K)

Benchmark 2: Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary.

Learning Targets (Type):

NOT ADDRESSED IN THIS COURSE.

Benchmark 3: Students compare, in several cultures of the world, functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera), and conditions under which music is typically performed.

Learning Targets (Type):

- 1) I can state whether a video depicts a *Church Musician*, *Concert Musician*, or *Dance Musician*. (K)
- 2) I can describe the music of my favorite video game and explain why it exists in a particular scene or area of the game. (K)

- 3) I can describe the music of a movie scene that I like and tell how it helps the action of the scene. *(K)*