4th and 5th Grade Core Experiences

Core embedded components throughout the year (all students experience):

- Multi-part Ensemble Experience
- Choral Experience
- Performance Experience: as an audience member and performer
- Student voice and choice is prioritized
- Authentic assessment: performing a skill (formal or informal), videos, and audio recording
- Ability to physically respond to and feel music

Core Unit Experience (6-8 weeks per unit)	**Orff - Mallet Instruments**	**Ukulele - String Experience**	**Recorder - Wind Experience**	**World Drumming - Percussion**	**Choral - Ensemble Singing**
Unit Goals	1. Identify parts of barred instruments (Orff) 2. Differentiate between sounds produced by wooden and metal bars. 3. Perform in an ensemble with varied tones. 4. Describe the various roles of a multi-part ensemble (melody, harmony, bass) and which instrument is best suited for those roles. 5. Demonstrate appropriate mallet technique for pitched percussion. 6. Describe the effects of mallet materials on wood and metal bars. 7. Visualize pitch relationships as an introduction to intervals and harmony.	1. Identify parts of the ukulele. 2. Identify string names. 3. Coordinate right hand strumming, plucking with left hand fingerings. 4. Demonstrate correct posture and hand position. 5. Sing and play the ukulele at the same time. 6. Describe the history and culture of the ukulele. 7. Demonstrate knowledge of maintenance, care, tuning, Storage, Safety 8. Read and play chords, tabs, notes, etc. 9. Describe how string length affects pitch.	1. Identify parts of the recorder, assemble, and clean. 2. Play a variety of pitches using proper hand position. 3. Produce a characteristic tone. 4. Use proper breath management. 5. Use proper articulation. 6. Describe how the recorder was developed and used. 7. Play alone and with others a varied repertoire. 8. Understand how to read a fingering chart. 9. Describe how the fingerings affect pitch.	1. Identify various parts of percussion instruments. 2. Describe and perform varied cultural styles as an ensemble. 3. Identify and perform characteristic sounds on each instrument using appropriate technique. 4. Describe cultural and historical connections. 5. Vocalize and play at the same time. (Counting, rhythm, song) 6. Describe how size and shape, and material of instruments affect sounds.	1. Identify the parts of the voice and function of breath. 2. Produce an ensemble sound and tone using phrasing and rhythm skills. 3. Demonstrate healthy vocal production using breathing techniques. 4. Perform multi-part pieces such as rounds and partner songs. 5. Identify good techniques from a choir performance, ideally at the age of the students. 6. Read and track sheet music while singing.
Power Standards	Perform with steady beat, meters/rhythms, melodic phrases Identify/use clefs and note names, form, and historical/cultural aspects, dynamic markings, and tempo markings Recognize expressive characteristics of different genres Compose rhythmic/melodic patterns in simple meters, in major key, for instrument, using form - AB, ABA, Rondo Communicate Ideas/emotions through composition Examine and identify the specific attributes of music that reflect culture				