5th Grade Band

Course Overview:
Fifth Grade Band is designed to help students learn the fundamentals of playing a wind or percussion instrument, thus providing a solid foundation for future musical growth.
This course curriculum is based on the National Core Arts Standards.

Vocabulary:
Accent, Allegro, Andante, Articulation, Compositions, Crescendo, Da Capo, Dal Segno, Decrescendo, Diminuendo, Dynamics, Endings, Ensemble, Fine, Forte, Improvise, Largo, Mezzo, Mezzo Forte, Mezzo Piano, Moderato, Piano, Refine, Repertoire, Ritardando, Slur, Slur and Tie, Solo, Staccato, Standard Notation, Style, Teacher-Provided Criteria, Technique, Tempo, Tonguing, Unison.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question:** How do musicians generate creative ideas?

MU:Cr1.1.E.5a Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.

- Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.
    - I can communicate a musical idea using call and response on my instrument.
    - I can complete a melodic phrase within a given key.
    - I can perform rhythmic variations on a simple melody.
    - I can improvise a 4 beat rhythm.
    - I can communicate a musical idea using solo/soli form.

Anchor Standard 2: Organize and develop artistic ideas and works.

- Select and develop musical ideas for defined purposes and contexts.
- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context and expressive intent.
- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.E.5a Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.

- Students record an improvisation using recording technology.
    - I can practice and record an improvisation using the first 5 notes I have learned on my instrument.
    - I can listen to my improvisation and then record changes to my improvisation.

MU:Cr2.1.E.5b Preserve draft compositions and improvisations through standard notation and

audio recording.

- Students notate an original composition.
    - I can create an original melody, using the notes learned in class.
    - I can label the note names for my melody.
    - I can speak the rhythm of my composition using the designated counting system or syllables.
    - I can use and describe the dynamics used in my melody.
    - I can successfully complete the Essential Elements creativity exercises when assigned.

Anchor Standard 3: Refine and complete artistic work.

- Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.
- **Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3.1.E.5a Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.

- I can listen to my recording and discuss what I like about my original work using musical vocabulary.
- I can describe the musical elements that I used in my composition or improvisation.
- I can identify ways to change my original work to make it sound the way I want.

- **Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Essential Question:** When is creative work ready to share?

MU:Cr3.2.E.5a Share personally developed melodic and rhythmic ideas or motives - individually or as an ensemble - that demonstrate understanding of characteristics of music or texts studied in rehearsal.

- I can perform my original music individually or in a group.
- I can record my original composition or improvisation.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- Select varied musical works to present based on interest, knowledge, technical skill, and context.
- **Enduring Understanding:** Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- **Essential Question:** How do performers select repertoire?

MU:Pr4.1.E.5a Select varied repertoire to study based on interest, music reading skills (where

appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.

- Students will know why repertoire is selected for study and performances.
    - I can understand why the music being studied has been chosen.
    - I can provide an appropriate program order from the music selected.

- Analyze the structure and context of varied musical works and their implications for performance.
- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:Pr4.2.E.5a Demonstrate, using music-reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.

- Students will develop the necessary skills, knowledge, and affect needed to perform a specific composition with understanding.
    - I know the story behind the composition we are performing.
    - I am aware of who the composer is and what her/his intention within the composition.
    - I can create my own story line for the piece we are performing. (From the title of the work and the way the music feels)

- Develop personal interpretations that consider creators' intent.
- **Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question:** How do performers interpret musical works?

MU:Pr4.3.E.5a Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

- Students perform a given piece of music with technical accuracy and appropriate expression.
    - I can perform a phrase of music as intended by the composer.
    - I can articulate in the style intended by the composer.
    - I can use dynamics in expressing the meaning of the music.
    - I can improvise basic melodies using set rhythmic and note guidelines.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- **Enduring Understanding:** To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:Pr5.1.E.5a Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

- Students will demonstrate proper fundamentals on their instrument.
    - I can assemble my instrument.
    - I can show proper care of my instrument.
    - I can demonstrate the appropriate embouchure.
    - I can perform with proper playing position (hand).
    - I can demonstrate appropriate posture for a wind instrument.
    - I can demonstrate proper breathing techniques.
    - I can demonstrate appropriate tone.
    - I can demonstrate appropriate and varied articulation through a legato approach.
    - I can tune my instrument.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures.
- **Essential Question(s):** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:Pr6.1.E.5a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

- Students will read and notate music within the following specifications:
    - I can read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4 using the following strategies:
        - I can physically demonstrate pulse within music as I perform.
        - I can clearly state how to use a metronome as a practice tool.
        - I can demonstrate an accurate conducting pattern for time signatures of 2/4, 3/4, and 4/4 times.
        - I can count out loud using a numeric/syllabic counting system.
    - I can know the order of flats and sharps.
    - I can define the transposition for my instrument.
    - I can identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
    - I can demonstrate the ability to play fast and slow.
    - I can demonstrate the ability to play loud and soft.

MU: Pr6.1.E.5b Demonstrate an awareness of the context of the music through prepared and improvised performances.

- I can sight-read, accurately and expressively, music at an appropriate level.
- I can successfully learn and perform a solo for the Solo Day Festival.
- I can watch my conductor while playing and clearly understand what my conductor is asking me to do while performing.
- I can demonstrate concert etiquette as a performer and listener:

- Appropriate attire as specified by the director, timeliness, and courtesy towards the audience and performers.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- Choose music appropriate for specific purposes or contexts.
- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question:** How do individuals choose music to experience?

MU:Re7.1.E.5a Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.

- Students will know why repertoire is selected for study and performance.
    - I can understand why the music being studied has been chosen.
    - I can provide an appropriate program order from the music selected.

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **Essential Question:** How does understanding the structure and context of music inform a response?

MU:Re7.2.E.5a Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.

- Students will develop the necessary skills, knowledge, and affect needed to perform a specific composition with understanding.
    - I know the story behind the composition we are performing.
    - I am aware of who the composer is and what her/his intention within the composition.
    - I can create my own story line for the piece we are performing. (From the title of the work and the musical elements contained in the piece.)

Anchor Standard 8: Interpret intent and meaning in artistic work.

- Support an interpretation of musical work that reflects creators'/performers' expressive intent.
- **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- **Essential Question:** How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.E.5a Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.

- Students perform a given piece of music with technical accuracy and appropriate expression.

- I can perform a phrase of music as intended by the composer.
- I can articulate in the style intended by the composer.
- I can use dynamics in expressing the meaning of the music.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.
- **Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- **Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

MU:Re9.1.E.5a Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

- Students will explain the influence that experiences and context have on our response to music.
  - I can draw upon my own experiences when deciding on the quality and effectiveness of music.
  - I can evaluate a performance as a performer within the ensemble.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- Synthesize and relate knowledge and personal experiences to make music.
- **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.0.E.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- 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 chronicles in or influenced by musical work).
  - I can be open to changing my opinion of a piece of music after I have experienced performing it.
  - I can rate my experience of learning and enjoying a piece of music from initial reading to completed performance.
  - I can find common elements between music I enjoy and music from other cultures, eras, and origins.
  - I can identify opportunities to perform and hear music in the community and beyond.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- Relate musical ideas and works with varied context to deepen understanding.
- **Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
- **Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

MU:Cn11.0.E.5a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- 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, and human interrelationships in theatre) can be used to transform similar events, scenes emotions, or ideas into works of art.
    - I can identify different styles of music, including those from Montana American Indian cultures.
    - I can draw connections between music and other art forms.
    - I can compare and contrast my role in music vs the role of musicians from other cultures.