# 5th Grade Orchestra

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

**Vocabulary:**
Arco, Bow, Bridge, Chin Rest, Down Bow, End Pin, Forte, Legato, Melody, Phrase, Piano, Pitch, Pizzicato, Rhythm, Shoulder Rest, Staccato, String, Tail Piece, Up Bow.

**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.

**Anchor Standard 2:** Organize and develop artistic ideas and work.

- 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.

- I can create and notate a three-note melody.

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

- Students record an improvisation using recording technology (smart music, audacity, garage band, note recorder, etc…)
    - I can record an improvisation.
- Students notate an original composition.
    - I can create an original melody, using the first five notes of the D major scale.

- 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.

**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.

- Students can describe the musical elements needed to refine their creation.
  - I can listen to my recording and discuss what I like about my original composition.
  - I can identify ways to change my original composition to make it sound the way I want.

- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- **Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Enduring 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 share détaché bowing with the class.
- I can share legato bowing with the class.

**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 work(s), 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 be involved in selecting repertoire for performances.
  - I can understand why the teacher chose the music being studied.

    - I can provide a concert order from the selected music selections.
    - I can choose between two given pieces of music that fit within the other pieces on our concert program.

- 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.

- 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 expression.
    - I can identify and demonstrate varied articulations.
    - I can identify and demonstrate varied dynamics.
    - I can watch my conductor while I play.

**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 demonstrate good posture in rest or playing position while standing or sitting.
    - I can demonstrate right hand skills such as right hand skill-students such as bow, hold-demonstrate correct placement of all fingers, thumb on bow, following teacher's model, correct right arm level and /or elbow levels, bowing on two open strings at the same time, simple string crossings(between adjacent strings), a relaxed pizzicato motion (without holding the bow), a basic détaché stroke (middle of bow), demonstrate staccato stroke, absence of arm motion and

freedom of motion, bowing with a steady, even tone and linked bowing, simple slurs.
    - I can demonstrate correct ear training/intonation skills such as: manipulate a pitch (sharp, flat, in tune), match a pitch vocally and on instrument, play simply double stops, using an adjacent string in tune, and manipulate string adjusters to match a pitch using pizzicato.
- Students will read and notate music within the following specifications:
    - I can physically demonstrate pulse within music as I perform.
    - I can clearly demonstrate 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 read at sight simple melodies in both the treble and bass clefs.
    - I can accurately draw my music clef.
    - I can name the lines and spaces of a music staff including ledger lines above and below.
    - I can identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
    - I can recognize and clearly define basic music terms.
    - I can demonstrate the ability to play fast and slow.
    - I can demonstrate the ability to play loud and soft.
- Students use standard notation to record their musical ideas and the musical ideas of others.
    - I can notate basic notes and rests in simple rhythmic patterns.
    - I can accurately draw my music clef.
    - I can name the lines and spaces of a music staff including ledger lines above and below.
    - I can use the counting system within method book exercises.
    - I can write out the counts of a given exercise.

**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:** 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.

- I can tell if our orchestra is playing in tune.
- I can blend my individual part with the entire orchestra.
- I can play my part from beginning to end.

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

improvised performances.

- I can make my music sound sad or happy, major/minor.
- I can play a piece of music people would dance to.

**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.

- With my teachers help, I can choose a solo for the Christmas concert.
- With my teachers help, I can choose a piece for solo day.

- 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.

- I can identify the difference between holiday music and a traditional concert piece.
- I can identify the composer's use of key signatures in my music.

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

- Support interpretations of musical works that reflect 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.

- I can tell if the composer wants the audience to feel happy or sad when we play this piece.
- I can tell if the music would work well when played with a film or play.
- I can tell if the piece is dance music or just for listening.

**Anchor Standard 9:** Apply criteria to evaluate artistic work.

- Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.
- **Enduring Understanding:** The personal evaluation of musical works and performances 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.

- I can tell if the piece is played with proper intonation.
- I can tell if the musicians are using proper or improper bow technique.
- I can tell if the musicians are playing with a good sense of time.

**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.

- I can play louder when I have the melody and softer when I play harmony in orchestra class.
- I can play the melody and harmony part.

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

- Relate musical ideas and work to varied contexts and daily life 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.

- I can identify the difference between a piece that was intended for dance and a piece that was intended to begin a play.
- I can tell the difference between art music and music written for a commercial.