

# Instrumental Music

# Fifth Grade

SKILLS	CORE TOPICS	NATIONAL BENCHMARKS	SUGGESTED ASSESSMENT	SUGGESTED RESOURCES
<b>RHYTHM</b>	Band students will understand: <ul style="list-style-type: none"> <li>▪ The elements of note and rest values including whole, half, quarter, and eighth, as well as dotted rhythms.</li> <li>▪ Time signatures of 2/4, 3/4, 4/4, 6/8 and 2/2.</li> </ul>	<ol style="list-style-type: none"> <li>1. Perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.</li> <li>2. Echo short rhythms and melodic patterns.</li> <li>3. Improvise "answers" in the same style to given rhythmic and melodic phrases</li> <li>4. Improvise simple rhythmic and melodic ostinato accompaniments.</li> <li>5. Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.</li> <li>6. Read whole, half, dotted half, quarter, and eighth notes and rests in 24, 34, and 44 meter signatures.</li> <li>7. Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.</li> </ol>		
<b>MELODY</b>	Band students will understand: <ul style="list-style-type: none"> <li>▪ How to define and demonstrate a melody.</li> <li>▪ To identify all of the notes they are able to play by letter name, fingering and place on the staff.</li> <li>▪ To understand the markings for sharps, flats and naturals.</li> </ul>	<ol style="list-style-type: none"> <li>1. Perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.</li> <li>2. Echo short rhythms and melodic patterns.</li> <li>3. Improvise "answers" in the same style to given rhythmic and melodic phrases</li> <li>4. Improvise simple rhythmic and melodic ostinato accompaniments.</li> <li>5. Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.</li> </ol>		

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<b>HARMONY</b>	Band students will understand: <ul style="list-style-type: none"> <li>▪ The definitions of harmony and chords.</li> </ul>	<ol style="list-style-type: none"> <li>1. Sing ostinatos, partner songs, and rounds.</li> <li>2. Perform independent instrumental parts while other students sing or play contrasting parts.</li> </ol>		
<b>FORM</b>	Band students will understand: <ul style="list-style-type: none"> <li>▪ How to define and demonstrate understanding of repeat signs, first and second endings, da capo al fine, dal segno al fine, solo, tutti, and divisi.</li> </ul>	<ol style="list-style-type: none"> <li>1. Sing ostinatos, partner songs, and rounds.</li> <li>2. Perform expressively a varied repertoire of music representing diverse genres and styles.</li> <li>3. Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.</li> <li>4. Identify simple music forms when presented aurally.</li> <li>5. Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.</li> <li>6. Identify by genre or style aural examples of music from various historical periods and cultures.</li> </ol>		
<b>EXPRESSIVE QUALITIES</b>	Band students will understand: <ul style="list-style-type: none"> <li>▪ How to recognize and execute dynamic terms and symbols including crescendo and diminuendo.</li> <li>▪ How to define and demonstrate an understanding of a fermata, ritard, and accelerando.</li> </ul>	<ol style="list-style-type: none"> <li>1. Sing expressively, with appropriate dynamics, phrasing, and interpretation.</li> <li>2. Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.</li> <li>3. Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means.</li> <li>4. Use a variety of sound sources when composing.</li> <li>5. Identify symbols and traditional terms referring to dynamics, tempo,</li> </ol>		

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		<p>and articulation and interpret them correctly when performing.</p> <ol style="list-style-type: none"> <li>Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.</li> <li>Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.</li> </ol>		
<b>TECHNIQUE</b>	<p>Band students will understand:</p> <ul style="list-style-type: none"> <li>Good left and right hand positions and stick grips.</li> <li>How to demonstrate care and respect for the instrument.</li> <li>How to create and use an appropriate embouchure for their instrument.</li> <li>Good posture, and breath support.</li> <li>How to create appropriate tone.</li> <li>Beginning concepts of tuning.</li> </ul>	<ol style="list-style-type: none"> <li>Sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.</li> <li>Perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.</li> <li>Create and arrange music to accompany readings or dramatizations.</li> </ol>		
<b>PRACTICE AND PERFORMANCE SKILLS</b>	<p>Band students will understand:</p> <ul style="list-style-type: none"> <li>How to demonstrate proper etiquette as performers and as an audience.</li> <li>How to work independently on solos, duets, and other ensembles.</li> <li>How to establish good practice habits such as : a quiet place and ½ hour per day.</li> <li>How to listen to classical music or music featuring their music.</li> </ul>	<ol style="list-style-type: none"> <li>Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.</li> <li>Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.</li> <li>Perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.</li> <li>Perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.</li> <li>Perform in groups, blending instrumental timbres, matching</li> </ol>		

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		<p>dynamic levels, and responding to the cues of a conductor.</p> <ol style="list-style-type: none"> <li>6. Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.</li> <li>7. Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.</li> <li>8. Devise criteria for evaluating performances and compositions.</li> <li>9. Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.</li> <li>10. Demonstrate audience behavior appropriate for the context and style of music performed.</li> </ol>		
<p><b>CULTURAL AND STYLISTIC DIVERSITY</b></p>	<p>Analysis</p>	<ol style="list-style-type: none"> <li>1. Identify similarities and differences in the meanings of common terms used in the various arts.</li> <li>2. Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.</li> <li>3. Identify by genre or style aural examples of music from various historical periods and cultures.</li> <li>4. Describe in simple terms how elements of music are used in music examples from various cultures of the world.</li> <li>5. Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.</li> <li>6. Identify and describe roles of musicians in various music settings and cultures.</li> </ol>		