<table>
<thead>
<tr>
<th>Strand</th>
<th>Product Performance</th>
</tr>
</thead>
</table>
| Concept | Instrumental Performance Skills  
Expression and Technical Skills  
Group Playing  
Critique Musical Performances and Compositions |

### Standards

A. Primary tone quality

### Learning Targets

1.  
   - Demonstrate basic left hand shape and arm position  
   - Demonstrate use of weight and speed in bow for a beginner tone  
   - Play with proper left hand finger strength to produce a ringing sound when the string is plucked or bowed  
   - Maintains bow on a single string  
   - Demonstrates proper posture for string playing

### Alignments:

- CCSS: 5.RI.4  
- Performance: 2.5, 3.2, 3.4  
- Knowledge: (CA) 6 (FA) 1 (SC) 2  
- MUGLE: PP.2.A,B,E (6-8 Gr.)  
- NETS: N/A  
- DOK: 2

### Instructional Strategies

- Guided practice of left hand position and bowing  
- Teacher modeling of basic tone production  
- Pair/Share – students will observe their partner for proper left hand and right hand positions  
- Find the Bow game: The student will try to find the hidden bow while the class plays forte and piano for hot and cold to guide the student’s to bow
**Assessments/Evaluations**

- Teacher observation and feedback
- Concerts – analyze through whole group and small groups
- Individual student evaluation
- Peer evaluation of partner’s playing

**Sample Assessment Questions**

- How do you maintain your bow on one string level?
- Can you list the steps for holding your instrument?

**Instructional Resources/Tools**

- *Essential Elements 2000*, Book 1
- Music repertoire/supplemental materials
- CD recordings and professional recordings

**Literacy Connections**

- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5

**Cross Curricular Connections**

- Science:
  - Weight
  - Speed
  - Sound
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<tr>
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<td>Elements and Principles of Music</td>
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<thead>
<tr>
<th>Concept</th>
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<td>Improvisation</td>
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<td>Rhythmic Notation</td>
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<td>Symbols of Expression</td>
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<td>Sight Reading</td>
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<thead>
<tr>
<th>Standards</th>
<th>Learning Targets</th>
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</thead>
<tbody>
<tr>
<td>B. Primary rhythm and bowing</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate proper bow hold while playing</td>
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<td></td>
<td>• Demonstrate straight bow on string</td>
</tr>
<tr>
<td></td>
<td>• Perform ties and two note slurs</td>
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<td></td>
<td>• Play basic staccato and hooked bowing style</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate and count rhythms using whole, half, dotted</td>
</tr>
<tr>
<td></td>
<td>half and quarter notes and corresponding rests</td>
</tr>
<tr>
<td></td>
<td>• Play with a steady pulse</td>
</tr>
<tr>
<td></td>
<td>• Improvise a rhythmic pattern using whole, half and quarter notes</td>
</tr>
</tbody>
</table>

**Alignments:**
- CCSS: 5.R1.4
- Performance: 1.6, 2.5, 3.4
- Knowledge: (CA) 6 (FA) 1 (MA) 1-3,6 (SC) 2
- NETS: N/A
- DOK: 3
# Instructional Strategies

- Rhythm games:
  - clapping
- Dry erase board
- Shadow bowing for up and down bow directions
- Teacher modeling demonstrating:
  - hooked bowing
  - staccato bowing.
- Counting systems (1e&a)
- Video/audio recording of class
- Pair/share – one student plays the left hand on the instrument while the other student uses the bow
- Sight reading music
- Guided practice on playing with a steady pulse

## Assessments/Evaluations

- Teacher observation and feedback
- Concerts – analyze through whole group
- Individual student evaluation
- Peer evaluation

## Sample Assessment Questions

- Create a rhythm pattern for a measure in a 4/4 time signature
- What conclusion can you draw about the length of bow you use to a whole note versus a quarter note?

## Instructional Resources/Tools

- Metronome
- *Essential Elements 2000*, Book 1
- Music repertoire
- ASTA, NAFME magazines
## Orchestra 5th grade

### Literacy Connections

- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5

### Cross Curricular Connections

- Math: Patterns, addition, fractions
### Strand
Product Performance

#### Concept
Instrumental Performance Skills

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<thead>
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<th>Standards</th>
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</thead>
<tbody>
<tr>
<td>C. Finger patterns and scales</td>
<td>1. Play one octave major scale in the following keys: G and D, Demonstrate the following finger patterns: Violin/viola – 0 1 23 4 012 3 4 cello – 0 1 34 0 12 4</td>
</tr>
</tbody>
</table>

#### Alignments:
- CCSS: 5.R1.4
- Performance: 1.6, 2.5, 3.4
- Knowledge: (CA) 6 (FA) 1,2 (MA) 4,5
- MUGLE: PP.2.A. (6-8 Gr.)
- NETS: N/A
- DOK: 2

#### Instructional Strategies
- Teacher modeling left hand finger patterns in the key of G and D
- Pair/share – a student observes their partner’s playing
- Guided practice and problem solving to half steps and whole steps in one octave scale
- Left hand finger pattern hand signals
- Dry erase boards to draw notes of the finger patterns
- Visual and audio examples
- Sight reading to develop finger patterns
### Assessments/Evaluations

- Teacher observation and feedback
- Content target assessment on scoring guide
- Student evaluation – visual and auditory
- Music markings with finger pattern half steps
- Peer observation

### Sample Assessment Questions

- Identify which finger pattern to use on the A and D string for music in the key of D major
- How is the finger pattern for the G major scale similar to the finger pattern for the D major? Different?

### Instructional Resources/Tools

- *Essential Elements 2000*, Book 1
- Supplemental music/materials
- Electronic tuner
- ASTA, NAFME magazines

### Literacy Connections

- Determine the meaning of general academic and domain – specific words and phrases in a text relevant to a grade 5

### Cross Curricular Connections

- Math: Patterns
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<tbody>
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<td>Melodic Notation</td>
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<td>Sight Reading</td>
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<td>Repertoire</td>
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<thead>
<tr>
<th><strong>Standards</strong></th>
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</tr>
</thead>
<tbody>
<tr>
<td>D. Music literacy and vocabulary</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>• Learn and apply new music vocabulary</td>
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<td></td>
<td>• Interpret notes in basic finger patterns</td>
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<td>• Apply key signatures and accidentals (1 and 2 sharps)</td>
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<td>• Sight-read beginner tunes</td>
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<td></td>
<td>• Apply and perform time signatures in 4/4, ¾ and 2/4 in 5th grade music repertoire</td>
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<tr>
<td></td>
<td>• Demonstrate literacy skills (decoding and comprehension of symbols in a given musical context)</td>
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<td></td>
<td>• Demonstrate instrument care</td>
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</tbody>
</table>

**Alignments:**
CCSS: 5.R1.4
Performance: 1.5, 2.5, 3.4
Knowledge: (CA) 6 (FA) 3 (MA) 1
NETS: N/A
DOK: 4
### Instructional Strategies

- Guided instruction on deciphering treble clef, alto clef and bass clef notes
- Teacher modeling instrument care and note reading skills
- Music markings with sharps or flats
- Dry erase boards – students use for notating note names
- Exit tickets with meaning of new vocabulary terms
- Singing pitches

### Assessments/Evaluations

- Teacher observation and feedback
- Self-evaluation of mastery
- Concerts – whole group discussion about performance
- Content target assessment scoring guide
- Peer observation

### Sample Assessment Questions

- What is the function of the time signature?
- How does an accidental affect the note?

### Instructional Resources/Tools

- Metronome
- *Essential Elements 2000*, Book 1
- Music repertoire
- Flashcards of notes and rhythms
- Supplemental music/materials
- CD accompaniment music/music recordings

### Literacy Connections

- Determine the meaning of general academic and domain – specific words and phrases in a text relevant to a grade 5
# Cross Curricular Connections

- **Math:**
  - Fractions
  - Time signature
- **ELA:** Additional sight words
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<td>Genres and Styles</td>
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<td>Stylistic Practices</td>
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<td>Music’s Role and Function in Various Cultures</td>
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<tr>
<td><strong>Standards</strong></td>
<td>Learning Targets</td>
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<tr>
<td>E. Music theory and history</td>
<td>1.</td>
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<tr>
<td></td>
<td>• Identify and describe composers from selected music</td>
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<td></td>
<td>• Notate notes and rhythm on staff for appropriate clef</td>
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<tr>
<td></td>
<td>• Play a variety of genre or styles from various musical periods</td>
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<tr>
<td><strong>Alignments</strong></td>
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<tr>
<td>CCSS: 5.R1.1</td>
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<tr>
<td>Performance: 1.6, 1.9, 2.5</td>
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<tr>
<td>Knowledge: (FA) 5 (SS) 6</td>
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<tr>
<td>MUGLE: PP.2.C; HCC.1.A-C (5th Gr.)</td>
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<td>NETS: N/A</td>
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<td>DOK: 3</td>
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</table>

**Instructional Strategies**

- Teacher modeling of various genres of music
- Guided practice on music notes
- Dry erase boards notating music notes
- Exit tickets on composers
- Listening to professional recordings
- Read aloud articles about composers
## Assessments/Evaluations

- Teacher observation
- Self-evaluation
- Content target assessment scoring guide

## Sample Assessment Questions

- How would you notate two measures in 4/4 time using quarter notes and half notes?
- Compare and contrast two different pieces you have played

## Instructional Resources/Tools

- *Essential Elements 2000*, Book 1
- Music Repertoire
- ASTA, NAFME magazines
- Books on composers
- Audio recordings

## Literacy Connections

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text

## Cross Curricular Connections

- History: Making connection with historical time periods of composers and music
- Math: Musical beat divisions
| **Strand** | Product Performance  
| Artistic Perceptions |
| **Concept** | Imitation (Play by Ear)  
| Improvisation  
| Criteria for Musical Performances and Compositions |

<table>
<thead>
<tr>
<th><strong>Standards</strong></th>
<th><strong>Learning Targets</strong></th>
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</thead>
</table>
| F. Ear training | 1.  
| | • Imitate beginner rhythmic patterns  
| | • Imitate and sing beginner melodic patterns  
| | • Imitate beginner bowing motions  
| | • Match basic pitches |

**Alignments:**  
CCSS: N/A  
Performance: 1.6, 2.5, 3.3, 3.4  
Knowledge: (CA) 6 (FA) 1  
MUGLE: PP.2.D; PP.3.A; AP.2.A  
NETS: N/A  
DOK: 4

**Instructional Strategies**  
- Teacher plays rhythm or melody by rote – students echoes it by ear  
- Singing pitches  
- Imitating simple melodic patterns  
- Improvising simple melodic patterns  
- Guided problem solving to play tunes by ear
### Assessments/Evaluations

- Teacher observation and feedback
- Self-evaluation
- Concerts
- Content target assessment scoring guide

### Sample Assessment Questions

- Create your own rhythmic pattern using quarter and half notes
- What can you do to change the pitch of your note to match the teacher’s pitch?

### Instructional Resources/Tools

- Electronic tuner
- *Essential Elements 2000*, Book 1 or current beginner book
- Music repertoire
- ASTA, NAFME magazines
- Dry erase boards to notate rhythm or melody

### Literacy Connections

- N/A

### Cross Curricular Connections

- Science: Motion of bow on string to create sound
<table>
<thead>
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<tbody>
<tr>
<td><strong>Concept</strong></td>
<td>Criteria for Musical Performances and Compositions</td>
</tr>
</tbody>
</table>

### Standards

G. Musicianship

### Learning Targets

1.  
   - Follows cues of the conductor
   - Develop and apply skills to evaluate performances with regard to tone quality, expression/phrasing, rhythmic accuracy, pitch accuracy, balance/blend, articulation, style, posture and stage presence

### Alignments

CCSS: 5.W.1  
Performance: 1.6, 2.5, 3.3, 3.4  
Knowledge: (CA) 6 (FA) 1  
MUGLE: AP.2.A  
NETS: N/A  
DOK: 4

### Instructional Strategies

- Teacher conducting using various cues  
- Guided instruction on skills to evaluate performances  
- Student conducting a 4/4 pattern  
- Play audio clips of different orchestras playing the same tune

### Assessments/Evaluations

- Individual reflections of performance  
- Concerts – analyzing the orchestra’s performance as a whole group  
- Content target assessment scoring guide
<table>
<thead>
<tr>
<th><strong>Sample Assessment Questions</strong></th>
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<tbody>
<tr>
<td>• What examples can you find to compare and contrast the two orchestra’s performance of the same piece?</td>
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<tr>
<td>• What is the function of the conductor?</td>
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<th><strong>Instructional Resources/Tools</strong></th>
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<td>• <em>Essential Elements 2000</em>, Book 1</td>
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<tr>
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<table>
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<tr>
<td>• Write opinion pieces on topics or texts, supporting a point of view with reasons and information</td>
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<tr>
<td>• ELA: Compare and contrast</td>
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