

Strand	Product Performance	
Concept	Instrumental Performance Skills Expression and Technical Skills Group Playing Critique Musical Performances and Compositions	
<u>Standards</u>		<u>Learning Targets</u>
A. Primary tone quality		1. <ul style="list-style-type: none"> • 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		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> • 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

Strand	Product Performance Elements and Principles of Music	
Concept	Instrumental Performance Skills Improvisation Rhythmic Notation Symbols of Expression Sight Reading	
<u>Standards</u>		<u>Learning Targets</u>
B. Primary rhythm and bowing		<ol style="list-style-type: none"> <ul style="list-style-type: none"> Demonstrate proper bow hold while playing Demonstrate straight bow on string Perform ties and two note slurs Play basic staccato and hooked bowing style Demonstrate and count rhythms using whole, half, dotted half and quarter notes and corresponding rests Play with a steady pulse Improvise a rhythmic pattern using whole, half and quarter notes
Alignments: CCSS: 5.RI.4 Performance: 1.6, 2.5, 3.4 Knowledge: (CA) 6 (FA) 1 (MA) 1-3,6 (SC) 2 MUGLE: PP.2.A; PP.3.A; EM.1.A,C,E (6-8 Gr.) 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

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	
<p style="text-align: center;"><u>Standards</u></p> <p>C. Finger patterns and scales</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> 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
<p>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</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> 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

Strand	Product Performance Elements and Principles of Music	
Concept	Rhythmic Notation Melodic Notation Sight Reading Instrumental Performance Skills Expression and Technical Skills Repertoire	
<u>Standards</u>		<u>Learning Targets</u>
D. Music literacy and vocabulary		<ol style="list-style-type: none"> <ul style="list-style-type: none"> Learn and apply new music vocabulary Interpret notes in basic finger patterns Apply key signatures and accidentals (1 and 2 sharps) Sight-read beginner tunes Apply and perform time signatures in 4/4, $\frac{3}{4}$ and 2/4 in 5th grade music repertoire Demonstrate literacy skills (decoding and comprehension of symbols in a given musical context) Demonstrate instrument care
Alignments: CCSS: 5.R1.4 Performance: 1.5, 2.5, 3.4 Knowledge: (CA) 6 (FA) 3 (MA) 1 MUGLE: PP.2.A-C; EP.1.A,B,E 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

Strand	Product Performance Historic and Cultural Contexts				
Concept	Repertoire Genres and Styles Stylistic Practices Music's Role and Function in Various Cultures				
<table border="1"> <thead> <tr> <th><u>Standards</u></th><th><u>Learning Targets</u></th></tr> </thead> <tbody> <tr> <td>E. Music theory and history</td><td> 1. <ul style="list-style-type: none"> Identify and describe composers from selected music Notate notes and rhythm on staff for appropriate clef Play a variety of genre or styles from various musical periods </td></tr> </tbody> </table>		<u>Standards</u>	<u>Learning Targets</u>	E. Music theory and history	1. <ul style="list-style-type: none"> Identify and describe composers from selected music Notate notes and rhythm on staff for appropriate clef Play a variety of genre or styles from various musical periods
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E. Music theory and history	1. <ul style="list-style-type: none"> Identify and describe composers from selected music Notate notes and rhythm on staff for appropriate clef Play a variety of genre or styles from various musical periods 				
Alignments CCSS: 5.R1.1 Performance: 1.6, 1.9, 2.5 Knowledge: (FA) 5 (SS) 6 MUGLE: PP.2.C; HCC.1.A-C (5 th Gr.) NETS: N/A DOK: 3					
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> 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 					

<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none">• Teacher observation• Self-evaluation• Content target assessment scoring guide
<p style="text-align: center;"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none">• 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
<p style="text-align: center;"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none">• <i>Essential Elements 2000</i>, Book 1• Music Repertoire• ASTA, NAFME magazines• Books on composers• Audio recordings
<p style="text-align: center;"><u>Literacy Connections</u></p> <ul style="list-style-type: none">• Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
<p style="text-align: center;"><u>Cross Curricular Connections</u></p> <ul style="list-style-type: none">• 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	
<u>Standards</u>		<u>Learning Targets</u>
F. Ear training		1. <ul style="list-style-type: none"> • 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		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> • 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 		

<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none">• Teacher observation and feedback• Self-evaluation• Concerts• Content target assessment scoring guide
<p style="text-align: center;"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none">• 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?
<p style="text-align: center;"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none">• Electronic tuner• <i>Essential Elements 2000</i>, Book 1 or current beginner book• Music repertoire• ASTA, NAFME magazines• Dry erase boards to notate rhythm or melody
<p style="text-align: center;"><u>Literacy Connections</u></p> <ul style="list-style-type: none">• N/A
<p style="text-align: center;"><u>Cross Curricular Connections</u></p> <ul style="list-style-type: none">• Science: Motion of bow on string to create sound

Orchestra
5th grade

Strand	Artistic Perceptions	
Concept	Criteria for Musical Performances and Compositions	
<u>Standards</u>		<u>Learning Targets</u>
G. Musicianship		1. <ul style="list-style-type: none">Follows cues of the conductorDevelop 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		
<u>Instructional Strategies</u> <ul style="list-style-type: none">Teacher conducting using various cuesGuided instruction on skills to evaluate performancesStudent conducting a 4/4 patternPlay audio clips of different orchestras playing the same tune		
<u>Assessments/Evaluations</u> <ul style="list-style-type: none">Individual reflections of performanceConcerts – analyzing the orchestra’s performance as a whole groupContent target assessment scoring guide		

Sample Assessment Questions

- What examples can you find to compare and contrast the two orchestra's performance of the same piece?
- What is the function of the conductor?

Instructional Resources/Tools

- *Essential Elements 2000*, Book 1
- Music:
 - repertoire
 - recordings

Literacy Connections

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information

Cross Curricular Connections

- ELA: Compare and contrast