



Chardon Local Schools Curriculum

MUSIC - Grade 5 Band

Curriculum Description / Overview

In 5th Grade Band, students begin their study of a chosen musical instrument. Through performance of this instrument students learn musical vocabulary, theory, history, and proper performance technique allowing them to perform as a soloist or in an ensemble.



Chardon Local Schools Curriculum

MUSIC - Grade 5 Band Curriculum Map

| Strand | PERCEIVING / KNOWING / CREATING (CE) |
|---|---|
| Power Objective #1 | |
| Supporting Indicators Identify elements of music including tonality, dynamics, tempo and meter, using music vocabulary. | Vocabulary: 4/4, 2/4, moderato, allegro, andante, 3/4, forte, piano, ritardando, vivace, mezzo (forte/piano), largo, crescendo, decrescendo, |
| | Play instruments to demonstrate knowledge of concepts, explain definitions of concepts |
| | ASSESSMENT: PERFORMANCE DURING CLASS |
| | MATERIALS: ACCENT ON ACHIEVEMENT BOOK 1 AND VARIOUS PIECES OF MUSIC CHOSEN TO HIGHLIGHT SKILLS LEARNED--VARY EACH YEAR |
| Strand | PRODUCING / PERFORMING (PR) |
| Power Objective #1 | |
| Supporting Indicators Perform, on instruments, a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control. | Vocabulary: solo, duet, breath mark, accent, staccato, |
| | Play instruments to demonstrate knowledge of concepts, explain definitions of concepts |
| | ASSESSMENT: PERFORMANCE DURING CLASS AND PLAYING TESTS/ MUSIC CHECKS/ CONCERT PERFORMANCES |
| | MATERIALS: ACCENT ON ACHIEVEMENT BOOK 1 AND VARIOUS PIECES OF MUSIC CHOSEN TO HIGHLIGHT SKILLS LEARNED--VARY EACH YEAR |
| Power Objective #2 | |
| Supporting Indicators Read, write and perform using sixteenth through | Vocabulary: time signature, whole note, whole rest, quarter note, half note, half rest, quarter rest, tie, eighth note, dotted half note, fermata, eighth rest, multiple measure rest, dotted quarter note, syncopation |
| | Play instruments to demonstrate knowledge of concepts, explain definitions of concepts |

| | |
|---|---|
| whole note values including syncopated rhythms and dotted-half notes in 2/4, 3/4 and 4/4meter. | ASSESSMENT: PERFORMANCE DURING CLASS AND PLAYING TESTS/ MUSIC CHECKS/ CONCERT PERFORMANCES |
| | MATERIALS: ACCENT ON ACHIEVEMENT BOOK 1 AND VARIOUS PIECES OF MUSIC CHOSEN TO HIGHLIGHT SKILLS LEARNED--VARY EACH YEAR |
| Power Objective #3 | |
| Supporting Indicators Demonstrate appropriate audience etiquette at live performances. | Vocabulary: none |
| | Attend winter and spring concerts and demonstrate appropriate audience behavior as discussed in class. Reflect on personal behavior and observed behaviors of others. Attend a Cleveland Orchestra concert at Severance Hall. |
| | ASSESSMENT: PERFORMANCE DURING CLASS AND CONCERT PERFORMANCES |
| | MATERIALS: ACCENT ON ACHIEVEMENT BOOK 1 AND VARIOUS PIECES OF MUSIC CHOSEN TO HIGHLIGHT SKILLS LEARNED--VARY EACH YEAR |
| Strand | RESPONDING / REFLECTING (RE) |
| Power Objective #1 | |
| Supporting Indicators Discuss contributions of musical elements to aesthetic qualities in performances of self and others. | Vocabulary: balance, blend, tone quality, other musical vocabulary |
| | Listen to recordings of professionals and self, class discussion of recordings using musical terms. |
| | ASSESSMENT: CLASS DISCUSSION/LISTENING EXERCISES |
| | MATERIALS: ACCENT ON ACHIEVEMENT BOOK 1 AND VARIOUS PIECES OF MUSIC CHOSEN TO HIGHLIGHT SKILLS LEARNED--VARY EACH YEAR |