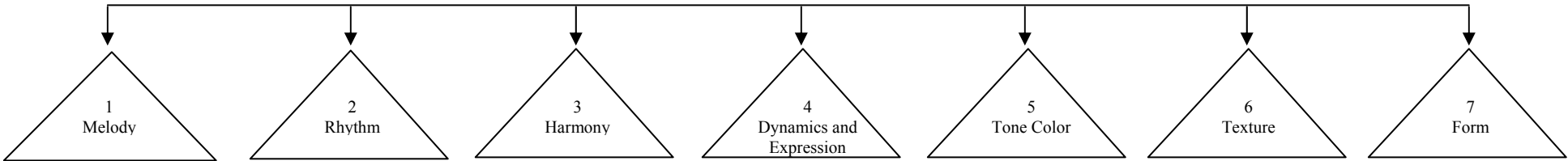


Grade 5
Orchestra

Strand 1: Artistic Foundations
Standard 1: Demonstrate knowledge of the foundations of the art area.

Benchmarks:
The student will:

- Describe the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.
- Describe how the elements and related concepts, such as pitch, tempo, canon, and ABA are used in the performance, creation and response to music.
- Identify the characteristics of a variety of genres and musical styles, such as march, taiko, mariachi, and classical.



Key signatures:
D Major
G Major
C Major

Intervals:
Half step
Whole step

Rote Scales:
Pentascals
vln – G,D,A
vla/cello – C,G,D
bass – E,A,D

Pitch:
Sharps
Naturals
Flats
Accidentals

Counter-melody

Steady beat
Quarter note/rest
Eighth note/rest
Half note/rest
Dotted half note
Whole note/rest

Meter
Time signature
4/4, 3/4, 2/4,
Common time
Counting (1 + 2 +
etc.)

Subdivision
Fermata
Tie

Rounds
Chords
Arpeggio
Chromatics
Modes
Suspension

Dynamics:
Piano – *p*
Mezzo piano – *mp*
Mezzo forte – *mf*
Forte – *f*

Phrasing:
Tension & Release

Tempo:
Allegro
Andante
Moderato
Allegretto
Andantino
Ritardando
A Tempo

Articulation:
Slur
Legato
Staccato
Pizzicato
Arco
Accents
Hooked bowing

Identify instruments
by sound

**Distinguish changes
in tone color**

Unison
Duet
Homophony
Polyphony

String vs. Full Orch.

Solo/Accompaniment

Concerto
Solo/Tutti

Balance

Canon
Fugue
Introduction
Coda
D.C. al Fine
Coda
AB
ABA
Bridge
Minuet & Trio
Theme and variations

Grade 5

Orchestra

Strand I: Artistic Foundations
Standard 2: Demonstrate knowledge and use of the technical skills of the art form integrating technology when applicable.

Benchmarks:
 The student will:

1. Read and notate music using the standard notation such as quarter, half, and eighth notes and rests; the lines and spaces of the treble clef, and time signatures.
2. Sing and play alone and in a group demonstrating proper posture, breathing, technique, age appropriate tone quality and expressive intent.

8
Read and Notate

Staff:
 1st/2nd endings
 l: :l
 Ledger lines
 Key Signatures
 Time Signatures

Pitches:
 Note names
 Accidentals

Bowing:
 Hooked bowing

Rhythm:
 Note values
 Anacrusis

9
Pedagogy
(Tone Production, Articulation,
And Intonation)

Posture
 Instrument Care

Right Side:
 Open string double-stops

Left Side:
 Vln/Vla – High 2, low 2, 4th finger, **high 3**
 Cello – Difference between 3rd and 2nd finger use
x1, x2, x4
Shift to 4th position
 Bass – ½ and 2nd position

Sing/say note names and finger numbers

Peer teaching

10
Technology
Resources

“Essential Elements 2000” Book 1
 Play-along tracks

Orchestra Expressions Book 1
Play-along tracks
Masterworks Listening

Grade 5
Orchestra

Strand I: Artistic Foundations
Standard 3: Demonstrate understanding of the personal, social, cultural, and historical contexts that influence the art areas.

Benchmarks:
The student will:

1. Describe the cultural and historical traditions of music including the contributions of Minnesota American Indian tribes and communities.
2. Describe how music communicates meaning.

11
Cultural and
Historical Contexts

Composer/arrangers background information

American Music:
Jazz, fiddling, movies, Broadway

Music from other cultures/traditions:
Irish fiddling
American Indian
European tradition
Spirituals

Folk Songs

12
Arts Connections

Connecting to visual art, math, history, poetry, etc.

Connections to: Rocket Math

Historical:
Historical/period music will be connected to social and political events corresponding to music

Science:
The science of sound production and resulting timbre and pitch

Math:
The meter, rhythmic construction and form

Grade 5
Orchestra

Strand II: Create/Make
Standard 1: Create/make in a variety of contexts in the art area using the artistic foundations.

Benchmarks:
The student will:
1. Improvise and compose rhythms, melodies, and accompaniments using voice or instruments to express a specific musical idea.
2. Revise creative work based on feedback of others and self-reflection.

13
Improvise

Playing non-traditional sounds and music
Fiddle Music
Jazz
Question/Answer
Rhythmic improvisation using one or two notes

14
Compose

Short composition based on a tempo
Discuss composer's craft
Construct single line melodies up to four measures long in one meter using a varied rhythmic pattern and three or more pitches.

15
Revise

Peer Feedback
Compose a melody, have a friend play it, then revise

Grade 5
Orchestra

Strand III: Perform/Present
Standard 1: Perform/Present in a variety of contexts in the art area using the artistic foundations.

Benchmarks:
The student will:

1. Sing alone and in groups such as rounds and part songs or play instruments alone and in a group.
2. Revise performance based on the feedback of others and self-reflection.

16
Repertoire
(List)

“Essential Elements 2000” Book 1
Orchestra Expressions Book 1
Suzuki Book I:
Review previous pieces
Go Tell Aunt Rhody **finger pattern variation (minor, melodic minor)**
Allegretto
Andantino

17
Rehearsal and
Performance Feedback

Performances:
School specific concerts
All-District Concert
Combined 5th grade orchestra performances
Spring Tour
Reflection after performance
Goal setting in preparation for performance

Grade 5
Orchestra

Strand IV: Respond/Critique
Standard 1: Respond to and critique a variety of creations or performances using the artistic foundations.

Benchmarks:
The student will:
1. Justify personal interpretations and reactions to a variety of musical works or performances.

18
Listening (Lists)
(+ Description of Characteristics)

Orchestra Expressions Masterworks

Les Toreadors (Carmen- Bizet)- telling a story
Ode to Joy (Beethoven)- uplifting, equality, adding voices to the symphony
Hoedown (Copland)- energetic, accompanying dance (ballet)
Brandenburg Concertos (Bach)- string orchestra, showcase soloists
On the Beautiful Blue Danube (J. Strauss II)- waltzes, dancing, high class
Danse Infernale (Rite of Spring- Stravinsky)- stretching musical boundaries
Spring (Vivaldi)- light, strings only, describing nature, virtuoso
Academic Festival Overture (Brahms)- for a specific purpose, school traditions