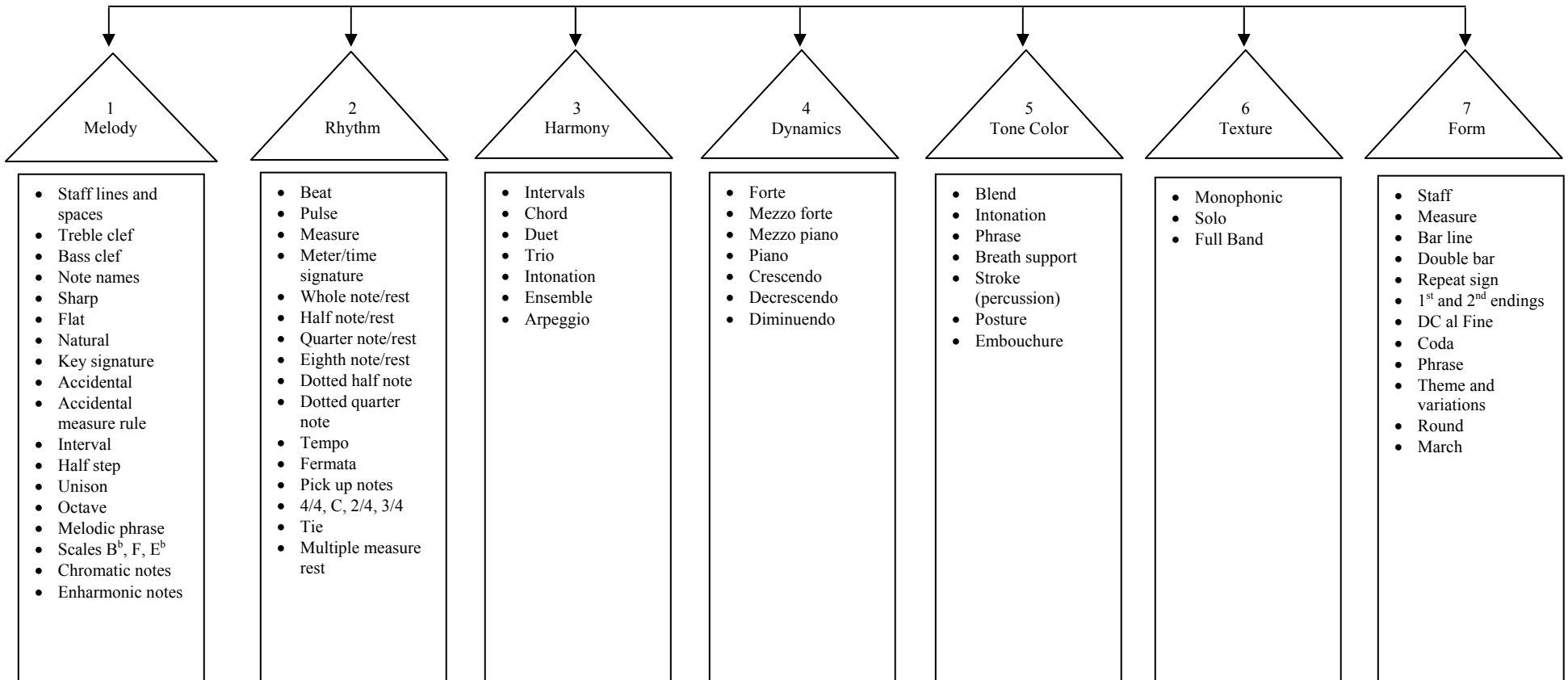


Grade 5
Band

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

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



Grade 5
Band

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

- Note names
- Rhythmic counting
- Rhythmic notation
- Melodic phrase construction

9
Pedagogy
(Tone Production, Articulation,
And Intonation)

- Posture
- Breathing
- Embouchure
- Hand position
- Foot tap beat
- Count rhythms
- Write out rhythmic counts
- Intonation
- Articulation

10
Technology
Resources

- Smart Music

Grade 5
Band

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

- Folk songs
 - America
 - Other countries
- Marches
- Military songs
- School songs
- Ceremonial songs
- Religious songs
- Entertainment/pop songs

12
Arts Connections

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

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

Mathematics:
The meter, rhythmic construction and form

Grade 5
Band

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

- Rhythmic improvisation using one or two notes

14
Compose

- Construct single line melodies up to four measures long in one meter using a varied rhythmic pattern and three or more pitches
- Listen to and critique other students' compositions

15
Revise

- Revise created improvisations and compositions based on the critique of others

Grade 5
Band

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:

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

16
Repertoire
(List)

- Folk songs
 - American
 - Other countries
- Marches
- Military songs
- School songs
- Ceremonial songs
- Religious songs
- Entertainment/pop songs
- Skills/challenge songs

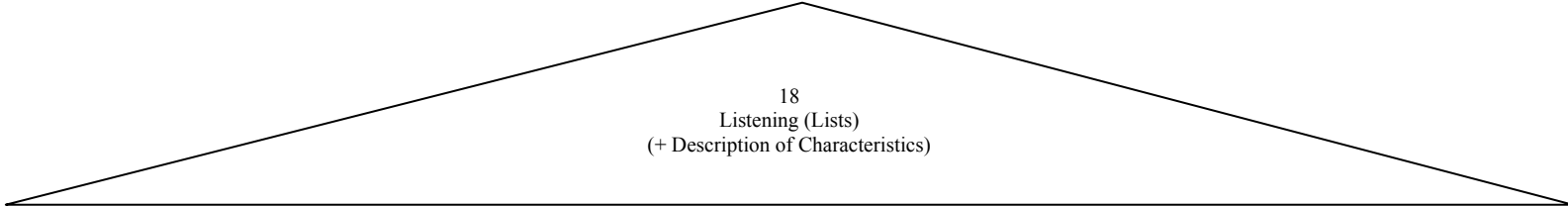
17
Rehearsal and
Performance Feedback

- Blend
- Balance
- Rhythmic accuracy
- Note accuracy
- Intonation
- Listen to and contribute to performance sound/output

Grade 5
Band

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.



Listen to and critique performance techniques including style, dynamics, tone color, technique, form and expression.