Gilles-Sweet Elementary School 5th Grade Orchestra

Grade 5   Hillery Needham, Director

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Course Description

The Mayer Middle School 5th Grade Orchestra Class will introduce students to the world of string instruments and basic posture, left hand, right hand, and musical techniques on the violin, viola, cello, and bass. There are 3 required concert performances throughout the year.

Music Program Philosophy

Music education in the Fairview Park City Schools seeks to provide experiences so the individual student may develop into a complete person capable of feeling and/or expressing emotion through music. These experiences should enable the learner to distinguish between various quality levels of musical encounters, learn the necessary ingredients of both individual effort and teamwork, and begin a worthwhile life skill that can contribute to society in a responsible manner.

The Fairview Park Students will be creating, innovating, investigating, collaborating, communicating, problem solving, leading, reflecting, and serving through music in alignment with the district's vision and mission, ***The Fairview Advantage***.

Program Goals

- Produce basic sounds on their musical instruments/voice, instrument position (if applicable) and proper posture.
- Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre to create meaning.
- Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works.
- Identify and classify voices, musical instruments, roles and careers of musicians.
- Relate historical information from the study of music to other art forms and disciplines outside the arts.
- Develop criteria to evaluate solo and group performances of music.

Learning Targets	Performance Tasks
Explore and identify musical instruments from wind, string, and percussion families.	a. Classify instruments into families. b. Select and play an instrument from Band or Orchestra.

Listen to, identify, and respond to music of different composers.	a. Perform simple songs from different composers, historical periods and world cultures from method book. b. Listen to performances of other groups at concerts and respond appropriately using proper concert etiquette.
Identify repeat signs, first and second endings, and D.C and D.S. al Fine, and D.S. al Coda.	a. Introduce repeats and how they are used. b. Perform simple songs that use directions that help to define the form.
Recognize and identify theme and variations, AB, ABA.	a. Discuss simple music forms. b. Identify music forms of simple songs in method books. c. Identify music forms of longer concert songs.

To differentiate between the elements of music.
    a. Tonality
 	
    b. Dynamics
 	
    c. Tempo
 	
    d. Meter
	a. Understand basic tonic and dominant chord changes.
	b. Identify Major and Minor tonality.
	
	a. Define *p, mp, mf, f.*
	b. Define Crescendo, Decrescendo.
	
	a. Define Allegro, Moderato, Andante.
	
	a. Define 4/4 and common time, 2/4, 3/4.

Explain differences in musical texture among musical selections.
    a. Melody
    b. Harmony
	a. Perform simple melodies in large group setting.
	b. Define "Melody" and "Harmony"
	c. Perform songs with two part harmonies.
	    i. Separate parts and listen to each.
	d. Perform long songs that have several parts.
	    i. Identify how individual parts fit together in a piece of music.
	    ii. Assign melody or harmony to

	each instrument section.
Sing with accurate rhythms and pitches, appropriate expressive qualities, good postures, and breath control.	a. (C) Sing with correct posture, tone, and breath control. Continue to focus on expressive singing. b. (B/O) Vocally echo a two-to-four beat melody demonstrated by teacher. c. (B/O) Sing phrases before playing. d. (B/O) Sing instrumental parts with correct rhythms and pitch using note names. e. Apply posture and breath control to simulate instrument performance.
Perform with good posture and breath control. Perform with accurate rhythm and pitch. Perform with appropriate expressive qualities. Perform with appropriate articulation/bowings.	a. Learn proper posture and breath control when playing their instrument. a. Perform simple songs from a method book using correct notes and rhythms. a. Understand blend, tempo, and group dynamics of cooperation while playing within a group. a. (B) Learn proper articulation to start each note. i. "Ta" attack. b. (B) Learn how to perform accent and slur. c. (O) Learn bow directions up and down, two-to-three note slurs, arco, pizzicato, LH pizzicato, staccato, and legato.
Invent, create and arrange musical compositions using previously acquired skills.	a. Play or sing short phrases using call and response or question and answer techniques; use these phrases as building blocks for composition. b. Create ostinati to accompany a song story; create melody. c. Create or improvise on a pentatonic scale.
Read rhythm patterns using quarter note and quarter rest, eighth note	a. Identify notes in the rhythm. b. Speak rhythm using number

and eighth rest, half note and half rest, whole note and whole rest, dotted half note and tied notes.	counting system using familiar or unfamiliar flash cards, exercises, or excerpts in current repertoire.
Write rhythm patterns.	a. Write rhythms that fit with appropriate meter using familiar or unfamiliar flash cards, exercises, or excerpts in current repertoire.
Perform rhythm patterns.	a. Perform rhythm on single pitch. b. (O) Air bow rhythm with correct bow directions. c. Perform rhythm with written pitches.
Read diatonic melodies and the major scale.	a. Name accurate pitches in familiar or unfamiliar flash cards, exercises, or excerpts in current literature.
Write diatonic melodies and the major scale.	a. Write note names under notes. b. Write notes on the staff.
Perform diatonic melodies and the major scale.	a. Play accurate pitches in familiar or unfamiliar flash cards, exercises, or excerpts in current literature.
Know and demonstrate proper behavior for concert and classroom performance situations. Know and demonstrate proper audience behavior for the context and style of music performed in various cultural settings.	a. Respect others and audience members during a classroom or concert performance by being quiet and applauding at the appropriate times. a. Discuss the difference in behavior at school, rock, and symphony concerts.
Know vocabulary for giving and receiving feedback for improving performance of self and others.	a. Offer both positive comments and constructive suggestions for improvement of a personal or group performance.
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Consider and articulate the influence of technology on music careers.	a. Discuss the impact of technology on the following music careers: orchestral musician, recording solo artist, pit musician for an opera or musical, studio musician for movies, the emergence of the "pop star."
Describe basic differences and similarities within musical selections i.e. fast/slow, loud/soft, high/low, and repetition. Identify forms of AB, ABA, and round.	a. Compare and contrast sections within current repertoire or listening examples or between two musical selections. a. Identify form through viewing, listening or playing a piece of music.

Evaluation

Assessment will be balanced with different types of assessment for various purposes to ensure that the written, taught and tested curricula are aligned. Diagnostic assessment will occur prior to instruction and will be used to determine students' strengths and weaknesses in a particular area in order to place them into appropriate levels of instruction and/or to differentiate instruction accordingly. Formative assessment will occur during the learning process and will be used to monitor students' progress toward meeting instructional objectives and goals. These formative assessment results will aid teachers in making instructional decisions for intervention, enrichment and lesson improvements. Summative assessment will occur after an instructional sequence to determine the extent to which students have met their instructional goals or objectives. These assessments will also enable teachers to communicate results and level of mastery to students, parents and other members of the school community. These results will also be used to evaluate and improve the effectiveness of instructional activities and assessment measures as well as the overall curriculum.

These multiple means of assessment might include paper-and-pencil tests, portfolios, open-ended questions, performance-based assessments, individual and group projects, extended reading and writing experiences that include rough drafts and revisions, teacher observations, self- and peer-assessment and conferencing. Assessments will be based on clearly stated expectations, criteria and standards for rating.

Specific forms of evaluation may include, but are not limited to:
- Formal and informal observation
- Quizzes and Tests
- Performance rubrics
- Written products

- Visual Displays
- Public performance
- Digital portfolio

Course Resources

Sound Innovations for String Orchestra Book 1. Phillips, Boonshaft, & Sheldon. Alfred, 2010. Music used throughout the year will include pedagogical repertoire from various composers and publishers.

Grading & Performance Attendance Policy

40% - Daily Rehearsal Skills (5 points per class)
40% - Concert Attendance, Dress, Etiquette
20% - Assessments, Assignments

All required performances are mandatory and will only be excused for emergencies such illness, a serious family emergency, or extenuating circumstances approved by Mrs. Needham. Approval for non-emergency absences requires a parent/guardian contacting Mrs. Needham 2 weeks prior to the performance. Approval will be determined on a case-by-case basis. Make-up assignments for excused performance absences are due before the end of the quarter in which the performance occurred.

FPCS Orchestra Program Scope and Sequence

FPCS Orchestra Program Handbook