

COMMUNITY UNIT SCHOOL DISTRICT 200

Beginner Orchestra Curriculum

We believe that music education provides each student the opportunity to explore creativity and expression through the study or performance of music. Participation in a musical ensemble builds responsibility, cooperation and community. Music students become well-rounded individuals who appreciate the complexity of music and advocates for its place in our culture, and the world.

Grade 5

1. Subject Expectation (State Goal 25)

The student will know the language of the arts.

Essential Learning 1 (Learning Standard A)	Understand the sensory elements, organizational principles and expressive qualities of the arts
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Critical Content 25.A.2c

a. identify sensory elements, organizational principles and expressive qualities in a variety of musical styles

Sensory Elements

- describe the tempo(s) and dynamic level(s) in a musical example
- identify tone colors (timbres) of a variety of musical families, not specific instrument (upper strings, lower strings)
- identify melodic movement *such as* upward, downward, steps, skips, and repeated notes in an aural example
- distinguish between a melody with harmony and a melody without harmony
- describe common terms including tempo- andante, moderato, allegro; dynamics-piano, mezzo, forte; articulation-staccato, legato, accent, and bowing markings distinguish between the beat and the rhythm(s) of a given musical example
- identify and differentiate between duple and triple meters identify major and minor tonalities in musical examples, but be able to adjust the finger pattern for “happy” and “sad”
- distinguish between fast/slow music
- distinguish between long and short sounds
- echo a rhythm pattern
- replicate the beat in a musical composition
- replicate the rhythm pattern of a given musical example

Organizational Principles

- indicate the phrases or sections in simple AB and ABA songs
- identify simple music forms including call and respond, theme, and variations when presented aurally
- recognize repeated sections and contrast sections

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NOTE: *such as* = an example used for clarification, but not a mandatory concept
including = a mandatory concept
* = exceeds state standards

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Expressive Qualities

- identify different sensory elements that create a mood, emotion, or idea in a simple musical selection
- identify legato, staccato, loud and soft, and hearing finger patterns
- compare and contrast expressive qualities in two performances of the same musical

Essential Learning 2 (Learning Standard B)	Understand the similarities, distinctions and connections in and among the arts
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Critical Content	25.B.2	a. understand how elements and principles combine within an art form to express ideas
	*	b. describe a work of art using the vocabulary of elements, principles, and tools among the fine arts

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**2. Subject expectation
(State Goal 26)**

The student will understand how works of art are produced through creating and performing.

Essential Learning 1 (Learning Standard A)	Understand processes, traditional tools and modern technologies used in the arts
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| Critical Content | 26.A.2c | a. classify musical sound sources into groups <i>such as</i> instrumental families, instrumental ranges, and solo/ensembles |
| | 26.A.2d | b. read and interpret the traditional music notation of note values and letter names |

Tools

- distinguish between the sounds of high and low string instruments *such as* viola and cello
- identify violin/viola, cello, and bass instruments visually
- describe how selected instrument produce their sound
- identify basic orchestral/band instruments from aural example
- classify instruments according to how their sounds are produced *such as* string, wind, and percussion

Processes

- demonstrate correct technique *such as* posture, bow hold, and left hand position
- echo and read accurately rhythm patterns with whole, half, quarter, and eighth notes and rests in 2/4, 3/4, 4/4 meter signatures
- play accurately simple pitch notation in the appropriate clef using a symbol system *such as* icons, syllables, numbers, and letters
- demonstrate basic string production technique including posture, pizzicato, and bowing
- play accurately simple rhythmic and melodic patterns from a written score
- classify musical groups according to their instruments/voice including quartet, solo, band, and orchestra
- sight read simple melodic and rhythms
- demonstrate the ability to read written notation for an instrumental part with increasing difficulty
- write accurately melodies with rhythm patterns in whole, half, quarter, eighth, and dotted notes and rests in 2/4, 4/4 meter signatures
- describe the role of composers
- describe the roles of conductors in a performance
- describe the roles of singers or instrumentalists in a performance

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**Essential Learning 2
(Learning Standard B)**

**Apply skills and knowledge necessary to create and perform in
one or more of the arts**

Critical Content 26.B.2c

a. play acoustic or electronic instruments demonstrating technical skill

Skills

- play music that has a difficulty level of 1 (easy) on pitch; in rhythm; with appropriate tone; with a steady tempo; with good bow and fingering control; and with clear articulation

Creativity

- create and perform short songs or instrumental pieces within specified guidelines
- improvise simple rhythmic variations or simple melodic embellishments on familiar themes

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**3. Subject expectation
(State Goal 27)**

**The students will understand the role of the arts in civilizations,
past and present.**

Essential Learning 1 (Learning Standard A)	Experience how the arts function in history, society and everyday life
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Critical Content 27.A.2a

a. identify and describe the relationship between the arts and various environments *such as* home, school, workplace, theatre, and gallery

Roles of Artists and Audience

- demonstrate good audience behavior and evaluate the behavior of self and others
- describe how audience behavior changes a product or performance

Contributions

- compare and contrast how the arts function in two different types of ceremonies such as parades and weddings
- give examples in which various arts are used to persuade and promote ideas

Essential Learning 2 (Learning Standard B)	Understand how the arts shape and reflect history, society and everyday life
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Critical Content 27.B.2

a. identify and describe how the arts communicate the similarities and differences among various people, places and times

- compare the ways different cultures, times or places use materials to produce works of art such as musical instruments, masks, puppets, pottery and textiles

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4. Subject expectation * The student will evaluate music and music performance.

Essential Learning 1	*	Develop and apply criteria for music performance
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- Critical Content *
- a. come to a performance at a designated time in proper attire *such as* black shoes and socks, with instrument and materials
 - * b. listen to and follow directions
 - * c. follow the conductor during the performance
 - * d. begin and end at the same time
 - * e. play with melodic and rhythmic accuracy

Essential Learning 2	*	Use appropriate musical terminology in discussion and in writing
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- Critical Content *
- a. use precise language versus broad statements *such as*, “It was good,” to constructively critique an individual or group performance

Essential Learning 3	*	Apply constructive suggestions for improvement
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- Critical Content *
- a. reflect upon what worked or needed improvement after an individual or group performance
 - * b. affirm positive feedback
 - * c. adjust behavior in future individual or group performances

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