

Grade 5 Orchestra Curriculum

Description

Orchestra is offered to all 5th grade students. Instruction focuses on: instrumental techniques, ensemble rehearsal, performance techniques, and music reading. Students meet two times per week with the orchestra instructor: once during the school day for a 30 minute homogeneous small group lesson and once before school for a 45 minute orchestra rehearsal. Recommended lesson size is no more than six students. Participation in all scheduled lessons, rehearsals and performances is expected.

Course Overview

Course Objectives

Students will:

- progress through Skill Level Two on their specific Instrument.
- successfully participate in authentic concert experiences through public performance in the most professional setting available.
- learn and demonstrate ensemble performing techniques which will include responding to conductors cues, ensemble blending and balance, and performance etiquette.
- apply the principles of teamwork and cooperation to achieve a common goal in the ensemble setting.
- exhibit proper posture and playing position.
- produce a characteristic sound on the instrument.
- play with accurate intonation.
- use appropriate bowing articulation techniques in the attack and release of sounds.
- exhibit proper rehearsal and performance procedures in ensemble playing.
- develop independent problem solving strategies through appropriate practice techniques.
- demonstrate proper care of instrument.

Essential Questions

- What are the basic elements of music playing and reading in the full range of your instrument in first position (bass includes second and third position)?
- What are proper practicing techniques?
- What are proper rehearsal/performance techniques/etiquette?
- How is the best tone quality produced on your instrument?

Assessments

Common Assessments

- Progress Report - January

Skill Assessments

- Written String Test for Grade 5
- Playing Test Grade 5

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| <ul style="list-style-type: none"> • demonstrate the ability to play an independent part in an ensemble. • demonstrate the ability to read and play music in the keys of G, D and C major throughout the range of the instrument in first position. (String bass: on G string, second position for C major, third position for D Majors; Cello: fourth position) • play in the upper half, lower half, middle of the bow, slur four notes, and adjust bow speed. • play a solo • demonstrate by rote, the ability to move out of first position, exploring the fingerboard. • improvise and compose simple melodies in D and G major. | | |
| <p><u>Content Topics</u></p> <p>I. Executive Skills Review</p> <p>II. Tone Quality</p> <p>III. Bowing</p> <p>IV. Rhythms and Time Signatures</p> <p>V. Scales and Finger Patterns</p> <p>VI. Performance</p> | <p><u>Standards</u></p> <p>Connecticut SDE Arts Curriculum Framework</p> <p>Connecticut State Music Standards are met in the following areas:</p> <ul style="list-style-type: none"> • <i>Instrumental</i> • <i>Notation</i> • <i>Analysis</i> • <i>Evaluation</i> • <i>History and Cultures</i> | <p><u>Grade Level Skills</u></p> <ul style="list-style-type: none"> • Fairfield Orchestra Skill Level 2 |

Content Topic 1 – Executive Skills Review [top](#)

Standards

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will:

- perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position and good breath, bow or stick control.
- perform with expression and technical accuracy on at least one string, wind, percussion or classroom instrument a repertoire of instrumental literature with a difficulty level of 2, on a scale of 1 to 6.
- perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

Students who participate in an instrumental ensemble or class will, in addition, perform with expression and technical accuracy a varied repertoire of instrumental literature with a difficulty level of 3, on a scale of 1 to 6, including some solos performed from memory.

Notation

Students will read and notate music.

Students will:

- read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.
- read at sight simple melodies in both the treble and bass clefs.
- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.
- use standard notation to record their musical ideas and the musical ideas of others.

Students who participate in a performing ensemble or class will, in addition, sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.

Topic Objectives

Students will:

- demonstrate proper posture and playing position.
- demonstrate proper right hand position.
- demonstrate proper rehearsal and performance procedures in ensemble playing.
- demonstrate effective practice habits.
- take proper care of their instruments.

Essential Questions

- What are the basic elements of music playing and reading in the full range of your instrument in first position (bass includes second and third position)?
- What are proper practicing techniques?
- What are proper rehearsal/performance techniques/etiquette?

Focus Questions

- Where should your thumb be placed on the bow?
- When practicing at home, what parts of the music should be practiced more?
- In orchestra rehearsals, what should you do if the teacher is working with another section?
- Why is it necessary to release the tension on the strings and the bow?

Assessment

- Fundamental Executive Checklist by instrument.

Skill Objectives

Demonstrate:

- Holding the Instrument
- Left Hand Instrument Position
- Right Hand Bow Position
- Care of Instrument
- Rest and Playing Positions

Content Topic 2 – Tone Quality [top](#)

Standards

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will:

- perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position and good breath, bow or stick control.
- perform with expression and technical accuracy on at least one string, wind, percussion or classroom instrument a repertoire of instrumental literature with a difficulty level of 2, on a scale of 1 to 6.
- perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

Students who participate in an instrumental ensemble or class will, in addition, perform with expression and technical accuracy a varied repertoire of instrumental literature with a difficulty level of 3, on a scale of 1 to 6, including some solos performed from memory.

Topic Objectives

Students will:

- draw a straight bow.
- be able to verbalize what a good tone quality is.
- demonstrate proper contact point between bridge and fingerboard.
- demonstrate even bow speed.
- produce a characteristic sound on instrument.
- play various dynamic levels with good tone.
- adjust bow speed.

Essential Questions

- What are proper practicing techniques?
- What is proper rehearsal technique?
- How is the best tone quality produced on your instrument?

Focus Questions

- What causes a scratchy sound?
- What can you do with a bow to make a smooth sound?
- What do you do with your bow to make your instrument play loudly?
- What do you do with your bow to make your instrument play softly?

Assessments

- Tone Quality Checklist Grade 5
- Progress Report

Skill Objectives

Demonstrate:

- proper tone quality on the instrument.
- straight bow.
- proper contact point between bridge and fingerboard.
- even bow speed.
- various dynamic levels with good tone.
- various bow speeds.

Content Topic 3 – Bowing [top](#)

Standards

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will:

- perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position and good breath, bow or stick control.
- perform with expression and technical accuracy on at least one string, wind, percussion or classroom instrument a repertoire of instrumental literature with a difficulty level of 2, on a scale of 1 to 6.
- perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

Students who participate in an instrumental ensemble or class will, in addition, perform with expression and technical accuracy a varied repertoire of instrumental literature with a difficulty level of 3, on a scale of 1 to 6, including some solos performed from memory.

Topic Objectives

Students will:

- demonstrate detaché and staccato.
- demonstrate two, three and four note slurs.
- demonstrate hooked bowing.
- demonstrate double open strings.
- play in the upper half, lower half, and middle of the bow and adjust bow speed.
- demonstrate bow lifts.
- demonstrate right hand pizzicato.
- demonstrate left hand pizzicato.
- imitate bowing patterns.

Essential Questions

- What are the basic elements of music playing and reading in the full range of your instrument in first position (bass includes second and third position)?
- What are proper practicing techniques?
- What are proper rehearsal/performance techniques/etiquette?
- How is the best tone quality produced on your instrument?

Focus Questions

- What is the difference between detaché and staccato?
- What do you do with your bow to play double-stops?
- Can pizzicato be done with both hands?

Assessments

- Progress Report – January
- Bowing Checklist

Skill Objectives

Demonstrate:

- Straight bow
- Bowing in between fingerboard and bridge
- Bending elbow
- Proper use of bow
- Right and left hand pizzicato
- Two, three, and four-note slurs

Content Topic 4 – Rhythms and Note Reading [top](#)

Standards

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will:

- perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position and good breath, bow or stick control.
- perform with expression and technical accuracy on at least one string, wind, percussion or classroom instrument a repertoire of instrumental literature with a difficulty level of 2, on a scale of 1 to 6.
- perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

Students who participate in an instrumental ensemble or class will, in addition, perform with expression and technical accuracy a varied repertoire of instrumental literature with a difficulty level of 3, on a scale of 1 to 6, including some solos performed from memory.

Notation

Students will read and notate music.

Students will:

- read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.
- read at sight simple melodies in both the treble and bass clefs.
- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.
- use standard notation to record their musical ideas and the musical ideas of others.

Students who participate in a performing ensemble or class will, in addition, sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.

Connections

Students will make connections between music, other disciplines and daily life.

Students will:

- describe ways in which the principles and subject matter of music and other disciplines taught in the school are interrelated.

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| <p><u>Topic Objectives</u> Students will:</p> <ul style="list-style-type: none"> demonstrate and identify quarter, half, dotted half, whole, eighth notes and corresponding rests, in addition to dotted quarter and eighth, four sixteenths and corresponding rests. demonstrate the ability to recognize and perform various rhythmic patterns. demonstrate the ability to read music for the full range of their instrument in first position (bass includes second and third position). read music in the following time signatures: 2/4, 3/4, and 4/4 | <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> What are the basic elements of music playing and reading in the full range of your instrument in first position (bass includes second and third position)? What are proper practicing techniques? What are proper rehearsal/performance techniques/etiquette? <p><u>Focus Questions</u></p> <ul style="list-style-type: none"> In the time signature, what does the top number mean? How do 1/16, 1/8, 1/4, 1/2, dotted 1/2, and 4/4 notes and their corresponding rests look and sound differently in note-reading? How does your finger position change in the keys of D, G, and C? Can you identify the names of the notes on the staff in the D and G Major Scales? | <p><u>Assessments</u></p> <ul style="list-style-type: none"> Note Reading Exams Written Exams |
| | | <p><u>Skill Objectives</u> Demonstrate:</p> <ul style="list-style-type: none"> quarter, half, dotted half, whole, eighth notes and corresponding rests, in addition to dotted quarter and eighth, four sixteenths and corresponding rests. recognize and perform various rhythmic patterns. read music for the full range of their instrument in first position (bass includes second and third position). Reading music in the following time signatures: 2/4, 3/4, 4/4, 6/8 and 2/2 |

Content Topic 5 – Scales and Finger Patterns [top](#)

Standards

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will:

- perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position and good breath, bow or stick control.
- perform with expression and technical accuracy on at least one string, wind, percussion or classroom instrument a repertoire of instrumental literature with a difficulty level of 2, on a scale of 1 to 6.
- perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

Students who participate in an instrumental ensemble or class will, in addition, perform with expression and technical accuracy a varied repertoire of instrumental literature with a difficulty level of 3, on a scale of 1 to 6, including some solos performed from memory.

Topic Objectives

Students will:

- demonstrate C, G and D Major scales (violin: G scale in two octaves, viola and cello: C scale in two octaves)
- demonstrate Finger patterns for each scale (sharps and naturals).
- demonstrate by rote, the ability to move out of first position, exploring the fingerboard. (bass only)

Essential Questions

- What are the basic elements of music playing and reading in the full range of your instrument in first position (bass includes second and third position)?
- What are proper practicing techniques?
- What are proper rehearsal/performance techniques/etiquette?

Focus Questions

- What is the finger pattern for the D, G, and C Major Scales?
- Why does the orchestra warm up with a scale?
- What are the half and whole steps in each scale?
- What fingered note can you use to check your pitch with the open string?

Assessment

- Scale Assessment

Skill Objectives

Demonstrate:

- C, G and D Major scales (violin: G scale in two octaves, viola and cello: C scale in two octaves)
- Finger patterns for each scale (sharps and naturals).
- by rote, the ability to move out of first position, exploring the fingerboard.

Content Topic 6 – Performance [top](#)

Standards

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will:

- perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position and good breath, bow or stick control.
- perform with expression and technical accuracy on at least one string, wind, percussion or classroom instrument a repertoire of instrumental literature with a difficulty level of 2, on a scale of 1 to 6.
- perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

Students who participate in an instrumental ensemble or class will, in addition, perform with expression and technical accuracy a varied repertoire of instrumental literature with a difficulty level of 3, on a scale of 1 to 6, including some solos performed from memory.

Notation

Students will read and notate music.

Students will:

- read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.
- read at sight simple melodies in both the treble and bass clefs.
- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.
- use standard notation to record their musical ideas and the musical ideas of others.

Students who participate in a performing ensemble or class will, in addition, sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.

Evaluation

Students will evaluate music and music performances.

Students will:

- evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements and improvisations by applying specific criteria appropriate for the style of the music, and offer constructive suggestions for improvement.

History And Cultures

Students will understand music in relation to history and culture.

Students will:

- describe distinguishing characteristics of representative music genres and styles from a variety of cultures.

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| <p><u>Topic Objectives</u> Students will:</p> <ul style="list-style-type: none"> • apply individual instrumental skills and techniques to a varied repertoire of orchestra and solo literature. • study and perform various repertoire and includes genres such as Folk Songs, Baroque, Romantic, Classical, Programmatic, March, and Novelty. • demonstrate proper performance etiquette to include concert dress, behavior, and proper response to audience applause. • learn and apply the principles of teamwork and cooperation to achieve a common goal in the ensemble setting. • perform in a Winter and Spring Concert. • listen to various student groups and solo performances (self and peer) throughout the year and evaluate and identify strengths and weaknesses. • listen to and evaluate various recordings of groups and solo performances throughout the year. • improvise simple melodies in D and G Major on their instrument. • compose simple melodies in D and G Major for their instrument. | <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • What are the basic elements of music playing and reading in the full range of your instrument in first position (bass includes second and third position)? • What are proper practicing techniques? • What are proper rehearsal/performance techniques/etiquette? • How is the best tone quality produced on your instrument? <p><u>Focus Questions</u></p> <ul style="list-style-type: none"> • What are the articulations represented in each concert piece? • What is the appropriate way for an orchestra to respond to the audience? • What is traditionally appropriate for an orchestra to wear when performing in a concert? • What can you learn by attending other concerts? | <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Concert Performance Checklist • Aural Assessment by peers. • Aural assessment by teacher <p><u>Skill Objectives</u> Demonstrate:</p> <ul style="list-style-type: none"> • individual instrumental skills and techniques to a varied repertoire of orchestra and solo literature. • various repertoire including genres such as Folk Songs, Baroque, Romantic, Classical, Programmatic, March, and Novelty. • proper performance etiquette to include concert dress, behavior, and proper response to audience applause. • apply the principles of teamwork and cooperation to achieve a common goal in the ensemble setting. • active Listening to various student groups and solo performances (self and peer) throughout the year and evaluate and identify strengths and weaknesses. • active Listening to and evaluate various recordings of groups and solo performances throughout the year. • Improvising simple melodies in D and G Major on their instrument. • composing simple melodies in D and G Major for their instrument |
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