

# MUSIC CURRICULUM MAP

## Fifth Grade (Band)

	<b>First Trimester</b>	<b>Second Trimester</b>	<b>Third Trimester</b>
<b>Time Frame/Month</b>	September-November	November-February	February-June
<b>Skills Taught</b>	<ul style="list-style-type: none"> <li>Continue reinforcing and building upon previous skills &amp; knowledge</li> <li>Rhythms (notes/rests): Eighth &amp; sixteenth</li> <li>Additional note names/fingerings</li> <li>Combination sticking for percussion (RRLL)</li> <li>Additional percussion rudiment: Flam</li> <li>Multiple bounce drum roll</li> <li>Accidentals</li> <li>Historical/Cultural elements: Rossini, Italian Opera, Beethoven, Sousa, French-Canadian folk songs</li> <li>Music signs &amp; terms: Accent</li> <li>Additional suspended cymbal techniques (Crashes, rolls, etc.)</li> <li>Interpreting fingering charts (different octaves, alternate fingerings)</li> </ul>	<ul style="list-style-type: none"> <li>Continue reinforcing and building upon previous skills &amp; knowledge</li> <li>Pick-up notes (anacrusis)</li> <li>Additional percussion instruments: Wood blocks, temple blocks, shakers</li> <li>Introduce sheet music for Winter Concert</li> <li>Additional percussion rudiments: Flam tap, paradiddle, double paradiddle</li> <li>Historical/Cultural elements: Stephen Foster, Grieg, California Gold Rush, Latin American Music</li> <li>1<sup>st</sup> &amp; 2<sup>nd</sup> endings</li> <li>Tempo: Ritardando, rallentando</li> </ul>	<ul style="list-style-type: none"> <li>Continue reinforcing and building upon previous skills &amp; knowledge</li> <li>Time signatures: 2/4 &amp; 3/4</li> <li>Additional percussion rudiment: Flam accent</li> <li>Dynamics: e.g. Crescendo, decrescendo/diminuendo</li> <li>Introduce sheet music for Spring Concert</li> <li>Additional percussion instruments: Maracas, claves</li> <li>Single stroke vs. multiple bounce rolls (percussion)</li> <li>Rim shot (percussion)</li> <li>Rhythm: Tie, dotted half note/rest</li> <li>Historical/Cultural elements: Japanese folk music</li> </ul>
<b>Strategies</b>	<ul style="list-style-type: none"> <li>Clapping and counting rhythms</li> <li>Teacher modeling &amp; demonstration</li> <li>Using slower tempo</li> <li>Isolating smaller groups of notes</li> <li>Students say note names while fingering</li> <li>Games</li> <li>Listening to recordings</li> <li>Peer mentoring</li> </ul>	<ul style="list-style-type: none"> <li>Clapping and counting rhythms</li> <li>Teacher modeling &amp; demonstration</li> <li>Using slower tempo</li> <li>Isolating smaller groups of notes</li> <li>Students say note names while fingering</li> <li>Games</li> <li>Listening to recordings</li> <li>Peer mentoring</li> </ul>	<ul style="list-style-type: none"> <li>Clapping and counting rhythms</li> <li>Teacher modeling &amp; demonstration</li> <li>Using slower tempo</li> <li>Isolating smaller groups of notes</li> <li>Students say note names while fingering</li> <li>Games</li> <li>Listening to recordings</li> <li>Peer mentoring</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>Method book</li> <li>Sheet music</li> <li>Flash cards</li> <li>A/V materials</li> <li>Guest performers/clinicians</li> </ul>	<ul style="list-style-type: none"> <li>Method book</li> <li>Sheet music</li> <li>Flash cards</li> <li>A/V materials</li> <li>Guest performers/clinicians</li> </ul>	<ul style="list-style-type: none"> <li>Method book</li> <li>Sheet music</li> <li>Flash cards</li> <li>A/V materials</li> <li>Guest performers/clinicians</li> </ul>

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	<b>First Trimester</b>	<b>Second Trimester</b>	<b>Third Trimester</b>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>In-class playing assignments/tests</li> <li>Monitoring daily &amp; weekly progress</li> <li>Real-time assessment on full band, small group and solo bases</li> </ul>	<ul style="list-style-type: none"> <li>In-class playing assignments/tests</li> <li>Monitoring daily &amp; weekly progress</li> <li>Real-time assessment on full band, small group and solo bases</li> <li>Winter Concert</li> </ul>	<ul style="list-style-type: none"> <li>In-class playing assignments/tests</li> <li>Monitoring daily &amp; weekly progress</li> <li>Real-time assessment on full band, small group and solo bases</li> <li>Spring Concert</li> </ul>
<b>Music Standards</b>			
1. Expression of Music	<ul style="list-style-type: none"> <li>Perform using enhanced musical techniques</li> <li>Perform more complex rhythmic, melodic, and harmonic patterns</li> <li>Perform melodies using traditional notation</li> </ul>	<ul style="list-style-type: none"> <li>Perform using enhanced musical techniques</li> <li>Perform more complex rhythmic, melodic, and harmonic patterns</li> <li>Perform melodies using traditional notation</li> </ul>	<ul style="list-style-type: none"> <li>Perform using enhanced musical techniques</li> <li>Perform more complex rhythmic, melodic, and harmonic patterns</li> <li>Perform melodies using traditional notation</li> </ul>
2. Creation of Music	<ul style="list-style-type: none"> <li>Improvise question and answer and basic musical phrases</li> <li>Notate simple compositions</li> </ul>	<ul style="list-style-type: none"> <li>Improvise question and answer and basic musical phrases</li> <li>Notate simple compositions</li> </ul>	<ul style="list-style-type: none"> <li>Improvise question and answer and basic musical phrases</li> <li>Notate simple compositions</li> </ul>
3. Theory of Music	<ul style="list-style-type: none"> <li>Analyze and apply dynamics, tempo, meter, and articulation using appropriate music vocabulary</li> <li>Analyze aurally and visually notation of form in music</li> <li>Analyze more complex instrumental and vocal examples</li> <li>Comprehension and application of melodic, rhythmic, and harmonic patterns</li> </ul>	<ul style="list-style-type: none"> <li>Analyze and apply dynamics, tempo, meter, and articulation using appropriate music vocabulary</li> <li>Analyze aurally and visually notation of form in music</li> <li>Analyze more complex instrumental and vocal examples</li> <li>Comprehension and application of melodic, rhythmic, and harmonic patterns</li> </ul>	<ul style="list-style-type: none"> <li>Analyze and apply dynamics, tempo, meter, and articulation using appropriate music vocabulary</li> <li>Analyze aurally and visually notation of form in music</li> <li>Analyze more complex instrumental and vocal examples</li> <li>Comprehension and application of melodic, rhythmic, and harmonic patterns</li> </ul>
4. Aesthetic Valuation of Music	<ul style="list-style-type: none"> <li>Explain and defend personal preferences for specific music</li> <li>Articulate the meaning in music according to elements, aesthetic qualities, and human responses</li> </ul>	<ul style="list-style-type: none"> <li>Explain and defend personal preferences for specific music</li> <li>Articulate the meaning in music according to elements, aesthetic qualities, and human responses</li> </ul>	<ul style="list-style-type: none"> <li>Explain and defend personal preferences for specific music</li> <li>Articulate the meaning in music according to elements, aesthetic qualities, and human responses</li> </ul>

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<b>Process Skills</b>			
1. Critical Thinking & Reasoning	X	X	X
2. Information on Literacy	X	X	X
3. Collaboration	X	X	X
4. Self-direction	X	X	X
5. Invention	X	X	X
<b>Vocabulary</b>	Accent, octave, accidental, airstream, diaphragm, andante, etude, arrangement vs. composition	Pick-up note, anacrusis, preparatory beat, flam tap, double paradiddle, folk music, ritardando, rallentando, 1 <sup>st</sup> & 2 <sup>nd</sup> endings	Flam accent, crescendo, decrescendo, diminuendo, single stroke roll, tie, dotted half note/rest, rim shot