



Chardon Local Schools Curriculum

MUSIC - Grade 5 Band

Curriculum Description / Overview

In 5th Grade Band, students begin their study of a chosen musical instrument. Through performance of this instrument students learn musical vocabulary, theory, history, and proper performance technique allowing them to perform as a soloist or in an ensemble.



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MUSIC - Grade 5 Band Curriculum Map

Strand	PERCEIVING / KNOWING / CREATING (CE)
Power Objective #1	
Supporting Indicators Identify elements of music including tonality, dynamics, tempo and meter, using music vocabulary.	Vocabulary: 4/4, 2/4, moderato, allegro, andante, 3/4, forte, piano, ritardando, vivace, mezzo (forte/piano), largo, crescendo, decrescendo,
	Play instruments to demonstrate knowledge of concepts, explain definitions of concepts
	ASSESSMENT: PERFORMANCE DURING CLASS
	MATERIALS: ACCENT ON ACHIEVEMENT BOOK 1 AND VARIOUS PIECES OF MUSIC CHOSEN TO HIGHLIGHT SKILLS LEARNED--VARY EACH YEAR
Strand	PRODUCING / PERFORMING (PR)
Power Objective #1	
Supporting Indicators Perform, on instruments, a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.	Vocabulary: solo, duet, breath mark, accent, staccato,
	Play instruments to demonstrate knowledge of concepts, explain definitions of concepts
	ASSESSMENT: PERFORMANCE DURING CLASS AND PLAYING TESTS/ MUSIC CHECKS/ CONCERT PERFORMANCES
	MATERIALS: ACCENT ON ACHIEVEMENT BOOK 1 AND VARIOUS PIECES OF MUSIC CHOSEN TO HIGHLIGHT SKILLS LEARNED--VARY EACH YEAR
Power Objective #2	
Supporting Indicators Read, write and perform using sixteenth through	Vocabulary: time signature, whole note, whole rest, quarter note, half note, half rest, quarter rest, tie, eighth note, dotted half note, fermata, eighth rest, multiple measure rest, dotted quarter note, syncopation
	Play instruments to demonstrate knowledge of concepts, explain definitions of concepts

whole note values including syncopated rhythms and dotted-half notes in 2/4, 3/4 and 4/4meter.	ASSESSMENT: PERFORMANCE DURING CLASS AND PLAYING TESTS/ MUSIC CHECKS/ CONCERT PERFORMANCES
	MATERIALS: ACCENT ON ACHIEVEMENT BOOK 1 AND VARIOUS PIECES OF MUSIC CHOSEN TO HIGHLIGHT SKILLS LEARNED--VARY EACH YEAR

Power Objective #3

Supporting Indicators Demonstrate appropriate audience etiquette at live performances.	Vocabulary: none
	Attend winter and spring concerts and demonstrate appropriate audience behavior as discussed in class. Reflect on personal behavior and observed behaviors of others. Attend a Cleveland Orchestra concert at Severance Hall.
	ASSESSMENT: PERFORMANCE DURING CLASS AND CONCERT PERFORMANCES
	MATERIALS: ACCENT ON ACHIEVEMENT BOOK 1 AND VARIOUS PIECES OF MUSIC CHOSEN TO HIGHLIGHT SKILLS LEARNED--VARY EACH YEAR

Strand **RESPONDING / REFLECTING (RE)**

Power Objective #1

Supporting Indicators Discuss contributions of musical elements to aesthetic qualities in performances of self and others.	Vocabulary: balance, blend, tone quality, other musical vocabulary
	Listen to recordings of professionals and self, class discussion of recordings using musical terms.
	ASSESSMENT: CLASS DISCUSSION/LISTENING EXERCISES
	MATERIALS: ACCENT ON ACHIEVEMENT BOOK 1 AND VARIOUS PIECES OF MUSIC CHOSEN TO HIGHLIGHT SKILLS LEARNED--VARY EACH YEAR