

## Curriculum

<b>Content Area:</b>	<b>Instrumental Music</b>	<b>Grade Level:</b>	<b>5</b>
<b>MLR Content Standard:</b>	<b>A. CREATIVE EXPRESSION:</b> Students will create and/or perform to express ideas and feelings.		
<b>MLR Performance Indicators</b>	<b>WSD Benchmarks</b>  The student will	<b>Instruction Level*</b>	<b>Common Assessment</b>
<i>Instruction Levels: I = Introduced; R = Reinforced; E = Evaluated through a Documented Classroom Activity; D = District Common Assessment</i>			
A2	Identify, define and demonstrate through performance, <b>music literacy, terms and signs:</b> lines and spaces on the staff in treble or bass clef, flat, sharp, natural, fermata signs, phrase mark, breath mark, repeat sign, solo, soli, tutti, divisi, unison, first ending, second ending, one measure repeat sign, forte, piano, crescendo, and decrescendo.	E	
A4	Use <b>notation and composition</b> techniques to: complete and perform an ending to a given melody, complete a given melody by filling in the missing notes.	E	
A4	<b>Perform</b> a solo piece which demonstrates mastery of technical and musical demands developed this year.	E	
A4	<b>Perform</b> as a member of the full band, and demonstrate mastery of technical and musical demands developed this year.	E	
A9	Demonstrate <b>instrument knowledge:</b> identifying parts, assembly, proper care, and basic tuning mechanisms.	E	
A9	Identify, define and demonstrate through performance, basic (level 1) <b>key and time signatures:</b> Concert Bb, Concert Eb, common time, 4/4, 3/4, 2/4	E	
A9	Count and perform <b>rhythms</b> combining various notes and rests including: whole, half, quarter, as well as eighth notes and dotted half notes. <i>(Percussion only - add eighth rest)</i>	E	

\*Codes indicate the highest instructional level of that grade level and may include an earlier level of instruction.

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A9	<p>Demonstrate <b>instrument technique</b>: proper sitting and standing playing posture for their instrument.</p> <p><i>(Winds only - Use good embouchure and breathing techniques to produce sounds demonstrating characteristic tone quality for their instrument, proper techniques in the attack, sustain and release of sounds)</i></p> <p><i>(Brass - tongue, slur, lip slurs on consecutive harmonics, trombone legato tonguing, trombone slide slurs)</i></p> <p><i>(Woodwinds - tongue and slur)</i></p> <p><i>(Percussion only - Demonstrate proper grip / playing position for: snare drum, bass drum, crash cymbals and mallet percussion, produce characteristic, even sounding: single strokes, multiple bounce strokes, and open double strokes. Identify and play the following rudiments: single paradiddle, flam, flam tap and flam accent on snare drum. Play rolls on mallet instruments)</i></p>	E	

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<b>MLR Content Standard:</b>	<b>B. CULTURAL HERITAGE:</b> Students will understand the cultural contributions (social, ethical, political, religious dimensions) of the arts, how the arts shape and are shaped by prevailing cultural and social beliefs and values, and recognize exemplary works from a variety of cultures and historical periods.		
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B5	Recall three facts about the development of their specific instrument	I	

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<b>MLR Content Standard:</b>	<b>C. CRITICISM AND AESTHETICS :</b> Students will reflect upon and assess the characteristics and merits of art works.		
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C1	Formulate preferences, and explain choices in terms of musical elements	I	
C6	Evaluate their own performance of an exercise or solo in terms of musical elements	I	
C6	Evaluate the group performance of the 5th grade band in terms of musical elements	I	

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