

LITCHFIELD PUBLIC SCHOOLS
Core Curriculum Scope and Sequence
Music- 5th Grade Band

	CT Frameworks/ Standards	Content and Skill Objectives Students will be able to:	Assessments	Resources
Unit 1 Foundations 4 Weeks	<p>2a. 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.</p> <p>2b. 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.</p> <p>3c. Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter and tonality.</p> <p>5b. Read at sight simple melodies in both the treble and bass clefs.</p> <p>5c. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.</p>	<p>-Count, clap, and play a variety of rhythmic patterns.</p> <p>- Assemble/disassemble instrument correctly</p> <p>-Identify and define music notation symbols in band literature and on written exams.</p> <p>-Sight read short exercises and songs from <i>Standard of Excellence</i>.</p> <p>-Individually perform prepared scales and exercises with appropriate technical accuracy and expression.</p> <p>-Analyze auditory examples of passages from book and other auditory examples.</p> <p>-Perform with a good tone, posture and technique.</p>	<p>Continuous visual and aural assessment of individual, small group, and ensemble performance.</p> <p>Individual playing assessment, graded with a scoring rubric.</p> <p>Written rhythm/notation test.</p>	<p><i>Standard of Excellence Book 1</i></p> <p>Written rhythm/notation assessments</p> <p>Playing assessment rubric</p>

	<p>5c. Identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing.</p> <p>5e. 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.</p> <p>6b. Analyze the uses of elements of music in aural examples representing diverse genres and cultures</p> <p>6c. Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions in their analyses of music.</p>			
<p>Unit 2</p> <p>Introducing Winter Concert Repertoire</p> <p>3 Weeks</p>	<p>2a. 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,</p> <p>2d. Play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.</p> <p>2e. Students who participate in an instrumental ensemble or</p>	<p>-Clap rhythms and identify melodies played by other instruments</p> <p>-Analyze how the use of specific musical elements in each piece enhance the effectiveness of the piece.</p> <p>-Describe the historical and cultural background of each piece and its composer.</p>	<p>Individual aural responses to guided questions about the played examples.</p> <p>Short written notational quizzes.</p> <p>Short playing tests bi-weekly</p>	<p><i>Standard of Excellence Book 1</i></p> <p>Winter Concert repertoire</p>

	<p>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.</p> <p>5d. Use standard symbols to notate meter, rhythm, pitch and dynamics in simple patterns presented by the teacher.</p> <p>6d. Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.</p>			
<p>Unit 3</p> <p>Rehearse Winter Concert Repertoire</p> <p>7 Weeks</p>	<p>2a. 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.</p> <p>2c. Perform music representing diverse genres and cultures, with expression appropriate for the work being performed.</p> <p>2e. Students who participate in</p>	<p>-Perform easy rhythmic, melodic and chordal patterns accurately and independently on rhythmic, melodic instruments.</p> <p>-Perform level 1-2 repertoire with rhythmic and note accuracy.</p> <p>-Demonstrate proper technique while performing accurate articulations (tonguing, slurring, ties...etc.)</p>	<p>-Rhythmic echo quizzes as well as continued playing tests and notational quizzes</p>	<p><i>Standard of Excellence Book 1</i></p> <p>Winter Concert repertoire</p> <p>Recordings of scheduled repertoire</p>

	<p>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.</p> <p>5a. 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.</p> <p>5c. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.</p> <p>6a. Describe specific music events in a given aural example, using appropriate terminology.</p> <p>6b. Analyze the uses of elements of music in aural examples representing diverse genres and cultures.</p> <p>6c. Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions in their analyses of music.</p>	<p>-Identify key aspects of pieces in scheduled repertoire including but not limited to tonality, accuracy/quality of recording.</p>		
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<p>Unit 4</p> <p>Evaluate Winter Concert</p> <p>1 Week</p>	<p>6a. Describe specific music events in a given aural example, using appropriate terminology.</p> <p>6b. Analyze the uses of elements of music in aural examples representing diverse genres and cultures.</p> <p>6c. Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions in their analyses of music.</p> <p>7a. Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.</p> <p>7b. 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..</p>	<p>-Objectively self-evaluate individual and group performance at the Winter Concert.</p> <p>-Create and respond to specific criteria for evaluating the performance; including dynamics, intonation, rhythm, tone, and note accuracy</p>	<p>Individual aural responses to the recording of the Winter Concert.</p> <p>Individual aural responses to guided self-evaluation questions after listening to the recording of the Winter Concert.</p>	<p>Digital Recorder</p> <p>Recording of Winter Concert performance</p>
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	CT Frameworks/ Standards	Content and Skill Objectives Students will be able to:	Assessments	Resources
Unit 5 Expansion of Range & Literacy 5 Weeks	<p>2a. 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.</p> <p>2c. Perform music representing diverse genres and cultures, with expression appropriate for the work being performed.</p> <p>3a. Improvise simple harmonic accompaniments.</p> <p>3c. Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter and tonality..</p> <p>5b. Use a system (that is, syllables, numbers or letters) to read simple pitch notation in the treble clef in major keys.</p> <p>5d. Use standard symbols to</p>	<p>-Continue to demonstrate proper assembly/disassembly of instrument.</p> <p>-Demonstrate proper articulation (tonguing, slurring, ties...etc.)</p> <p>-Demonstrate understanding of dotted quarter-notes as well as four (4) consecutive sixteenth-notes</p> <p>-Matching pitch and rhythms of played examples</p> <p>-Understand terms such as “flat”, “sharp” and “natural” when referencing note accidentals.</p> <p>-Echo rhythm examples as well as melodic examples during “warm-ups”</p> <p>-Create melodic warm-ups for beginning of lessons</p>	<p>Written assignments found within <i>Standard of Excellence Book 1</i></p> <p>-Rhythmic echo quizzes as well as continued playing tests and notational quizzes</p>	<p><i>Standard of Excellence Book 1</i></p>

	notate meter, rhythm, pitch and dynamics in simple patterns presented by the teacher.			
Unit 6 Rehearse Spring Concert Repertoire 11 Weeks	<p>2a. 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.</p> <p>2c. Perform music representing diverse genres and cultures, with expression appropriate for the work being performed.</p> <p>2e. 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.</p> <p>5a. Read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4,</p>	<p>-Perform easy rhythmic, melodic and chordal patterns accurately and independently on rhythmic, melodic instruments.</p> <p>-Perform level 1-2 repertoire with rhythmic and note accuracy.</p> <p>-Demonstrate good posture while performing</p> <p>-Perform using proper breath control and finger positioning.</p> <p>- Echo rhythmic and melodic auditory examples.</p> <p>-Identify key aspects of pieces in scheduled repertoire including but not limited to tonality, accuracy/quality of recording.</p>	<p>-Rhythmic echo quizzes as well as continued playing tests and notational quizzes</p> <p>-Written assignments found within <i>Standard of Excellence Book 1</i></p>	<p><i>Standard of Excellence Book 1</i></p> <p>Spring Concert repertoire</p> <p>Written notational tests</p> <p>Recordings of scheduled repertoire</p>

	<p>6/8, 3/8, and alla breve meter signatures.</p> <p>6c. Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions in their analyses of music.</p>			
<p>Unit 7 Evaluate Spring Concert 1 Week</p>	<p>6b. Analyze the uses of elements of music in aural examples representing diverse genres and cultures;</p> <p>7a. Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.</p> <p>7b. 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.</p>	<p>-Objectively self-evaluate individual and group performance at the Spring Concert.</p> <p>-Create and respond to specific criteria for evaluating the performance; including dynamics, intonation, rhythm, tone, and note accuracy</p>	<p>Individual aural responses to the recording of the Spring Concert.</p> <p>Individual aural responses to guided self-evaluation questions after listening to the recording of the Spring Concert.</p>	<p>Digital Recorder</p> <p>Recording of Spring Concert performance</p>

<p>Unit 8 Year End Review 3 Weeks</p>	<p>2b. 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.</p> <p>5a. 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.</p> <p>5b. Read at sight simple melodies in both the treble and bass clefs;</p> <p>6c. Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions in their analyses of music.</p> <p>7b. 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.</p>	<p>-Perform a number of song selections (from <i>Standard of Excellence Book 1</i>) including but limited to "Trumpet Voluntary"</p> <p>-Identify all notes learned throughout the year, including proper fingering(s)/position(s)</p> <p>-Define terminology (such as forte, piano, crescendo...etc.)</p> <p>-Evaluate student performances of selected songs from <i>Standard of Excellence</i>.</p> <p>-Perform songs from <i>Standard of Excellence Book 1</i> in many styles including but not limited to, rounds, solos, and soli.</p>	<p>"Trumpet Voluntary" (from <i>Standard of Excellence Book 1</i>)</p> <p>-Written vocabulary, notation, rhythmic quizzes.</p>	<p><i>Standard of Excellence Book 1</i></p> <p>Rubric for end of the year performance of "Trumpet Voluntary".</p>
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