



West Windsor-Plainsboro Regional School District
Orchestra
Grade 5

Unit 1: Fall Semester

Content Area: Music

Course & Grade Level: Orchestra, Grade 5

Summary & Rationale

Orchestra is an academic subject with its own body of knowledge and skills, which has its unique way of developing critical thinking. It is an integral part of other curricular areas. Music creates a bridge between the school and the community. Musicianship is knowledge-based and developed through practicing, critical listening and performing. Orchestra fosters creative growth and cultivates self-confidence and self-discipline. This creative art form allows use of the whole brain and promotes self-expression through performance, composition, and the use of technology. Orchestra provides many opportunities for all students, at all levels and abilities, to participate and excel while building teamwork. By teaching students to develop musical abilities in ensemble and solo settings, we provide them with skills that encourage lifelong learning.

Orchestra offers students the opportunity to engage in the process of becoming musicians and connoisseurs of music. As self-learners, students learn to work as a team in creative endeavors, developing the necessary skills and abilities to broaden their perspectives and become lifelong music enthusiasts.

Students will acquire the critical thinking to assess the music they hear and perform, responding with a music vocabulary and an understanding of the creative process. The skills students learn in orchestra will prepare them for future courses in the visual and performing arts as well as other content areas.

Instructors, as well as students when appropriate, will evaluate students' work. Most of the assignments and projects are performance based; therefore, preparation and delivery are equally weighed in distributing grades. Classroom participation is integral to the productivity of the course, and is also included in all grading and evaluations.

The elements of this curriculum are designed to maintain consistency with other courses. The learning objectives, questions and understandings are taught and learned interdependently. Occurring on a regular basis, music education results by connecting all elements

Recommended Pacing

90 Days

National Core Arts Standards

Creating

MU:Cr1.1.E.5a	Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.
MU:Cr2.1.E.5a	Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal
MU:Cr2.1.E.5b	Preserve draft compositions and improvisations through standard notation and audio recording.

Performing

MU:Pr4.1.E.5a	Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
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MU:Pr4.2.E.5a	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.
MU:Pr4.3.E.5a	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances
MU:Pr5.3.E.5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
MU:Pr6.1.E.5a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
MU:Pr6.1.E.5b	Demonstrate an awareness of the context of the music through prepared and improvised performances.
Responding	
MU:Re7.1.E.5a	Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context
MU:Re7.2.E.5a	Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.
MU:Re8.1.E.5a	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.
MU:Re9.1.E.5a	Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.
Connecting	
MU:Cn10.0.E.5a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
MU:Cn11.0.E.5a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Interdisciplinary Standards	
9.1.4.C.1	Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
21st Century Life & Career Standards	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • The creative concepts and feelings that influence musicians' work emerge from their experiences, contexts, and expressive intents. • Musicians' selection, interpretation and performance result from their technical knowledge of musical works, comprehension of the creators' intentions, and understanding of historical/cultural contexts. 	

- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Unit Essential Questions

- How do musicians make creative decisions?
- How does understanding the structure and context of musical works inform selection, interpretation and performance?
- How does understanding the structure and context of music influence a response?
- How do musicians make meaningful connections to creating, performing, and responding using other arts/disciplines, contexts and life experiences?

Objectives

When **CREATING**, students will know and be able to:

- Create and imitate more complex rhythmic bowing patterns and execute the bowings on various major scales.
- Create and imitate simple melodic ideas based on new notes learned in class (ear training).
- Learn/review how to write music in standard notation (eg. - how to draw clef, key signature, notes, etc.) in a legible manner.
- Compose notes and rhythms of a short melody (in D major, using half, quarter, eighth, and rests).
- Edit and/or refine composition to reflect new rhythms, notes, or finger patterns learned in class.

When **PERFORMING**, students will know and be able to:

- Understand the process of how to approach a new piece of music.
- Play two-octave major scales with appropriate arpeggios (violins G, violas and cellos C).
- Play one-octave G major scale with appropriate arpeggios (basses).
- Recognize and play low 2 (upper strings); 2nd finger (lower strings) (i.e., F-natural, C-natural).
- Name and play notes found with above finger patterns on all four strings.
- Read and play music in 2/4 time signature.
- Identify and play notes and rests of sixteenth, dotted quarter and ties.
- Apply all above skills to their winter concert repertoire.
- Identify and perform repertoire using tempo, dynamic, and articulation markings, with appropriate phrasing.
- Use musical language to assess own and peer performances.
- Experiment with different stylistic approaches to repertoire based on peer feedback, and come to consensus with teacher guidance about how to perform with the chosen style.
- Stand and sit with proper posture.
- Hold instrument and bow correctly.
- Continue to play with correct relationship between point of contact, bow speed, and bow weight.
- Play marcato strokes, 2 note slurs, double stops with open lower strings, RH pizzicato while holding bow in fist.
- Complete research assignments about pieces, composers, history of relevant repertoire.
- Acquire and apply knowledge of proper orchestral protocol.

When **RESPONDING**, students will know and be able to:

- Think critically about how new technique interacts with repertoire.
- Complete homework questions about historical and social context of music.

- Identify basic structural components (i.e., form, repetition, etc.) within a piece of music that give the work meaning.
- Follow a conductor's gestures in regards to phrasing and articulation.
- Identify how expressive markings convey the intent of the composer.
- Watch performance videos to assess technical skill and expressive interpretation.
- Describe personal experience and goals through participating in performances.

When CONNECTING, students will know and be able to:

- Explain how interest, knowledge and skill affect selecting repertoire that reflects the developing technique of 2nd year orchestra players Students will understand the process of how to approach a new piece of music.
- Explain how performing repertoire using tempo, dynamic, articulation markings, and appropriate phrasing is influenced by interests, knowledge and skill.
- Explain how context informs creating, imitating and improvisation.
- Complete research assignments about pieces, composers, and history of relevant repertoire that relate to other arts, disciplines, contexts and daily life.

Evidence of Learning

Assessment

Teacher observation and performance assessment

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

- Orchestral Music
- Keyboard
- Digital Recording Device

Unit 2: Spring Semester

Content Area: Music

Course & Grade Level: Orchestra, Grade 5

Summary & Rationale

Orchestra is an academic subject with its own body of knowledge and skills, which has its unique way of developing critical thinking. It is an integral part of other curricular areas. Music creates a bridge between the school and the community. Musicianship is knowledge-based and developed through practicing, critical listening and performing. Orchestra fosters creative growth and cultivates self-confidence and self-discipline. This creative art form allows use of the whole brain and promotes self-expression through performance, composition, and the use of technology. Orchestra provides many opportunities for all students, at all levels and abilities, to participate and excel while building teamwork. By teaching students to develop musical abilities in ensemble and solo settings, we provide them with skills that encourage lifelong learning.

Orchestra offers students the opportunity to engage in the process of becoming musicians and connoisseurs of music. As self-learners, students learn to work as a team in creative endeavors, developing the necessary skills and abilities to broaden their perspectives and become lifelong music enthusiasts.

Students will acquire the critical thinking to assess the music they hear and perform, responding with a music vocabulary and an understanding of the creative process. The skills students learn in orchestra will prepare them for future courses in the visual and performing arts as well as other content areas.

Instructors, as well as students when appropriate, will evaluate students' work. Most of the assignments and projects are performance based; therefore, preparation and delivery are equally weighed in distributing grades. Classroom participation is integral to the productivity of the course, and is also included in all grading and evaluations.

The elements of this curriculum are designed to maintain consistency with other courses. The learning objectives, questions and understandings are taught and learned interdependently. Occurring on a regular basis, music education results by connecting all elements.

Recommended Pacing

90 Days

National Core Arts Standards

Creating

MU:Cr1.1.E.5a	Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.
MU:Cr3.1.E.5a	Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.
MU:Cr3.2.E.5a	Share personally-developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.

Performing

MU:Pr4.1.E.5a	Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
MU:Pr4.2.E.5a	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.
MU:Pr4.3.E.5a	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances
MU:Pr5.3.E.5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
MU:Pr6.1.E.5a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
MU:Pr6.1.E.5b	Demonstrate an awareness of the context of the music through prepared and improvised performances.
Responding	
MU:Re7.1.E.5a	Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
MU:Re7.2.E.5a	Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.
MU:Re8.1.E.5a	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.
MU:Re9.1.E.5a	Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.
Connecting	
MU:Cn10.0.E.5a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
MU:Cn11.0.E.5a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Interdisciplinary Standards	
9.1.4.C.1	Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
21st Century Life & Career Standards	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> The creative concepts and feelings that influence musicians' work emerge from their experiences, contexts, and expressive intents. 	

- Musicians' selection, interpretation and performance result from their technical knowledge of musical works, comprehension of the creators' intentions, and understanding of historical/cultural contexts.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Unit Essential Questions

- How do musicians make creative decisions?
- How does understanding the structure and context of musical works inform selection, interpretation and performance?
- How does understanding the structure and context of music influence a response?
- How do musicians make meaningful connections to creating, performing, and responding using other arts/disciplines, contexts and life experiences?

Objectives

When **CREATING**, students will know and be able to:

- Create and imitate more complex rhythmic bowing patterns and execute the bowings on various 1- and 2-octave major scales.
- Create and imitate simple melodic ideas based on new notes learned in class (ear training).
- Add expressive markings to existing composition as developmentally appropriate.
- Improvise short rhythmic and melodic passages, as guided by teacher.
- Share written copies of compositions with teacher and classmates.

When **PERFORMING**, students will know and be able to:

- Select repertoire that reflects the developing technique of 2nd year orchestra players RE: bow technique, finger patterns, expressive qualities, etc.
- Understand and apply the process of how to approach a new piece of music.
- Practice efficiently, and choose which exercise to be evaluated in the following class.
- Play two-octave major scales with appropriate arpeggios (violins G&A, violas and cellos C&D, cellos G).
- Identify and perform using high 3rd/4th finger, low 1st finger, and pivots/half position (bass).
- Name and play notes found with above finger patterns on all four strings.
- Identify and play notes and rests of sixteenth and dotted eighth rhythms.
- Apply all above skills to their spring concert repertoire.
- Identify and perform repertoire using tempo, dynamic, and articulation markings, with appropriate phrasing.
- Use musical language to assess own and peer performances.
- Experiment with different stylistic approaches to repertoire based on peer feedback, come to consensus with teacher guidance about how to perform with the chosen style.
- Stand and sit with proper posture.
- Hold instrument and bow correctly.
- Continue to play with correct relationship between point of contact, bow speed, and bow weight.
- Play marcato strokes, 3 note slurs, LH pizz, hooked bows, ties, and detached slurs.
- Complete research assignments about pieces, composers, history of relevant repertoire.

When **RESPONDING**, students will know and be able to:

- Think critically about how new technique interacts with repertoire.
- Complete HW questions about historical and social context of music.

- Identify basic structural components (i.e. form, repetition, etc.) within a piece of music that give the work meaning.
- Follow a conductor's gestures in regards to phrasing and articulation.
- Identify how expressive markings convey the intent of the composer.
- Watch performance videos and assess technical skill and expressive interpretation.
- Describe personal experience and goals through participating in performances.

When CONNECTING, students will know and be able to:

- Explain how interest, knowledge and skill affect selecting repertoire that reflects the developing technique of 2nd year orchestra players Students will understand the process of how to approach a new piece of music.
- Explain how performing repertoire using tempo, dynamic, articulation markings, and appropriate phrasing is influenced by interests, knowledge and skill.
- Explain how context informs creating, imitating and improvisation.
- Complete research assignments about pieces, composers, and history of relevant repertoire that relate to other arts, disciplines, contexts and daily life.
- Watch performance videos and make discuss connection to other arts, disciplines, contexts and daily life.

Evidence of Learning

Assessment

Teacher observation and performance assessment

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

- Orchestral Music
- Keyboard
- Digital Recording Device

Unit 2: Ensemble Skills

Content Area: Music

Course & Grade Level: Chorus, Grade 5

Summary & Rationale

Music is an academic subject with its own special body of knowledge, skills, and unique way of knowing and thinking. It is an integral part of other curricular areas. Music creates a bridge between the school and the community. Musicianship is knowledge-based and is developed through practicing, critical listening, performing, and creating. Music fosters creative growth as well as develops self-confidence and self-discipline. This creative art form allows use of the whole brain and promotes self-expression through performance, composition, and/or the use of technology. It provides many opportunities for all students, at all levels and abilities, to participate and excel while building teamwork. By helping our students to develop their musical abilities in ensemble and solo settings, we are helping to provide them with skills that also encourage lifelong learning.

This course builds upon the foundation established in the general music classroom. Students are given the opportunity to expand their vocal range, improve their head voice, and become more adept at singing in harmony. Aural skill development and open responsiveness to the conductor's cues will engender the student's understanding of their role in the choral ensemble. Students will work collaboratively to perform for peers, parents, and community members. Students will exemplify appropriate concert etiquette both as a performing musician and a member of the audience. Students will recognize how their individual contributions effect the good of the group and work together with their peers to develop the necessary skills and abilities to become lifelong music enthusiasts.

Students will be asked to make objective judgments about music performance, responding with a vocabulary and an understanding of the creative process. The skills students learn in this course will prepare them for future courses in the visual and performing arts as well as other content areas

Recommended Pacing

35 Days

National Core Arts Standards

Standard 1.1 - The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores

1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.

1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.

Standard 1.2 - History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures

1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.

Standard 1.3 - Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art

1.3.2.B.5 Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.

1.3.2.B.7 Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues

Standard 1.4 - Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.

1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).

1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances

1.4.2.B.3 Recognize the making subject or theme in works of dance, music, theatre, and visual art.

Interdisciplinary Standards

9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).

21st Century Life & Career Standards

CRP2 Apply appropriate academic and technical skills

CRP4 Communicate clearly and effectively and with reason

CRP6 Demonstrate creativity and innovation

Technology Standards

8.2 All students will use digital tools to access, manage, evaluate, and synthesize

	information in order to solve problems individually and collaborate and to create and communicate knowledge.
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Instructional Focus

Unit Enduring Understandings

- Participation in music and the arts promotes and supports creativity, problem solving ability, discipline, cooperative learning, team building, presentational skill, tolerance, reflection, evaluation, and confidence to attempt other creative endeavors.
- Quality performance increases with meaningful reflection.
- Cooperative activity develops a positive feeling of self
- Individual contribution affects the quality of the group performance.
- The process of creating can be as or more meaningful to the musician as the final product

Unit Essential Questions

- What does a musician gain through by going through the creative process?
- How can our performance yesterday improve our performance tomorrow?
- What is the proper way to prepare for a concert?

Objectives

- Students will know and be able to:**
- Watch and respond appropriately to conductor’s cues including:
 - Dynamics
 - Tempo
 - Articulation and Phrasing
 - Breathing
 - Entrances and releases including fermatas
 - Positively contribute in a large ensemble setting:
 - Respecting others
 - Listening to rehearsal instruction and following procedures
 - Actively listen in order to unify the ensemble sound
 - Demonstrate proper concert etiquette and decorum:
 - While entering, exiting, sitting, and standing
 - By watching and responding to the conductor
 - Appropriate stage presence
 - By maintaining an appropriate relationship between performer and audience

Evidence of Learning

Assessment

Teacher observation and performance assessment
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Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

- Choral Music
- Piano
- Websites
- Digital Recording devices

