

SCHOOL DISTRICT OF FORT ATKINSON
FORT ATKINSON, WISCONSIN
Performance Standard A: SINGING
Instrumental/ 5th Grade Orchestra

Content Standard - Students in Fort Atkinson will sing, alone and with others, a varied repertoire of music

Standards By the end of grade 5, the students will:	Skills and Concepts The students will:	Examples
A.5.1 Sing via call and response various melodic and/or rhythmic excerpts from classroom materials.	<ul style="list-style-type: none"> • use instrumental articulation symbols to sing simple classroom material 	<ul style="list-style-type: none"> • Da-Da-Da or Ta-Ta-Ta
A.5.2 Sing notated rhythmic or pitch, taken from classroom music materials.	<ul style="list-style-type: none"> • Use a numeric counting system for rhythm. 	<ul style="list-style-type: none"> • 1+2+3+4+

SCHOOL DISTRICT OF FORT ATKINSON
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Performance Standard B: INSTRUMENTAL
Instrumental/ 5th Grade Orchestra

Content Standard - Students in Fort Atkinson will play, alone and with others, a varied repertoire of music on instruments

Standards By the end of grade 5, the students will:	Skills and Concepts The students will:	Examples
B.5.1 Perform on at least one instrument, alone, in small groups and large ensembles, with correct posture and playing position.	<ul style="list-style-type: none"> • Perform while sitting up straight in their chair with feet firmly planted on the floor while holding their instrument in the proper playing position that is free of excess tension.. • Recognize and demonstrate proper fingering. 	No pancake wrist Mr. Bent Thumb
B.5.2 Perform a repertoire of instrumental literature with an appropriately challenging level of difficulty using dynamic control and demonstrating a basic understanding of key and time signatures.	<ul style="list-style-type: none"> • Recognize and perform the following dynamics: <i>piano</i> and <i>forte</i>. • Recognize and perform the following concert key signatures: D. • Recognize and perform the following time signatures: 3/4, 4/4. 	The student will begin on the open D string and continue the scale on the open A string.
B.5.3 Perform independently against contrasting parts.	<ul style="list-style-type: none"> • Recognize the following 2-4 part musical terminology: round, chorale, and divisi. 	<ul style="list-style-type: none"> • Students play contrasting melodies at the same time

<p>B.5.4 Demonstrate basic characteristic tone on their instrument.</p>	<ul style="list-style-type: none">• Recognize and demonstrate a proper left hand position.• Recognize and demonstrate proper right hand position.• Demonstrate a characteristic tone as modeled by instructor or recording.	<p>Left hand fingers produce pitch by applying suitable weight on string.</p> <p>Left hand fingers are curved (joints not caved in) to produce a clear sound.</p> <ol style="list-style-type: none">1. Bow must be parallel to bridge2. Right hand is balanced to control weight of bow3. Right arm, shoulder, and elbow is relaxed to control bow speed <p>- Elements of sound production:</p> <ol style="list-style-type: none">1. Speed of bow2. weight or pressure on bow3. placement of bow on instrument
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SCHOOL DISTRICT OF FORT ATKINSON
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Music Creativity C: IMPROVISATION
Instrumental/ 5th Grade Orchestra

Content Standard - Students in Fort Atkinson will improvise music

Standards By the end of grade 5, the students will:	Skills and Concepts The students will:	Examples
C.5.1 Echo simple rhythmic and melodic patterns of their own development.	<ul style="list-style-type: none"> • Echo four-note melodic patterns (D-G or A-high D). • Echo rhythmic patterns using the following denominations: half, quarter, eighth notes and corresponding rests. • Perform question and answer improvisations with 4 notes. 	Teacher demonstrates, student echoes
C.5.2 Play and embellish simple melodies by ear.	<ul style="list-style-type: none"> • Perform popular melodies (up to five notes) by ear. • Embellish popular melodies (up to five notes) by ear. • Perform popular melodies either faster or slower. The right hand and left hand will make adjustments with a faster speed: less bow, forearm (not upper arm), middle bow, LH fingers near string. 	<p>Mary Had a Little Lamb, Hot Cross Buns, Pierott's Door, etc...</p> <p>Identify slow, slower, fast, faster on a simple melody.</p> <p>Perform a simple tune and demonstrate 2 different tempi.</p>

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Music Creativity D: COMPOSITION
Instrumental/ 5th Grade Orchestra

Content Standard - Students in Fort Atkinson will compose and music

Standards By the end of grade 5, the students will:	Skills and Concepts The students will:	Examples
D.5.1 Compose simple melodies and rhythms for their own instrument.	<ul style="list-style-type: none">• compose 2-8 simple melodies using any notes learned	<ul style="list-style-type: none">• Students create a melody with varying rhythms and pitches

SCHOOL DISTRICT OF FORT ATKINSON
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Music Literacy E: READING and NOTATING
Instrumental/ 5th Grade Orchestra

Content Standard - Students in Fort Atkinson will read and notate music

Standards By the end of grade 5, the students will:	Skills and Concepts The students will:	Examples
E.5.1 read half, quarter, eighth notes and rests in 2/4 and 4/4 meter signatures.	Perform selections involving whole, half, quarter, 8th notes and corresponding rests.	Students read half, quarter, eighth notes and rests in 2/4 and 4/4 meter signatures.

E.5.2 Recognize standard musical symbols of pitch, rhythm, dynamics, and articulation.

- Students will recognize and perform the following terms and symbols

Pitch

- Treble Clef •Bass Clef •Alto Clef •Ledger line
- Music Alphabet (A-G) •Sharp (#).

Rhythm and Tempo

- Half, quarter, eighth notes and corresponding rests
- Fermata

Dynamics

- piano* •*forte*

Articulation

- Right hand pizzicato•legato

Other Standard Notation

- Measures •Bar Lines •Double bar line
- Bow Lift (') •Phrase •Section repeat sign
- One measure and two measure repeat sign
- 1st and 2nd endings •Pick-up note
- Long rest (multi-measure rest) •Down Bow • Up Bow

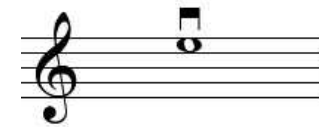
unison, 2nd, 3rd, octave, half step, whole step

- Characteristics of legato

bow

1. long bow stroke
2. bow stays on string
3. use middle of bow for quarter notes
4. continuous sound

Down bow = bow move to the right, symbol is



- Up bow = bow moves to the left, symbol is



- Bow lift = lift up bow and begin with another down bow

SCHOOL DISTRICT OF FORT ATKINSON
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Music Response F: ANALYSIS
Instrumental/ 5th Grade Orchestra

Content Standard - Students in Fort Atkinson will analyze and describe music

Standards By the end of grade 5, the students will:	Skills and Concepts The students will:	Examples
F.5.1 Identify sounds of various orchestra instruments.	<ul style="list-style-type: none"> • Through listening, will be able to identify the timbres of various orchestra instruments. 	<p>Recorded orchestral music</p> <p>Teacher demonstrations</p>
F.5.2 Identify simple musical devices, such as form, contrast.	<ul style="list-style-type: none"> • recognize and demonstrate knowledge of the following: <ul style="list-style-type: none"> Form <ul style="list-style-type: none"> • AB • ABA (Rondo) • Round Contrast Texture <p>Students experiment on their instrument and analyze how to most efficiently produce a loud and soft sound.</p>	

SCHOOL DISTRICT OF FORT ATKINSON
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Music Response G: EVALUATION
Instrumental/ 5th Grade Orchestra

Content Standard - Students in Fort Atkinson will evaluate music and music performances

Standards By the end of grade 5, the students will:	Skills and Concepts The students will:	Examples
G.5.1 Evaluate the quality of own performance and the performance of others.	<ul style="list-style-type: none"> • Evaluate individual performance through: class discussion, observation, modeling, and constructive criticism of peers and from peers, also including the instructor. • Students critique another student's performance and identify needed improvements. 	Students can identify ways to improve their own performance.
G.5.2 Contribute constructive suggestions for improvement.	<ul style="list-style-type: none"> • Evaluate ensemble performance through: class discussion, observation, modeling, and constructive criticism of peers and from peers, also including the instructor. 	Students can complement and offer suggestions to their peers.

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Music Connections H: THE ARTS
Instrumental/ 5th Grade Orchestra

Content Standard - Students in Fort Atkinson will relate music to the other arts and disciplines outside the arts

Standards By the end of grade 5, the students will:	Skills and Concepts The students will:	Examples
H.5.1 Identify terms common in the arts, such as texture, color, form, and movement.	<ul style="list-style-type: none"> • Discuss common elements between: <ul style="list-style-type: none"> • Music and dance • Music and visual arts • Music and language arts 	<ul style="list-style-type: none"> • Students understand how music can be used in theatre, dance and in visual arts – such as movies.
H.5.2 Recognize the relationship of music to principles in other disciplines.	<ul style="list-style-type: none"> • discuss common elements between: <ul style="list-style-type: none"> • Music and math • Music and science • Music and social studies • Music and language arts • Music and technology 	<ul style="list-style-type: none"> • Students understand how music complements all other disciplines and how other academic subjects complement music.

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Music Connections I: HISTORY AND CULTURE
Instrumental/ 5th Grade Band

Content Standard - Students in Fort Atkinson will relate music to history and culture

Standards By the end of grade 5, the students will:	Skills and Concepts The students will:	Examples
I.5.1 Perform and discuss a varied repertoire of music from other cultures.	<ul style="list-style-type: none"> • Perform and discuss music from the following countries/cultures: <p>•Italy •France •Germany •Norway •England •Ireland •Wales •Russia •Australia •Mexico •Canada •United States of America •Japan •West Indies •Latin America •Czech Republic •China •Scotland •Israel •South Africa</p>	<ul style="list-style-type: none"> • Student will study and perform music from other countries.
I.5.2 perform and discuss music from various historical periods	<ul style="list-style-type: none"> • Students will perform and discuss music from the following historical periods 	Classical: Mozart's "Twinkle Twinkle Little Star" 20 th Century: Double String Blues