



## Course Overview

Unit Title	Unit Summary
<a href="#"><u>Instrument Assignments</u></a>	This unit introduces students to the instruments in the orchestra. The students will learn what size instrument they need, as well as the correct materials and accessories.
<a href="#"><u>CHAMPS</u></a>	This unit introduces students to the classroom rules and procedures by teaching expectations related to classroom management, safety, and curriculum. The student learns the classroom expectations using the acronym CHAMPS(Conversation, Help, Activity, Movement, Participation, Success).
<a href="#"><u>Instrument Parts/Placement/Care</u></a>	This unit introduces students to proper instrument care. In addition, it goes over the different parts of their instrument, the bow, and the accessories(shoulder rest, rock stop) needed to be successful. Students understand where to store their instruments/cases during classroom activities,storage during the day, and at home.
<a href="#"><u>Posture/Both Hands/Open Strings</u></a>	Students will learn to properly stand and sit in a chair(violin, viola, cello) or stool(bass) while holding their instrument in the correct position. Left hands will be on the upper bout, and students will learn to pizzicato their open strings with their right hand.
<a href="#"><u>Beginning Theory</u></a>	In this unit, the basics of the music staff are covered. Vocabulary include: clef, measure, barline, time signature, quarter note, stem, stem position, note head, quarter rest, repeat sign, double bar line, ledger lines, sharps, naturals, flats, and accidentals.
<a href="#"><u>Rhythm and Counting</u></a>	Students are introduced to a variety of time signatures(4/4, 3/4, 2/4) and can clap and count different rhythms using a combination of whole, half, quarter, dotted half, and eighth notes.
<a href="#"><u>Bowing with Bow</u></a>	This unit teaches students to correctly tighten and loosen the bow, how to care for the bow, and do a variety of bow exercises using a correct bow hold on a pencil and on the actual bow.
<a href="#"><u>Tuning/Intonation</u></a>	In this unit, students learn how to use fine tuners(no pegs) and tune their open strings. Students also learn how to identify if a note is sharp(higher), flat(lower) or matches pitches both verbally and with an instrument.

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<u><b>Range Expansion</b></u>	In this unit, students will learn how to play all of the notes of a one-octave D major scale using weighted, tunneled fingers to achieve a ringing sound on each note. Appropriate concert etiquette for a performer and an audience member is also covered.
<u><b>Technique</b></u>	This unit introduces students to the following: notes on the G string, bowing techniques (hooked bowing, staccato, legato) 2 note slurs on the same string, tempo markings (allegro, moderato, andante, ritardando and accelerando) dynamic markings (piano, mezzoforte, forte) bow lanes, contact point, and low 2-high 2 finger patterns.

## Instrument Assignments

### Texas Essential Knowledge and Skills (TEKS)

- (1) Foundations: music literacy. The student describes and analyzes musical sound.
  - 1. (A)distinguish among a variety of musical timbres, including those of children's voices and soprano, alto, tenor, and bass adult voices;
  - 1. (B)distinguish among a variety of musical timbres, including those of woodwind, brass, string, percussion, keyboard, electronic instruments, and instruments of various cultures;
  - 1. (C)use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound, to explain musical sounds presented aurally; and
  - 1. (D)identify and label small and large musical forms such as abac, AB, and ABA; rondo; and theme and variations presented aurally in simple songs and larger works.
- (2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples.
  - 2. (A)read, write, and reproduce rhythmic patterns using standard notation, including syncopated patterns, and previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate;
  - 2. (B)read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation; and
  - 2. (C)identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound.
- (3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings.
  - 3. (A)sing and play classroom instruments independently or in groups with accurate intonation and rhythm;
  - 3. (B)sing or play a varied repertoire of music such as American folk songs, patriotic music, and folk songs representative of local and world cultures independently or in groups;
  - 3.(C) move alone and with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together;
  - 3. (D)perform various folk dances and play parties;
  - 3. (E)perform simple two-part music, including rhythmic and melodic ostinati, rounds, partner songs, and counter melodies; and

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- 3. (F)interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound.
- (4) Creative expression. The student creates and explores new musical ideas within specified guidelines.
  - 4. (A)create rhythmic phrases through improvisation and composition;
  - 4. (B)create melodic phrases through improvisation and composition; and
  - 4. (C)create simple accompaniments through improvisation and composition.
- (5) Historical and cultural relevance. The student examines music in relation to history and cultures.
  - 5. (A)perform a varied repertoire of songs, movement, and musical games representative of diverse cultures such as historical folk songs of Texas and America and European and African cultures in America;
  - 5. (B)perform music representative of Texas and America, including "The Star Spangled Banner";
  - 5. (C)identify and describe music from diverse genres, styles, periods, and cultures; and
  - 5. (D)examine the relationships between music and interdisciplinary concepts.
- (6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances.
  - 6. (A)exhibit audience etiquette during live and recorded performances;
  - 6. (B)identify known rhythmic and melodic elements in aural examples using appropriate vocabulary;
  - 6. (C)describe specific musical events such as changes in timbre, form, tempo, dynamics, or articulation in aural examples using appropriate vocabulary;
  - 6. (D)respond verbally and through movement to short musical examples;
  - 6. (E)evaluate a variety of compositions and formal or informal musical performances using specific criteria; and
  - 6. (F)justify personal preferences for specific music works and styles using music vocabulary.

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## CHAMPS

### Texas Essential Knowledge and Skills (TEKS)

- (1) Foundations: music literacy. The student describes and analyzes musical sound.
  - 1. (A)distinguish among a variety of musical timbres, including those of children's voices and soprano, alto, tenor, and bass adult voices;
  - 1. (B)distinguish among a variety of musical timbres, including those of woodwind, brass, string, percussion, keyboard, electronic instruments, and instruments of various cultures;
  - 1. (C)use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound, to explain musical sounds presented aurally; and
  - 1. (D)identify and label small and large musical forms such as abac, AB, and ABA; rondo; and theme and variations presented aurally in simple songs and larger works.
- (2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples.
  - 2. (A)read, write, and reproduce rhythmic patterns using standard notation, including syncopated patterns, and previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate;
  - 2. (B)read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation; and
  - 2. (C)identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound.
- (3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings.
  - 3. (A)sing and play classroom instruments independently or in groups with accurate intonation and rhythm;
  - 3. (B)sing or play a varied repertoire of music such as American folk songs, patriotic music, and folk songs representative of local and world cultures independently or in groups;
  - 3.(C) move alone and with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together;
  - 3. (D)perform various folk dances and play parties;
  - 3. (E)perform simple two-part music, including rhythmic and melodic ostinati, rounds, partner songs, and counter melodies; and

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- 3. (F)interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound.
- (4) Creative expression. The student creates and explores new musical ideas within specified guidelines.
  - 4. (A)create rhythmic phrases through improvisation and composition;
  - 4. (B)create melodic phrases through improvisation and composition; and
  - 4. (C)create simple accompaniments through improvisation and composition.
- (5) Historical and cultural relevance. The student examines music in relation to history and cultures.
  - 5. (A)perform a varied repertoire of songs, movement, and musical games representative of diverse cultures such as historical folk songs of Texas and America and European and African cultures in America;
  - 5. (B)perform music representative of Texas and America, including "The Star Spangled Banner";
  - 5. (C)identify and describe music from diverse genres, styles, periods, and cultures; and
  - 5. (D)examine the relationships between music and interdisciplinary concepts.
- (6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances.
  - 6. (A)exhibit audience etiquette during live and recorded performances;
  - 6. (B)identify known rhythmic and melodic elements in aural examples using appropriate vocabulary;
  - 6. (C)describe specific musical events such as changes in timbre, form, tempo, dynamics, or articulation in aural examples using appropriate vocabulary;
  - 6. (D)respond verbally and through movement to short musical examples;
  - 6. (E)evaluate a variety of compositions and formal or informal musical performances using specific criteria; and
  - 6. (F)justify personal preferences for specific music works and styles using music vocabulary.

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## Instrument Parts/Placement/Care

### Texas Essential Knowledge and Skills (TEKS)

- (1) Foundations: music literacy. The student describes and analyzes musical sound.
  - 1. (A)distinguish among a variety of musical timbres, including those of children's voices and soprano, alto, tenor, and bass adult voices;
  - 1. (B)distinguish among a variety of musical timbres, including those of woodwind, brass, string, percussion, keyboard, electronic instruments, and instruments of various cultures;
  - 1. (C)use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound, to explain musical sounds presented aurally; and
  - 1. (D)identify and label small and large musical forms such as abac, AB, and ABA; rondo; and theme and variations presented aurally in simple songs and larger works.
- (2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples.
  - 2. (A)read, write, and reproduce rhythmic patterns using standard notation, including syncopated patterns, and previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate;
  - 2. (B)read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation; and
  - 2. (C)identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound.
- (3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings.
  - 3. (A)sing and play classroom instruments independently or in groups with accurate intonation and rhythm;
  - 3. (B)sing or play a varied repertoire of music such as American folk songs, patriotic music, and folk songs representative of local and world cultures independently or in groups;
  - 3.(C) move alone and with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together;
  - 3. (D)perform various folk dances and play parties;
  - 3. (E)perform simple two-part music, including rhythmic and melodic ostinati, rounds, partner songs, and counter melodies; and

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- 3. (F)interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound.
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  - 4. (A)create rhythmic phrases through improvisation and composition;
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- (5) Historical and cultural relevance. The student examines music in relation to history and cultures.
  - 5. (A)perform a varied repertoire of songs, movement, and musical games representative of diverse cultures such as historical folk songs of Texas and America and European and African cultures in America;
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  - 5. (D)examine the relationships between music and interdisciplinary concepts.
- (6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances.
  - 6. (A)exhibit audience etiquette during live and recorded performances;
  - 6. (B)identify known rhythmic and melodic elements in aural examples using appropriate vocabulary;
  - 6. (C)describe specific musical events such as changes in timbre, form, tempo, dynamics, or articulation in aural examples using appropriate vocabulary;
  - 6. (D)respond verbally and through movement to short musical examples;
  - 6. (E)evaluate a variety of compositions and formal or informal musical performances using specific criteria; and
  - 6. (F)justify personal preferences for specific music works and styles using music vocabulary.

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## Posture/Both Hands/Open Strings

### Texas Essential Knowledge and Skills (TEKS)

- (1) Foundations: music literacy. The student describes and analyzes musical sound.
  - 1. (A)distinguish among a variety of musical timbres, including those of children's voices and soprano, alto, tenor, and bass adult voices;
  - 1. (B)distinguish among a variety of musical timbres, including those of woodwind, brass, string, percussion, keyboard, electronic instruments, and instruments of various cultures;
  - 1. (C)use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound, to explain musical sounds presented aurally; and
  - 1. (D)identify and label small and large musical forms such as abac, AB, and ABA; rondo; and theme and variations presented aurally in simple songs and larger works.
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  - 2. (A)read, write, and reproduce rhythmic patterns using standard notation, including syncopated patterns, and previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate;
  - 2. (B)read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation; and
  - 2. (C)identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound.
- (3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings.
  - 3. (A)sing and play classroom instruments independently or in groups with accurate intonation and rhythm;
  - 3. (B)sing or play a varied repertoire of music such as American folk songs, patriotic music, and folk songs representative of local and world cultures independently or in groups;
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  - 6. (A)exhibit audience etiquette during live and recorded performances;
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  - 6. (D)respond verbally and through movement to short musical examples;
  - 6. (E)evaluate a variety of compositions and formal or informal musical performances using specific criteria; and
  - 6. (F)justify personal preferences for specific music works and styles using music vocabulary.

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## Beginning Theory

### Texas Essential Knowledge and Skills (TEKS)

- (1) Foundations: music literacy. The student describes and analyzes musical sound.
  - 1. (C)use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound, to explain musical sounds presented aurally

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## Rhythm and Counting

### Texas Essential Knowledge and Skills (TEKS)

- (2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples.
  - 2. (A)read, write, and reproduce rhythmic patterns using standard notation, including syncopated patterns, and previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate
- (3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings.
  - 3. (A)sing and play classroom instruments independently or in groups with accurate intonation and rhythm

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## Bowing with Bow

### Texas Essential Knowledge and Skills (TEKS)

- (1) Foundations: music literacy. The student describes and analyzes musical sound.
  - 1. (A)distinguish among a variety of musical timbres, including those of children's voices and soprano, alto, tenor, and bass adult voices;
  - 1. (B)distinguish among a variety of musical timbres, including those of woodwind, brass, string, percussion, keyboard, electronic instruments, and instruments of various cultures;
  - 1. (C)use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound, to explain musical sounds presented aurally; and
  - 1. (D)identify and label small and large musical forms such as abac, AB, and ABA; rondo; and theme and variations presented aurally in simple songs and larger works.
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  - 2. (A)read, write, and reproduce rhythmic patterns using standard notation, including syncopated patterns, and previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate;
  - 2. (B)read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation; and
  - 2. (C)identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound.
- (3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings.
  - 3. (A)sing and play classroom instruments independently or in groups with accurate intonation and rhythm;
  - 3. (B)sing or play a varied repertoire of music such as American folk songs, patriotic music, and folk songs representative of local and world cultures independently or in groups;
  - 3.(C) move alone and with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together;
  - 3. (D)perform various folk dances and play parties;
  - 3. (E)perform simple two-part music, including rhythmic and melodic ostinati, rounds, partner songs, and counter melodies; and

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- 3. (F)interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound.
- (4) Creative expression. The student creates and explores new musical ideas within specified guidelines.
  - 4. (A)create rhythmic phrases through improvisation and composition;
  - 4. (B)create melodic phrases through improvisation and composition; and
  - 4. (C)create simple accompaniments through improvisation and composition.
- (5) Historical and cultural relevance. The student examines music in relation to history and cultures.
  - 5. (A)perform a varied repertoire of songs, movement, and musical games representative of diverse cultures such as historical folk songs of Texas and America and European and African cultures in America;
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  - 5. (D)examine the relationships between music and interdisciplinary concepts.
- (6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances.
  - 6. (A)exhibit audience etiquette during live and recorded performances;
  - 6. (B)identify known rhythmic and melodic elements in aural examples using appropriate vocabulary;
  - 6. (C)describe specific musical events such as changes in timbre, form, tempo, dynamics, or articulation in aural examples using appropriate vocabulary;
  - 6. (D)respond verbally and through movement to short musical examples;
  - 6. (E)evaluate a variety of compositions and formal or informal musical performances using specific criteria; and
  - 6. (F)justify personal preferences for specific music works and styles using music vocabulary.

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## Tuning/Intonation

### Texas Essential Knowledge and Skills (TEKS)

- (3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings.
  - 3. (A)sing and play classroom instruments independently or in groups with accurate intonation and rhythm

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## Range Expansion

### Texas Essential Knowledge and Skills (TEKS)

- (2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples.
  - 2. (C)identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound.
- (3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings.
  - 3. (E)perform simple two-part music, including rhythmic and melodic ostinati, rounds, partner songs, and counter melodies; and
- (6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances.
  - 6. (A)exhibit audience etiquette during live and recorded performances

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## Technique

### Texas Essential Knowledge and Skills (TEKS)

- (3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings.
  - 3.(C) move alone and with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together
  - 3. (F)interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound.

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