



Unit Planner: Unit 3: Meet the Ensembles Music 5

*Archdiocesan Essential Curriculum / 2021-2022 / Grade 5 / Visual & Performing Arts / Music 5 (BP) / Week 3 - Week 13

Unit 3: Meet the Ensembles

Stage 1: Desired Results																										
<p>General Information</p> <p>Students will be introduced to world-wide performing ensembles, using standard orchestral instruments and non-standard culture-specific instruments.</p> <p>At this point, Style of music should also be taught. Certain ensembles only play one style of music, therefore, it would benefit the students to learn about the styles of Classical, Jazz, Folk,</p>	<p>Essential Question(s)</p> <ul style="list-style-type: none">How are these instruments used to express feelings?What is the difference between melodic and harmonic instruments? How do they function in an ensemble?																									
<p>Enduring Understandings and Knowledge</p> <p>Students will understand:</p> <p>Each family of standard melodic instruments has high, medium and low pitched instruments, in order to make well-balanced sounds. They can be categorized by the vocal terms Soprano, Alto, Tenor and Bass.</p> <table><tr><td></td><td>Soprano</td><td>Alto</td><td>Tenor</td><td>Bass</td></tr><tr><td>Brass</td><td>Trumpet</td><td>Trombone</td><td>French Horn</td><td>Tuba</td></tr><tr><td>Strings</td><td>Violin</td><td>Viola</td><td>Cello</td><td>Double Bass</td></tr><tr><td>Woodwinds</td><td>Flute/Piccolo</td><td>Oboe</td><td>Clarinet</td><td>Bassoon</td></tr><tr><td>Saxophones</td><td>Soprano</td><td>Alto</td><td>Tenor</td><td>Baritone/Bass</td></tr></table>		Soprano	Alto	Tenor	Bass	Brass	Trumpet	Trombone	French Horn	Tuba	Strings	Violin	Viola	Cello	Double Bass	Woodwinds	Flute/Piccolo	Oboe	Clarinet	Bassoon	Saxophones	Soprano	Alto	Tenor	Baritone/Bass	<p>Skills</p> <p>Students will be able to:</p> <ul style="list-style-type: none">identify by timbre and pitch, each instrument in the Orchestral FamiliesIn non-traditional ensembles, students will be able to distinguish between High-pitched instruments and Low-pitched instrumentsStudents will be able to identify instruments playing melody and those playing accompaniment
	Soprano	Alto	Tenor	Bass																						
Brass	Trumpet	Trombone	French Horn	Tuba																						
Strings	Violin	Viola	Cello	Double Bass																						
Woodwinds	Flute/Piccolo	Oboe	Clarinet	Bassoon																						
Saxophones	Soprano	Alto	Tenor	Baritone/Bass																						
<p>Connections to Catholic Identity / Other Subjects</p>	<p>Vocabulary</p> <ul style="list-style-type: none">Soprano, Alto, Tenor, BassMelodyHarmonyAccompaniment																									
<p>Standards & Frameworks Addressed</p> <p>MD: Fine Arts: Music (2017)</p> <p>MD: Grades 3-5</p> <p>Responding</p> <p>Anchor Standard 7 Perceive and analyze artistic work.</p> <p>Enduring Understanding:</p> <ul style="list-style-type: none">Individuals’ selection of musical works is influenced by their interests, experiences, understandings, and purposes.Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. <p>Essential Question:</p>																										

- **How do individuals choose music to experience?**

I:3-5:1: Select music and describe, citing evidence, how personal interests, experiences, and purposes influence musical choice.

I:3-5:2: Demonstrate and describe, citing evidence, how responses to music are informed by structure, use of musical elements, and context (social, cultural, and historical).

E:3-5:1: Clearly communicate personal preferences when selecting music for listening or performing and describe how the use of musical elements and context influence the choice.

E:3-5:2: With limited guidance, communicate clearly the importance of structure, musical elements, and context.

Anchor Standard 8 Interpret intent and meaning in artistic work.

Enduring Understanding:

- **Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.**

Essential Question:

- **How do we discern the musical creators' and performers' expressive intent?**

I:3-5:1: Summarize and explain how artistic qualities are used in musicians' interpretations.

E:3-5:1: When listening to music, communicate clearly how the use of musical elements and performance choices might create the intended effect.

Anchor Standard 9 Apply criteria to evaluate artistic work.

Enduring Understanding:

- **The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.**

Essential Question:

- **How do we judge the quality of musical work(s) and performance(s)?**

I:3-5:1: Describe personal evaluation of musical works or performances based on criteria, using appropriate musical vocabulary.

E:3-5:1: Choose a piece of music or a musical performance and evaluate the quality according to specified criteria. Support point of view with evidence and appropriate musical vocabulary.

E:3-5:2: Engage appropriately as an active listener in formal and informal settings, paying attention to audience etiquette appropriate to the genre of music.

E:3-5:3: Compare and document musical elements from two or more contrasting selections of music.

Copyright © 2015 MSDE.