Visual and Performing Arts

GRADE LEVEL **5**
SUBJECT **Music**
COURSE TITLE **5th Grade Strings**

Unit Title, time	**Content (noun) Areas to be covered**	**Skills (verb) Students will be able to**	**Standards As it applies to NYS**	**Assessment**
Rhythms (Review) 2 weeks	- Rhythm compositions with call & response technique - March in place using student composition - Clap, say or tap the rhythm - Using alternative actions: blinking or bending knees - Fruit and vegetable rhythms - Use Kodaly Rhythms	- perform basic rhythms and time signatures on their instrument. (whole, half, quarter, 2-eighths, 4-sixteenth note patterns with match rests), (2/4, 3/4, 4/4 and 6/8)	Create, Perform, and Respond	- Ask questions about content - Student demonstration on instrument - In-Class performances - Seasonal Morning Announcement Performance - Spring Instrument Concert
Music Notation- Sight reading (All Year)	- Scan music before playing - Clap, say or tap the rhythm - Fruit and vegetable rhythms - Use Kodaly Rhythms - Able to follow direction within a score (double bar line, repeat signs and music lines vs. measures)	- Use 1st year rhythms and add music rhythm notation. - Start music notation from D and A string notes. - Identifying music symbols - Understand measures	Perform, and Respond	- Ask questions about content - Student demonstration on instrument - In-Class performances
Posture & Placement Positions (Review) 2 weeks	- Balance and shifting of weight - Using accompaniment tracks for posture/placement exercise - Use story or poem for placement of instrument (Be the Tree/Little Bird or I love my Instrument Song)	- demonstrate proper posture and resting & playing position. - demonstrate parts of the instrument	Create, Perform, and Respond	- Ask questions about content - Student demonstration on instrument - In-Class performances - Seasonal Morning Announcement Performance - Spring Instrument Concert
Tone Production 3-4 weeks	- Sit and stand postures - Pizzicato exercise (Jellyfish/Spider push-ups - Hand Taps (Low, Middle and High) on the fingerboard - 4th finger strums - Tap the rhythm game - Exercises: shuttle and arm swing (rock a by animal)	- perform with a straight bow, proper tone quality and understand contact point.	Create, Perform, and Respond	- Ask questions about content - Student demonstration on instrument - In-Class performances - Seasonal Morning Announcement Performance - Spring Instrument Concert
Bow Hold (Part II) 2 weeks	- Animal bow hold - Visual bow exercises: Stir the pot, up like a rocket and pass the cup - Shadow bow play - Silent rock and roll	- understand how to hold the bow after a right hand pizzicato - understand bow notation (bow lifts, up vs. down bowing)	Create, Perform, and Respond	- Ask questions about content - Student demonstration on instrument - In-Class performances -
Using the Bow (Part II) 4 weeks	- Bow levels or heights (rainbow exercise) - Yellow tape over f-hole (follow the yellow tape road) - Airplay rhythms with the bow	- learn various bow strokes - Introduce basic slurring of notes (2-note and 3-note slurs) - understand how to adjust bow speed	Create, Perform, and Respond	- Flat bow hairs - Wrist and finger flexibility - Placement of the bow at the middle (balance point) - Ask questions about content

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		(detache vs. staccato, upper vs. lower half and middle of the bow)		- Student demonstration on instrument - In-Class performances - Seasonal Morning Announcement Performance - Spring Instrument Concert
Using the LH Fingers 4-6 weeks	- Smiley face on nail - popcorn or raindrop sounds - turtle exercise - Use ladder exercise of finger patterns	- will understand new placement of notes. - 4th finger notes (violin and viola) - 3rd position for bass - intro to shifting for cello (lowering and extending a pitch)	Create, Perform, and Respond	- 1st & 2nd joint of the finger should be parallel to fingerboard (violin and viola) - Ask questions about content - Student demonstration on instrument - In-Class performances - Seasonal Morning Announcement Performance - Spring Instrument Concert
Intonation 2 weeks	- Open strings - Review Ant song (pizzicato and arco) - Teacher or student leads tuning - Sing out of tune string and vocally tuning it. - 2 groups (one in tune and other out of tune → fix out of tune to the in tune group and switch)	- learn the basics of tuning. - understand the bending of a pitch (flat vs. sharp)	Create, Perform, and Respond	- Ask questions about content - Student demonstration on instrument - In-Class performances - Seasonal Morning Announcement Performance - Spring Instrument Concert
Dynamics 2 weeks	- Pulling and pushing bow exercise (weight distribution) - Introduce bow lanes (from bridge to the fingerboard) - Find the rosin exercise	- will continue learning how to produce dynamics on their instrument: piano, mezzo piano, mezzo forte, forte	Create, Perform, and Respond	- Ask questions about content - Student demonstration on instrument - In-Class performances - Seasonal Morning Announcement Performance - Spring Instrument Concert

The 5th grade strings meet once a week for 30 minutes. The 5th Grade strings program runs from mid-September to June. There are two seasonal in-school performances and one annual concept in the spring.

Repertoire: Folk Songs and Popular tunes
One Octave Scales: G, D, A (Violins and Bass Only) and C (Violas and Cellos Only)
Songs are taught with minimal music notation and are .5 to 1 level