

Fine Arts Curriculum Map: 5th Grade Band

Unit/Topic:	Quarter:	Time Frame:
5th Grade Band	Full Year	Full Year
Essential Questions:		
AASA Enduring Understandings and Essential Questions		
Key Concepts:	Key Vocabulary:	
Quarter 1 • Apply, build, and reinforce skills and knowledge (from 4th grade curriculum map) regarding standard music notation. • Apply proper air control to produce an age-appropriate characteristic tone on instrument as a second-year player. • Interpret and apply information gathered from fingering charts. Quarter 2 • Recognize various tempo markings and apply them while playing music. • Perform syncopated rhythmic combinations while responding to basic conductor's cues. • Demonstrate understanding of standard music notation such as, eighth notes while playing basic music literature.	• Instrument Care: Review and understand how to use instrument maintenance items • Rhythm: Dotted half (4th Quarter) • Time Signatures: 4/4, $\frac{3}{4}$, 2/4 • Scales: Bb Major Scale, F Major Scale, intro chromatic scale • Sound Production: Airstream/breath control, phrase • Notation: articulation, tone, crescendo, decrescendo, forte, piano, accidentals, fingering chart, divisi, Perc: Bounce stroke, 5 stroke roll compose • Create: march, waltz, • Context: Composer, Country of Origin, Genre • Performances: Stage presence, Performer/Audience Etiquette • Sheet Music: 1 Band Arrangement	

Quarter 3 • Perform contrasting styles and genres in a musical performance. • Recognize and apply proper usage of common dynamics while playing basic music or when discussing music. • Perform musical phrasing while responding to basic conductor's cues. Quarter 4 • Reflect on audience perception of music and key concepts demonstrated within the repertoire as it relates to the performance. • Create and perform a short composition demonstrating knowledge of notes, rhythms, dynamics, and phrasing. • Apply historical context to repertoire as it relates to music literature or performance technique. • Introduced to standard music notation such as dotted quarter notes	• Method Book: Minimum Completion of Page 23 in Standards of Excellence
Priority Standards:	Supporting Standards:
Anchor Standard 1 - Generate and conceptualize artistic ideas and work Anchor Standard 2 - Organize and develop artistic ideas and work Anchor Standard 3 - Refine and complete artistic work that demonstrates understanding of characteristics of music or texts studied in rehearsal. Anchor Standard 4 - Select, analyze, and interpret artistic work for performance Anchor Standard 5 - Develop and refine artistic work for presentation Anchor Standard 6 - Convey meaning through the presentation of artistic work Anchor Standard 7 - Perceive and analyze artistic work	Q = Quarter Standard FY = Full Year Standard FY - MU.PR.5.PE.5a - Use self-reflection to identify technical challenges in a varied repertoire of music. FY - MU.PR.5.PE.5b - Use peer feedback to refine individual and ensemble performances of a varied repertoire of music. FY -MU.RE.7.PE.5b - Identify how the use of repetition, similarities, and contrasts inform the response to music.

Anchor Standard 8 - Interpret intent and meaning in artistic work
Anchor Standard 9 - Apply criteria to evaluate artistic work
Anchor Standard 10 - Synthesize and relate knowledge and personal experiences to make art
Anchor Standard 11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

FY - MU.RE.9.PE.5a - Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.
FY - MU.CN.10.PE.5a - Identify and discuss the roles and impact music plays in one's life and the lives of others.
FY - MU.CN.11.PE.5b - Identify and explain how music is affected by one's knowledge outside the arts (e.g., Science, social studies, math, language arts).
Q1 - MU.PR.4.PE.5b - Use repertoire to demonstrate a developing understanding of various musical structures and context in repertoire performed.
Q1 - MU.PR.6.PE.5a - Identify technical accuracy in prepared and improvised performances of a varied repertoire of music.
Q2 - MU.PR.4.PE.5a - Select repertoire to study/perform based on interest, music reading and performing/ technical abilities.
Q2 - MU.PR.6.PE.5c - Demonstrate an awareness of the context of the music through prepared performances.
Q2 - MU.RE.7.PE.5a - Identify reasons for selecting music based on characteristics found in the music
Q2 - MU.CN.10.PE.5b - Identify reasons for selecting music based on connection to interest, and purpose or context.
Q3 - MU.RE.8.PE.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.
Q3 - MU.PR.6.PE.5b - Identify expressive qualities in prepared and improvised performances of a varied repertoire of music.
Q4 - MU.CR.1.PE.5a - Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.

Q4 -MU.CR.2.PE.5a - Develop melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.

Q4 -MU.CR.2.PE.5b - Preserve draft compositions and improvisations through audio or video recording and through standard notation (using notation in a manner consistent with the genre and with the appropriate skill connected with the level).

Q4 - MU.CN.11.PE.5a - Identify and explain how context (e.g. social, cultural, historical) can inform the expressive intent and meaning of a musical performance.