

Fine Arts Curriculum Map: 5th Grade Orchestra

Unit/Topic:		Quarter:	Time Frame:
5th Grade Orchestra		Full Year	Full Year
Essential Questions:			
AASA Enduring Understandings and Essential Questions			
Key Concepts:		Key Vocabulary:	
Q1 - Posture and Playing Position, Instrument Care Q2 - Tone Production/Bow and Right-hand technique Q3 - Music Reading/Intonation and Left-hand technique Q4 - Performance skills/Combining technique? Ask Michelle.		Q1 - Dotted Half Note, Improvisation, Intonation, Q2 - Mezzo Forte, Mezzo Piano, Fortissimo, Pianissimo, Slur, Tie, Q3 - Half Step, Whole Step, Ledger Lines, Whole Note, Whole Rest Q4 - Fermata, Theme and Variations, Harmony, Da Capo, Fine, Double Stop, Natural, Composers (ie Beethoven, Mozart, Bach)	
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

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

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.PR.6.PE.5c - Demonstrate an awareness of the context of the music through prepared performances.

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.10.PE.5b - Identify reasons for selecting music based on connection to interest, and purpose or context.

FY - 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.

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.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.

Q1 - MU.PR.4.PE.5b - Use repertoire to demonstrate a developing understanding of various musical structures and context in repertoire performed.

Q1 - MU.RE.7.PE.5b - Identify how the use of repetition, similarities, and contrasts inform the response to 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.5a - Identify technical accuracy in prepared and improvised performances of a varied repertoire of music.

Q2 - MU.PR.6.PE.5b - Identify expressive qualities in prepared and improvised performances of a varied repertoire of music.

Q2 - MU.RE.7.PE.5a - Identify reasons for selecting music based on characteristics found in the music

Q2 - MU.RE.9.PE.5a - Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

Q3 - 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.

Q3 - 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.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.