

COMMUNITY UNIT SCHOOL DISTRICT 200

Beginner Band Curriculum

We believe that music education provides each student the opportunity to explore creativity and expression through the study or performance of music. Participation in a musical ensemble builds responsibility, cooperation and community. Music students become well-rounded individuals who appreciate the complexity of music and advocates for its place in our culture and the world.

Grade 5

1. Subject Expectation (State Goal 25) The student will know the language of the arts.

Essential Learning 1 (Learning Standard A)	Understand the sensory elements, organizational principles and expressive qualities of the arts
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- Critical Content 25.A.2c a. identify sensory elements, organizational principles and expressive qualities in a variety of musical styles

Sensory Elements

- describe the tempo(s) and dynamic level(s) in a musical example
- distinguish tone colors (timbres) of a variety of musical instruments
- distinguish between long and short sounds
- identify melodic movement *such as* upward, downward, steps, skips, and repeated notes in an aural example
- distinguish between a melody with harmony and a melody without harmony
- describe common terms including tempo- andante, moderato, allegro; dynamics-piano, mezzo, forte; articulation-staccato, legato, and accent
- distinguish between the beat and the rhythm(s) of a given musical example
- identify and differentiate between duple and triple meters
- identify major and minor tonalities in an aural musical example
- label seconds and thirds in a written melody
- explore the texture including polyphonic, homophonic, or monophonic in a given aural example

Organizational Principles

- describe the repetition and contrast in ABA form in a musical example
- identify simple music forms including call and response, theme and variations when presented aurally
- identify ABA form of a simple musical composition

Expressive Qualities

- identify different sensory elements that create a mood, emotion, or idea in a simple musical selection
- identify legato, staccato, and loud and soft
- compare and contrast expressive qualities in two performances of the same musical

Essential Learning 2 (Learning Standard B)	Understand the similarities, distinctions and connections in and among the arts
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| Critical Content | 25.B.2 | a. understand how elements and principles combine within an art form to express ideas |
| | * | b. use the vocabulary of elements, principles, and tools when describing the relationship among the fine arts |

**2. Subject expectation
(State Goal 26)**

The student will understand how works of art are produced through creating and performing.

Essential Learning 1 (Learning Standard A)	Understand processes, traditional tools and modern technologies used in the arts
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- Critical Content 26.A.2c a. classify musical sound sources into groups *such as* instrumental families, instrumental ranges, and solo/ensembles
- 26.A.2d b. read and interpret the traditional music notation of note values and letter names

Tools

- classify instrument by range
- identify orchestral/band instruments from aural examples
- describe how selected instruments produce their sound
- classify instruments according to how their sounds are produced including brass, woodwind, and percussion

Processes

- demonstrate basic vocal and/or instrumental production techniques including breath support, posture, bowing
- notate simple rhythmic and melodic patterns
- sing and play accurately simple rhythmic and melodic patterns
- identify general groupings of instruments
- demonstrate basic vocal and/or instrumental production techniques including breath support, posture and bowing
- write accurately melodies with rhythm patterns in whole, half, quarter, eighth, and dotted notes and rests in 2/4,4/4 meter signatures
- sing and play accurately simple rhythmic and melodic patterns from a written score
- classify musical groups according to their instruments/voice including quartet, solo, band and orchestra
- sing and play melodies accurately and expressively from a written score in at least one clef
- identify and accurately interpret symbols for dynamics, tempo, expression, and articulation
- sight-read simple melodies and rhythms

Essential Learning 2 (Learning Standard B)	Apply skills and knowledge necessary to create or perform in in one or more of the arts
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- Critical Content 26.B.2c a. play acoustic or electronic instruments demonstrating technical skill
- Skills**
- play music that has a difficulty level of 1(easy) on pitch; in rhythm; with appropriate tone; with a steady tempo; with good breath, sticking or fingering control; and with clear articulation

Creativity

- create and perform short songs or instrumental pieces within specified guidelines
- improvise simple rhythmic variations or simple melodic embellishments on familiar themes

**3. Subject expectation
(State Goal 27)**

**The students will understand the role of the arts in civilizations,
past and present.**

**Essential Learning 1
(Learning Standard A)**

**Experience how the arts function in history, society and
everyday life**

- Critical Content 27.A.2a a. identify and describe the relationship between the arts and various environments *such as* home, school, workplace, theatre, and gallery
- Roles of Artists and Audience**
- demonstrate good audience behavior and evaluate the behavior of self and others
 - describe how audience behavior changes a product or performance
- Contributions**
- compare and contrast how the arts function in two different types of ceremonies such as parades and weddings
 - give examples in which various arts are used to persuade and promote ideas

**Essential Learning 2
(Learning Standard B)**

**Understand how the arts shape and reflect history, society and
everyday life**

- Critical Content 27.B.2 a. identify and describe how the arts communicate the similarities and differences among various people, places, and times
- compare the ways different cultures, times or places use materials to produce works of art such as musical instruments, masks, puppets, pottery and textiles

4. Subject expectation * The student will evaluate music and music performance.

Essential Learning 1	*	Develop and apply criteria for music performance
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| Critical Content | * | a. come to a performance at the designated time in proper attire, instrument, and materials <i>such as</i> black shoes and socks |
| | * | b. listen to and follow directions |
| | * | c. follow the conductor during the performance |
| | * | d. begin and end at the same time |
| | * | e. play with melodic and rhythmic accuracy |

Essential Learning 2	*	Use appropriate musical terminology in discussion and in writing
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| Critical Content | * | a. use precise language versus broad statements <i>such as</i> , “It was good,” to constructively critique an individual or group performance |
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Essential Learning 3	*	Apply constructive suggestions for improvement
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| Critical Content | * | a. reflect upon what worked or needed improvement after an individual or group performance |
| | * | b. affirm positive feedback |
| | * | c. adjust behavior in future individual or group performances |