

GRADE FIVE INSTRUMENTAL MUSIC CURRICULUM MAP

	Content	Skills	Assessment	Activities/Resources
August	<p style="text-align: center;"><u>1ST QUARTER</u></p> <p>Start-up Procedures</p> <p>* Incorporate and perform previously learned skills and concepts</p>			<p>Welcome Back Meeting</p> <p>Commitment Contracts</p>
September	<p>Program Requirements</p> <p>Basic Skills/ Musicianship</p> <p>Playing Independence</p> <p>Technique Building</p> <p>Ensemble Work</p>	<p>Complete Practice Sheets</p> <p>Demonstrate good attendance</p> <p>Establish a practice routine</p> <p>Embouchure</p> <p>Tone Production</p> <p>Hand/Playing Position</p> <p>Play 3-part rounds</p> <p>Play scales in varied rhythmic patterns</p> <p>Start/Stop Together</p> <p>Change Tempo</p> <p>Adjust Balance</p> <p>Change Dynamics</p> <p>Follow all notational symbols and terms in band selections</p>	<p>Oral feedback during weekly lessons.</p> <p>Evaluate Lesson preparation weekly</p> <p>Record practice time weekly</p>	<p>Welcome to Band Handouts</p> <p>Rotating Lesson Schedules</p> <p>Practice Sheets</p> <p>Method Book –Standard of Excellence Book I</p> <p>Excellerators</p> <p>Scale Sheets</p> <p>Band Selections</p>
October	<p>Symbols and Terms</p> <p>Composer Exposure</p> <p>Folk Songs</p> <p>Dynamic Contrast</p>	<p>Demonstrate understanding by identifying and performing musical examples containing: accents, unison, long rests, one measure repeats, dotted half notes, 1st and 2nd endings, eighth note pick-ups, $\frac{3}{4}$ time</p> <p>Play music of Root, Frost, and Grieg,</p> <p>Play Latin American, Australian, Czcech, Chinese, and Italian folk songs</p> <p>Demonstrate ability to play piano/forte</p>	<p>Quarterly Performance Evaluation - #89</p> <p>Quarterly Scale Requirements</p> <p>Tell 3 facts</p>	<p>Performance Checklist</p> <p>Quarterly Progress Report</p>

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November		<p align="center"><u>2ND QUARTER</u></p> <p>* Incorporate and perform previously learned skills and concepts</p> <p>Symbols and Terms</p>	<p>Demonstrate understanding by identifying and performing musical examples containing: varying repeats, 2 bar repeat, D.C, fine, dotted quarter notes, subdividing, sharps, eighth-note pick-ups, key signatures, naturals</p>	<p>Oral feedback during weekly lessons.</p> <p>Evaluate Lesson preparation weekly</p> <p>Record practice time weekly</p>	<p>Method Book –Standard of Excellence Book I</p> <p>Scale Sheets</p> <p>Excellerators</p> <p>Band Selections</p>
December		<p>Program Commitment</p> <p>Composer Exposure</p> <p>Folk Songs</p>	<p>Demonstrate commitment and dedication through practice sheets, lesson attendance, and lesson performance</p> <p>Play music of Poulton, Leybourne, Strauss, Humperdink, Susato, and Offenbach</p> <p>Play a Russian folk song</p>	<p>Concert Selection Evaluation</p> <p>Tell 3 facts</p>	<p>Band Selections</p> <p>Assessment Chart</p> <p>Performance Checklist</p> <p>Holiday Concerts</p>
January		<p>Increase Playing Range</p> <p align="center"><u>3RD QUARTER</u></p> <p>* Incorporate and perform previously learned skills and concepts</p>	<p>Scale work</p>	<p>Teacher/Peer Oral Assessment</p> <p>Quarterly Performance Evaluation #105, 108, or 111</p> <p>Quarterly Scale Requirement</p>	<p>Quarterly Progress Report</p>

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February	<p>Symbols and Terms</p> <p>Dynamic Contrast</p> <p>Theory/Composition</p>	<p>Demonstrate understanding by identifying and performing musical examples containing: dotted quarter notes, andante, moderato, single eighth-notes,</p> <p>Demonstrate ability to play mezzopiano, mezzoforte, crescendo, decrescendo</p> <p>Play/Understand Theme and Variation, rhythm subdivision</p>	<p>Oral feedback during weekly lessons.</p> <p>Evaluate Lesson preparation weekly</p> <p>Record practice time weekly</p>	<p>Method Book –Standard of Excellence Book I</p> <p>Scale Sheets</p> <p>Excellerators</p> <p>Band Selections</p>
March	<p>Program Commitment</p> <p>Composer Exposure</p> <p>Folk Songs</p>	<p>Demonstrate commitment and dedication through practice sheets, lesson attendance, and lesson performance</p> <p>Play music of Kelley, Handle, and Mozart</p> <p>Play Belgium and French-Canadian folk songs</p>	<p>Taped Performance Evaluation on #115, 116, 120, or 131</p> <p>Tell 3 facts</p>	<p>Performance Checklist</p> <p>Quarterly Progress Report</p>
April	<p><u>4TH QUARTER</u></p> <p>*Incorporate and perform previously learned skills and concepts</p>			

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May		Symbols and Terms	Demonstrate understanding by identifying and performing musical examples containing: rit.,		Method Book –Standard of Excellence Book I
		Theory/Composition	Complete a dynamic continuum, Tell 3 things about Chorale Style (Lowell Mason), ad March Style (Sousa)	#140	Performance Checklist
		Concert Preparation		Performance Evaluation - #135, 138, or 144	Scale Sheets
		Program Commitment	Demonstrate commitment and dedication through practice sheets, lesson attendance, and lesson performance	Quarterly Scale Requirements Concert Selection Evaluation	Spring Concert Selections Band Selections Assessment Chart
June		Composer Exposure	Play music of Beethoven, Dvorak, Mason, and Sousa	Tell 3 facts	Quarterly Progress Report
		Folk Songs	Play German and Japanese folk songs		Summer Practice Chart Private Instructor Handout Spring Concert