

Orchestra / Grade 5 / Unit 1

Technique

Subject	Grade	Unit	Suggested Timeline
Orchestra	5	1- Technique	Ongoing

Grade Level Summary

The Elementary Orchestra program is comprised of beginners and second-year students in 4th and 5th grade. The program is divided into two important activities: lessons and full orchestra rehearsals. The lessons are small group instruction times scheduled in 25-minute segments, and the full orchestra rehearsals are for the entire group of musicians and are 30 minutes in length. Each student attends a lesson and a rehearsal during each six-day cycle.

Grade Level Units

Technique

Rhythm

Pitch

Tone Quality/Intonation

History/Culture

Form

Response to Music

Unit Title

Technique

Unit Overview

Technique in 5th grade orchestra encompasses the understanding of developing techniques that accompany playing a string instrument.

Unit Essential Questions

What are double stops and how do I play them?

How do I play a crescendo and decrescendo on my instrument?

What is a ritardando, rallentando, and fermata?

Key Understandings

Playing double stops

Playing new dynamics

Altering tempo and note length as indicated in music

Review/reinforce previously learned technique from 4th grade

Focus Standards Addressed in the Unit

9.1.5.A	Know and use elements and principles of music to create works in the arts and humanities- duration, intensity, pitch, timbre and composition, form, genre, harmony, rhythm, texture
9.1.5.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts- sing, play an instrument, read and notate music, compose and arrange, improvise
9.1.5.C	Know and use fundamental vocabulary within music.

Important Standards Addressed in the Unit	
9.1.5.G	Identify the function and benefit of rehearsals and practice sessions
9.1.5.H	Use and maintain materials, equipment and tools safely in performance spaces

Misconceptions Students will struggle playing two notes at once. Students won't know how long to play a fermata note for. Students won't be able to execute a crescendo and decrescendo.		Proper Conceptions Instruct students to watch their bow as they play to make sure it is playing on two strings. Instruct students to double the note value if no conductor is present. Instruct students to put more or less pressure on the bow and use the correct bow speed when playing various dynamics.
Concepts Double stops Dynamics Tempo/Bow speed	Competencies Students will be able to read and play 2 notes at one time. Students create more complex dynamics other than p, mp, mf, and f. Students will understand new tempo markings and play them in their music.	Vocabulary Double stops Crescendo Decrescendo Ritardando Rallentando Fermata

Assessments

Practicing- Students will be expected to fill out a practice chart from lesson to lesson, indicating a certain amount of practice time and demonstrating at their lessons that they have completed the assignment given to them by the teacher.

Winter/Spring Concert- 5th grade students will participate in a Winter concert in December, and a Spring concert in May, where everything that they have learned for the year will be presented in a culminating performance with their peers.

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

- Model various techniques on instrument for students to mimic
- Ask leading questions about previously learned key concepts to tie into new concepts
- Use appropriate recordings, pictures, and videos to demonstrate key concepts
- Play along with students so that they have someone else to listen to as they are playing
- Have students play alone to demonstrate their understanding of certain key concepts

Differentiation:

- Provide supplemental music for students in addition to the book
- Use the DVD that accompanies the book for additional learning
- Use resources such as flashcards and music websites for students to reinforce certain key concepts
- Provide one-on-one instruction to students who seem to be struggling more than others
- Give smaller, more directed practice assignments to students who are struggling with the normal assignments

Interdisciplinary Connections:

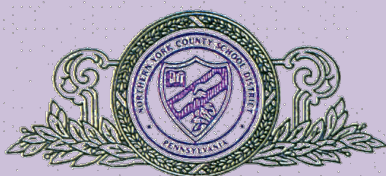
Counting- Math

Additional Resources:

“Sound Innovations for String Orchestra, book 1” Phillips, Boonshaft, and Sheldon

Created By:

Courtney Durlin



Orchestra / Grade 5 / Unit 2

Rhythm

Subject Orchestra	Grade 5	Unit 2- Rhythm	Suggested Timeline Ongoing
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Grade Level Units

Technique

Rhythm

Pitch

Tone Quality/Intonation

History/Culture

Form

Response to Music

Unit Title

Rhythm

Unit Overview

Rhythm in 5th grade encompasses learning to play and count more complex rhythms that were not encountered in 4th grade.

Unit Essential Questions

What is a whole note/whole rest?

What is an eighth rest?

What does a dot next to a note mean?

What is a dotted quarter note?

Key Understandings

Know how to play whole notes and whole rests

Understand and be able to play and count single eighth notes and eighth rests

Know what a dot means when it's next to a note

Understand and play a dotted quarter note rhythm

Focus Standards Addressed in the Unit

9.1.5.A	Know and use elements and principles of music to create works in the arts and humanities- duration, intensity, pitch, timbre and composition, form, genre, harmony, rhythm, texture
9.1.5.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts- sing, play an instrument, read and notate music, compose and arrange, improvise
9.1.5.C	Know and use fundamental vocabulary within music.

Important Standards Addressed in the Unit

9.1.5.G	Identify the function and benefit of rehearsals and practice sessions
9.1.5.H	Use and maintain materials, equipment and tools safely in performance spaces

Misconceptions

Students will not understand how to count single eighth notes and eighth rests.

Proper Conceptions

Make the connection between eighth notes and staccato quarter notes.

Students will not know how to count and play dotted quarter notes.	Make sure students are subdividing dotted quarter notes so that they know how many beats each note gets.
Students will run out of bow while playing whole notes.	Remind students to divide their bow evenly and play with a slower bow speed.

Concepts Counting and playing new rhythms.	Competencies Know how to play whole notes and whole rests Understand and be able to play and count single eighth notes and eighth rests Know what a dot means when it's next to a note Understand and play a dotted quarter note rhythm	Vocabulary Whole note Whole rest Eighth rest Dotted quarter note
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Assessments

Practicing- Students will be expected to fill out a practice chart from lesson to lesson, indicating a certain amount of practice time and demonstrating at their lessons that they have completed the assignment given to them by the teacher.

Winter/Spring Concert- 5th grade students will participate in a Winter concert in December, and a Spring concert in May, where everything that they have learned for the year will be presented in a culminating performance with their peers.

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

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- Ask leading questions about previously learned key concepts to tie into new concepts
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- Play along with students so that they have someone else to listen to as they are playing
- Have students play alone to demonstrate their understanding of certain key concepts

Differentiation:

- Provide supplemental music for students in addition to the book
- Use the DVD that accompanies the book for additional learning
 - Use resources such as flashcards and music websites for students to reinforce certain key concepts
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Interdisciplinary Connections:

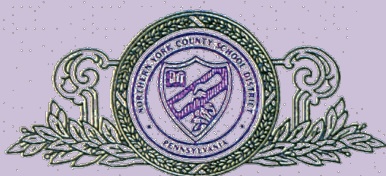
Counting- Math

Additional Resources:

"Sound Innovations for String Orchestra, book 1" Phillips, Boonshaft, and Sheldon

Created By:

Courtney Durlin



Orchestra / Grade 5 / Unit 3

Pitch

Subject Orchestra	Grade 5	Unit 3- Pitch	Suggested Timeline Ongoing
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Grade Level Units

Technique

Rhythm

Pitch

Tone Quality/Intonation

History/Culture

Form

Response to Music

Unit Title

Pitch

Unit Overview

Pitch in 5th grade orchestra encompasses the reinforcement of the importance of playing in tune and matching pitch.

Unit Essential Questions

What is the difference between a sharp, natural, and flat note?

What is an accidental?

What are chromatic notes?

What are the notes on my C/E-string?

What is the difference between a major and a minor key signature?

What is a pentatonic scale and how do I play it?

Key Understandings

Sharps/Flat/Naturals/Accidentals

Understanding chromatic notes and half-steps

Learning notes on new strings

Hearing and understanding the difference between a major and minor key signature

Playing a pentatonic scale

Focus Standards Addressed in the Unit

9.1.5.A	Know and use elements and principles of music to create works in the arts and humanities- duration, intensity, pitch, timbre and composition, form, genre, harmony, rhythm, texture
9.1.5.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts- sing, play an instrument, read and notate music, compose and arrange, improvise
9.1.5.C	Know and use fundamental vocabulary within music.

Important Standards Addressed in the Unit

9.1.5.G	Identify the function and benefit of rehearsals and practice sessions
9.1.5.H	Use and maintain materials, equipment and tools safely in performance spaces

Misconceptions Students will confuse sharps/naturals/flats and not know when to play them in the music. Students may have trouble memorizing notes on the new strings and what they look like in the music. Students will not be able to hear the difference between a major and minor key signature.	Proper Conceptions Continue drilling key signatures and their application until students fully understand them. Make flashcards and encourage students to practice notes for as long as they need to until memorized. Remind students that music makes you feel a certain way- if it makes you happy it's probably major, if it makes you sad it's probably minor.
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Concepts Understand how pitch is organized in various scales. Play new notes in tune. Hear pitches in major and minor key signatures.	Competencies Students will understand sharps/flats/naturals/accidentals. Students will understand and play chromatic notes/half steps. Students will play notes on new strings. Students will learn and play pentatonic scales. Students will understand how to tell the difference between major and minor.	Vocabulary Sharp Flat Natural Accidental Chromatics E-string (violin/bass) C-string (viola/cello) Major Minor Pentatonic Scale
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Assessments

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Winter/Spring Concert- 5th grade students will participate in a Winter concert in December, and a Spring concert in May, where everything that they have learned for the year will be presented in a culminating performance with their peers.

Suggested Strategies to Support Design of Coherent Instruction

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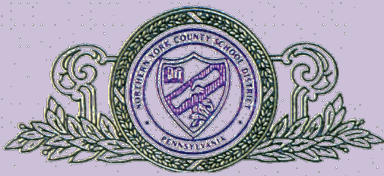
Interdisciplinary Connections:

Intervals- Math

Additional Resources:

"Sound Innovations for String Orchestra, book 1" Phillips, Boonshaft, and Sheldon

Created By:
Courtney Durlin



Orchestra / Grade 5 / Unit 5

Tone Quality / Intonation

Subject Orchestra	Grade 5	Unit 4- Tone Quality/Intonation	Suggested Timeline Ongoing
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Grade Level Units

Technique

Rhythm

Pitch

Tone Quality/Intonation

History/Culture

Form

Response to Music

Unit Title

Tone quality/Intonation

Unit Overview

Tone quality and intonation in 5th grade orchestra continues to emphasize and expand upon bowing techniques, playing with dynamics, and also listening to each other and to recordings of music in order to play in tune.

Unit Essential Questions

How do I move my bow to create a more mature tone?
How do I adjust my volume and blend my sound with the ensemble?
How do I know if I am playing out of tune with a group of people? How do I adjust if I am out of tune?

Key Understandings

Intermediate bowing techniques
Balance and dynamics within the ensemble
Adjusting pitch while playing in an ensemble

Focus Standards Addressed in the Unit

9.1.5.A	Know and use elements and principles of music to create works in the arts and humanities- duration, intensity, pitch, timbre and composition, form, genre, harmony, rhythm, texture
9.1.5.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts- sing, play an instrument, read and notate music, compose and arrange, improvise
9.1.5.C	Know and use fundamental vocabulary within music.

Important Standards Addressed in the Unit

9.1.5.G	Identify the function and benefit of rehearsals and practice sessions
9.1.5.H	Use and maintain materials, equipment and tools safely in performance spaces

Misconceptions Students won't be able to move the bow smoothly or evenly across the strings. Pitches won't be adjusted while playing. Students will play with incorrect dynamics and balance.	Proper Conceptions Make sure students are bowing straight and with the correct bow hold. Encourage students to practice playing various rhythms on the bow and think of dividing the bow into different parts. Remind students to listen to each other as they play and move their fingers on the fingerboard until the correct pitch is achieved. Remind students to listen for the melody and the harmony within the ensemble.
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Concepts Bow movement Balance/Blend Pitch Adjustment Listening skills	Competencies Students will understand the bowing lanes. Students will be able to control the bow on long tones. Students will know how to accurately divide the bow while playing, in order to use even amounts of bow and help produce a good tone. Students will listen to the rest of the ensemble while playing and accurately adjust any out of tune pitches. Students will play with appropriate dynamic levels and be sensitive to melodic and harmonic lines within the orchestra.	Vocabulary Bowing Lane Bow division Bow control Dynamics Balance Blend
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Assessments

Practicing- Students will be expected to fill out a practice chart from lesson to lesson, indicating a certain amount of practice time and demonstrating at their lessons that they have completed the assignment given to them by the teacher.

Winter/Spring Concert- 5th grade students will participate in a Winter concert in December, and a Spring concert in May, where everything that they have learned for the year will be presented in a culminating performance with their peers.

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Model various techniques on instrument for students to mimic

- Ask leading questions about previously learned key concepts to tie into new concepts
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Differentiation:

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Interdisciplinary Connections:

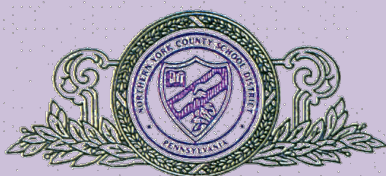
Math- fractions, dividing

Additional Resources:

“Sound Innovations for String Orchestra, book 1” Phillips, Boonshaft, and Sheldon

Created By:

Courtney Durlin



Orchestra / Grade 5 / Unit 6

History / Culture

Subject Orchestra	Grade 5	Unit 5- History/Culture	Suggested Timeline Ongoing
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Grade Level Units

Technique

Rhythm

Pitch

Tone Quality/Intonation

History/Culture

Form

Response to Music

Unit Title

History/Culture

Unit Overview

History and culture in 5th grade orchestra encompasses listening to and learning about various composers and musical cultures as presented throughout the repertoire for the concert and the exercises in the method book.

Unit Essential Questions

What are the composers that I will be playing music from?

What is the baroque period in music?

What are some characteristics of different styles of music?

What is etiquette? What is proper etiquette during a concert or other performance?

Key Understandings

Learn about different composers from various musical eras.

Review the classical period and learn about the characteristics of the Baroque era.

Learn about different styles of music (symphony, blues, fiddle, etc)

Discuss proper concert etiquette.

Focus Standards Addressed in the Unit

9.2.5.A	Explain the historical, cultural and social context of an individual work in the arts.
9.2.5.B	Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).
9.2.5.C	Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).

Important Standards Addressed in the Unit

9.1.5.C	Know and use fundamental vocabulary within music.
9.3.5.F	Classify works in the arts by forms in which they are found
9.1.5.F	Describe works of others through performance or exhibition in two art forms.

Misconceptions Students will have trouble remembering the characteristics of different composers and musical genres. Students will fail to use good concert etiquette.	Proper Conceptions Listen to composers from different eras as much as possible. Go over the etiquette with students right before a concert/performance and stress the importance of following the rules.
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Concepts Characteristics of composers Baroque era Styles of music from different cultures Concert etiquette	Competencies Students will recognize the names of various composers and know basic information about them. Students will recognize characteristics of different musical eras. Students will recognize styles of music from various cultures and time periods. Students will practice good concert etiquette.	Vocabulary Johann Sebastian Bach Baroque era Haydn Symphony Classical period Modest Mussorgsky Nikolai Rimsky-Korsakov Anton Dvorak New World Symphony Etiquette Blues
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Assessments

Practicing- Students will be expected to fill out a practice chart from lesson to lesson, indicating a certain amount of practice time and demonstrating at their lessons that they have completed the assignment given to them by the teacher.

Questioning- Ask students questions to test their knowledge of certain composers/time periods

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

- Ask leading questions about previously learned key concepts to tie into new concepts
- Use appropriate recordings, pictures, and videos to demonstrate key concepts

Differentiation:

- Provide supplemental music for students in addition to the book
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- Use resources such as flashcards and music websites for students to reinforce certain key concepts

Interdisciplinary Connections:

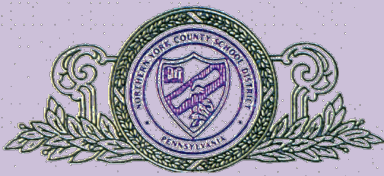
Music History- World History/Social Studies

Additional Resources:

"ASTA String Curriculum" Stephen J. Benham, et. al

Created By:

Courtney Durlin



Orchestra / Grade 5 / Unit 7

Form

Subject Orchestra	Grade 5	Unit 6- Form	Suggested Timeline Ongoing
Grade Level Units Technique Rhythm Pitch Tone Quality/Intonation History/Culture Form Response to Music			
Unit Title Form			
Unit Overview Form in 5th grade orchestra encompasses the continuing understanding of reading music and how music is organized.			
Unit Essential Questions What do I need to know about an orchestral arrangement? What is a theme and variation? What does it mean to improvise?		Key Understandings Understand how music is laid out and organized in orchestral arrangements and repertoire. Understand what a theme and variation is Learn what improvisation is and why/when it is used	
Focus Standards Addressed in the Unit			
9.1.5.A	Know and use elements and principles of music to create works in the arts and humanities- duration, intensity, pitch, timbre and composition, form, genre, harmony, rhythm, texture		
9.1.5.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts- sing, play an instrument, read and notate music, compose and arrange, improvise		
9.1.5.C	Know and use fundamental vocabulary within music.		
Important Standards Addressed in the Unit			
9.1.5.G	Identify the function and benefit of rehearsals and practice sessions		
9.1.5.H	Use and maintain materials, equipment and tools safely in performance spaces		
Misconceptions Students will not remember to follow the rehearsal marks during a rehearsal or practice session.		Proper Conceptions Remind students that rehearsal marks are often much larger than the other measure numbers in the	

Students will have trouble telling the difference between a theme and a variation.	piece. Keep going back to the original theme for reference and have students listen to one variation at a time and pick out the differences that they hear.
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Concepts Reading orchestral arrangements Theme and Variation Improvisation	Competencies Students will read and play all of the aspects of an orchestral arrangement, including review of repeats and other endings and signs, in addition to using rehearsal marks for ease of rehearsal. Students will learn what a theme and a variation are and have the opportunity to create their own variation to an already-written theme. Students will learn what improvisation is and when it is used.	Vocabulary Improvisation Rehearsal marks Theme and Variations Orchestra Arrangement
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Assessments

Practicing- Students will be expected to fill out a practice chart from lesson to lesson, indicating a certain amount of practice time and demonstrating at their lessons that they have completed the assignment given to them by the teacher.

Winter/Spring Concert- 5th grade students will participate in a Winter concert in December, and a Spring concert in May, where everything that they have learned for the year will be presented in a culminating performance with their peers.

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

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Differentiation:

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Interdisciplinary Connections:

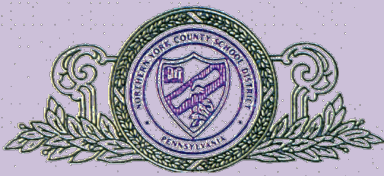
Form, phrasing- English

Additional Resources:

“Sound Innovations for String Orchestra, book 1” Phillips, Boonshaft, and Sheldon

Created By:

Courtney Durlin



Orchestra / Grade 5 / Unit 8

Response to Music

Subject Orchestra	Grade 5	Unit 7- Response to music	Suggested Timeline Ongoing
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Grade Level Units

Technique

Rhythm

Pitch

Tone Quality/Intonation

History/Culture

Form

Response to Music

Unit Title

Response to Music

Unit Overview

Responding to music in 5th grade orchestra encompasses evaluating and analyzing music for skill, musicianship, and other musical aspects of the performance.

Unit Essential Questions

What are specific musical criteria that I should listen to when critiquing a performance?

How do I organize my thoughts on paper when I am assessing or analyzing a performance?

Key Understandings

Students will practice their critiquing and analyzing by listening to various recordings of musical performances, including their own performance after the concerts.

Students will use charts and diagrams to illustrate differences between certain pieces of music.

Students will use specific terminology to assess and evaluate their own performances (dynamics, blend, balance, articulation, etc.)

Focus Standards Addressed in the Unit

9.3.5.A	Identify critical processes used in the examination of works in music- compare/contrast, analyze, interpret, form and test hypotheses, evaluate/form judgments
9.3.5.B	Describe works in the arts comparing similar and contrasting characteristics
9.3.5.F	Know how to recognize the process of criticism in identifying and analyzing characteristics among works in the arts.

Important Standards Addressed in the Unit

9.1.5.C	Know and use fundamental vocabulary within music.
9.1.5.F	Describe works of others through a performance or exhibition

Misconceptions Students may think that critiquing means to point out only the bad aspects of the performance. Students may think that their answers are wrong. Students are likely to forget the key areas that they should be listening for when critiquing.		Proper Conceptions Make sure students understand that critiquing also includes praising the performance. There is no incorrect answer in a critique. Have a list available of all criteria used to critique music.
Concepts Analyzing and assessing performances in the arts Organizing thoughts on paper while listening	Competencies Students will use correct terminology when analyzing a performance. Students will accurately describe how a piece of music makes them feel, and why they feel that way when listening to it. Students will organize their thoughts through writing.	Vocabulary Analyze Compare/Contrast
Assessments Post-concert critiques- students should hand in a critique of at least 2 paragraphs indicating what was good and bad about the winter and spring concert performances.		
Suggested Strategies to Support Design of Coherent Instruction <i>Charlotte Danielson's Framework for Teaching: Domain 3 Instruction</i>		
-Provide a sample critique of a concert/performance -Practice critiquing other performances in class -Ask leading questions to help students think outside of the box		
Differentiation:		
-Give a shorter list of criteria to critique for students who may be struggling -Allow students to verbalize their critique rather than write it if necessary -Provide students with more opportunities to practice their critiquing during small group lessons		
Interdisciplinary Connections: Critique paper- Writing, Language Arts Critical thinking- Reading		
Additional Resources: "ASTA String Curriculum" Stephen J. Benham, et. al		
Created By: Courtney Durlin		