

**Canterbury Public Schools
Music Grade 5**

Subject	Music
Grade Level	5th
Unit Title	5th Grade Band
Unit Goals	Learn an instrument and take part of an ensemble
Pacing (# of weeks)	Full Year
Standards	<p>MU:Pr4.2.E.5a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.</p> <p>MU:Pr5.1.E.5a Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.</p> <p>MU:Pr6.1.E.5b Demonstrate an awareness of the context of the music through prepared and improvised performances</p>
Content/Conceptual Knowledge (know)	<ul style="list-style-type: none"> -Read Music -How to use reflection and feedback
Skills (be able to do)	<ul style="list-style-type: none"> -Read Music in order to participate in ensemble -Demonstrate the awareness of the context of music -Play Concert Bb to Concert G confidently -Read and play ♩ ♪ ♫ ♮ ♯ ♭ rhythmic devices confidently
Essential Questions	<p>How do all the different parts come together to create a successful ensemble?</p> <ul style="list-style-type: none"> -Woodwinds, Brass, Percussion
Enduring Understandings	It takes all different parts working together to create a successful musical product.
Vocabulary	Rhythm, Dynamics, Melody, Harmony, Phrase
Common Learning Experiences broken down by standard addressed in the unit	<ul style="list-style-type: none"> -Rehearsals -Practice -Performance
Assessments	<ul style="list-style-type: none"> -Performance-Based Assessment -Practice at Home -Collaboration

Resources	Standard of Excellence, Book 1 by Bruce Pearson Concert Repertoire Practice Videos Professional Recordings of Repertoire
Student Resources	Instruments Standard of Excellence, Book 1 by Bruce Pearson Concert Repertoire Practice Videos Professional Recordings of Repertoire
Teacher Resources	Conductor's Score Concert Repertoire Professional Recordings of Repertoire
Strategies	Modeling Using Videos Small Group Practice (Lessons)
Behaviors that will lead to success	Self-Discipline Perseverance

Certainly! Here's the updated **5th Grade Band Syllabus** with the addition of your specific goals for playing Concert Bb to Concert G confidently and reading and playing various rhythmic devices. These skills are incorporated into the unit timeline.

5th Grade Band Syllabus

Course Overview: This course focuses on developing essential music performance skills in a band setting. Students will enhance their ability to read music, improve their individual and ensemble performances, and explore how the formal aspects of music (like form, dynamics, and rhythm) influence their interpretation of musical works. The course will also emphasize self-reflection, peer feedback, and context awareness in both prepared and improvised performances.

Unit Objectives:

- Demonstrate how knowledge of musical form and elements informs prepared and improvised performances.
- Use self-reflection and peer feedback to refine individual and ensemble performances.
- Demonstrate awareness of the context of the music (historical, cultural, or situational) in both prepared and improvised performances.
- Play Concert Bb to Concert G confidently.

- Read and play rhythmic devices (♩, ♪, ♫, ♮, ♭, ♯) confidently.
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Unit Timeline: 8 Weeks

Week 1: Introduction to Music Reading, Formal Aspects of Music, and Basic Rhythms

Topics:

- Basic music reading skills: Notes, rhythms, and time signatures.
- Introduction to musical form: Repetition, contrast, and variation in music.
- Review of rhythmic devices: Quarter notes (♩), half notes (♪), eighth notes (♫), and sixteenth notes (♮), along with rests (♭, ♯, ♮).

Activities:

- Begin reading simple music exercises focusing on rhythmic devices and time signatures.
- Work on playing Concert Bb to Concert G, practicing both individually and as an ensemble.
- Focus on reading and playing rhythms with accuracy using the rhythmic devices learned.

Objective:

- Master basic rhythms and play Concert Bb to Concert G confidently.
 - Understand the formal aspects of music, including form and dynamics, to prepare for ensemble performances.
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Week 2: Application of Rhythmic Devices and Playing with Confidence

Topics:

- Detailed focus on rhythmic devices: Practice quarter notes (♩), half notes (♪), eighth notes (♫), sixteenth notes (♮), and the associated rests (♭, ♯, ♮).
- Developing confidence in playing from Concert Bb to Concert G.

Activities:

- Rhythmic exercises to reinforce accurate reading and playing of rhythmic devices.

- Practice playing scales from Concert Bb to Concert G, paying attention to articulation and tone quality.
- Peer feedback on rhythmic accuracy and pitch consistency during warm-ups and practice.

Objective:

- Confidently play scales and short melodic phrases from Concert Bb to Concert G.
 - Read and play rhythmic devices with fluency in ensemble and individual performances.
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Week 3: Playing with Expression and Musical Form

Topics:

- Applying rhythmic devices and knowledge of musical form to express dynamics, articulation, and phrasing.
- Practice playing Concert Bb to Concert G in both solo and ensemble settings.

Activities:

- Perform a piece with rhythmic devices and formal aspects such as phrasing and dynamic changes (e.g., crescendos and decrescendos).
- Focus on ensemble coordination, playing together and responding to dynamic and expressive markings.

Objective:

- Apply rhythmic devices confidently and expressively, using dynamics and phrasing to shape the musical performance.
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Week 4: Self-Reflection in Performance

Topics:

- Self-reflection: How to assess your performance of rhythmic devices and pitch accuracy.
- Using practice time to improve individual skills on Concert Bb to Concert G.

Activities:

- After an individual performance, students reflect on their rhythmic accuracy and confidence in playing Concert Bb to Concert G.

- Students set goals for their next practice session based on the reflection.

Objective:

- Strengthen the ability to assess one's performance and identify specific areas for improvement, focusing on rhythmic accuracy and pitch control.
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Week 5: Peer Feedback and Ensemble Performance

Topics:

- Giving constructive peer feedback: How to listen critically and offer helpful feedback.
- Performing in an ensemble setting, emphasizing synchronization, dynamics, and the correct use of rhythmic devices.

Activities:

- Perform a song as a group, with students giving and receiving peer feedback on rhythm, tone quality, and synchronization.
- Focus on improving performance using rhythmic accuracy and expression, especially when transitioning between Concert Bb and Concert G.

Objective:

- Improve ensemble performances by using peer feedback to refine rhythmic accuracy, articulation, and overall musicality.
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Week 6: Refining Performance Skills and Expanding Repertoire

Topics:

- Refining both individual and ensemble performances, focusing on rhythmic precision and playing the full range from Concert Bb to Concert G.
- Musical expression: How to use dynamics, phrasing, and articulation to enhance a performance.

Activities:

- Rehearse a song with rhythmic devices and varying dynamics, focusing on accuracy and expression.

- Work on playing more challenging pieces that incorporate rhythmic devices and the full pitch range.

Objective:

- Refine performance skills by improving rhythmic accuracy and playing through the entire range of Concert Bb to Concert G.
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Week 7: Context of Music and Historical Awareness

Topics:

- How understanding the historical and cultural context of a piece affects performance choices.
- Application of rhythmic devices and technical skills within different musical genres.

Activities:

- Learn about the context of a piece being performed (e.g., its origin, style, and purpose).
- Apply rhythmic devices and scale patterns to new musical genres or styles, adjusting performance techniques as needed.

Objective:

- Demonstrate awareness of the context in which music was created and adapt performances accordingly.
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Week 8: Final Performance and Reflection

Topics:

- Preparing for the final performance: Reviewing everything learned, including reading rhythms, playing scales, and demonstrating musical expression.
- Final self-reflection and peer feedback session.

Activities:

- Perform a piece of music as an ensemble, showcasing all skills learned, including reading and playing rhythmic devices and playing scales from Concert Bb to Concert G.

- Reflection and group feedback session: Discuss what went well and areas for further improvement.

Objective:

- Demonstrate mastery of rhythmic devices, pitch range, and musical expression in both individual and ensemble settings.
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Assessment:

- **Individual Performance (30%):** Evaluate each student's ability to play Concert Bb to Concert G and perform rhythmic devices accurately.
 - **Ensemble Performance (30%):** Assess group performance based on synchronization, rhythmic accuracy, and expression.
 - **Self-Reflection and Peer Feedback (20%):** Evaluate how students use self-reflection and peer feedback to improve their performance.
 - **Final Performance (20%):** Final ensemble performance demonstrating all skills developed throughout the unit.
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Resources Needed:

- Band instruments (e.g., flute, clarinet, trumpet, percussion, etc.).
 - Sheet music for ensemble pieces.
 - Recording devices for self-reflection and peer feedback.
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This syllabus ensures that students build confidence in their ability to read rhythms, play scales, and perform musical works that incorporate both rhythmic and melodic elements. It emphasizes individual growth, peer feedback, and the application of contextual understanding to improve performances.