Westbrook Public Schools  
Westbrook Middle School 5th Grade Band Curriculum  
Grade 5

Music Standard Addressed - #2 Students will play on instruments, alone and with others, a varied repertoire of music  

**Essential Question:** What makes a quality group or solo sound?

<table>
<thead>
<tr>
<th>Performance Standards</th>
<th>Skill</th>
<th>Knowledge</th>
<th>Indicators/Assessments</th>
<th>Materials/Resources</th>
</tr>
</thead>
</table>
| Perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position and good breath or stick control | **Perform on pitch while**  
- Make physical adjustments to continually work to improve timbre  
- Correctly position the instrument or sticks  
- Adjust embouchure, aperture, and stick grip  
**Perform on pitch while**  
- Making embouchure adjustments/ providing breath support  
- Hearing when they are out of tune with neighbor  
- Tuning accordingly  
- Playing with appropriate posture or stick grip  
**Perform in rhythm while...**  
- Keeping a steady beat through internal counting  
- Maintaining a steady tempo  
- Applying appropriate tonguing and fingering  
- Following the conductor  
**Perform with appropriate dynamics while...**  
- Controlling air speed and embouchure | **Correct embouchure**  
**Breath support**  
**Intonation/How adjusting the instrument affects the sound**  
**Correct posture or stick grip**  
**Rhythmic notation**  
**Rhythmic counting using numbers (# a)**  
**Fingering**  
**Tonguing**  
**Conducting patterns**  
**Dynamics**  
(vocabulary and symbols)  
**Role of varied air speed in creation of timbre and dynamics**  
**Proper way to hold and position the instrument/sticks** | **Observation during band rehearsal**  
**Informal assessment during lessons**  
**Informal assessment during small group practice or sectionals**  
**Final assessments on performance rubric** | **Instruments**  
**Quality band music at levels 1 and 1.5**  
**Warm-ups**  
- Scales and arpeggios  
- Technical exercises  
**Rhythmic exercises**  
**CDs or online links for listening references**  
**Tuner**  
**Metronome** |
| Perform with expression and technical accuracy a repertoire of instrumental literature with a level of difficulty of 1 or 1.5 | Perform expressively by... | • Expression  
• Dynamics  
• Breath Marks  
• Accidentals  
• Articulation  
• Symbols  
• Blend/Balance  
• Vocabulary  
• Varied key and time signatures |
| Perform music representing diverse genres and cultures, with expression appropriate for the work being performed | • Explore and perform diverse genres and styles through listening | • Music of other cultures, including the basic style characteristics in music of varying nationalities  
• Jazz and Dixieland styles |
| Play by ear simple melodies on a melodic instrument | • Identify necessary scale degrees and time signature to recreate familiar tunes or unfamiliar sample melodies | • Scale degrees  
• Time signatures |
| Technology Integration:  
• Use of website for streaming of listening examples | Assessment Techniques:  
• Performance Rubric  
• Teacher-created Criteria | • Credit/No Credit  
Assessment will be based on correct completion of task  
• Sample melodies to be performed by teacher |

- Essential Elements 2000 Book 1 (or method book of equivalent level)  
- Varied rehearsal materials in unison  
- Concert music
Westbrook Public Schools
Westbrook Middle School 5th Grade Band Curriculum
Grade 5

Music Standard Addressed - #3 Students will improvise melodies, variations and accompaniments

**Essential Questions:** What is improvisation? How can I be creative under these specific parameters?

<table>
<thead>
<tr>
<th>Performance Standards</th>
<th>Skill</th>
<th>Knowledge</th>
<th>Indicators/Assessments</th>
<th>Materials/Resources</th>
</tr>
</thead>
</table>
| Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys | ● Improvise on a short selection using the given prompt | ● Principles of improvisation  
● Melodic variation using repeats and rests  
● The use of scale degrees 1, 2, 3, 5, 6 to create a (major) pentatonic scale  
● Concert Bb major scale and its corresponding pentatonic scale, key signatures  
● Simple rhythmic patterns such as syncopa and dotted quarter | ● Informal assessment to aid personal progress in class and lessons | ● Musical prompt |
| Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter and tonality | ● Play the concert Bb blues scale  
● Improvise a short melody using notes from the Bb blues scale | ● A variety of ideas to aid improvisation  
● Bb blues scale  
● Pentatonic scale | ● Informal assessment to aid personal progress in class and lessons | ● Hand-out with concert Bb blues scale, pentatonic scale, and form guides |

**Technology Integration:**
- Practice CDs with blues accompaniment
- Band-in-a-Box if available

**Assessment Techniques:**
- Teacher-created Criteria
Westbrook Public Schools
Westbrook Middle School 5th Grade Band Curriculum
Grade 5

<table>
<thead>
<tr>
<th>Performance Standards</th>
<th>Skill</th>
<th>Knowledge</th>
<th>Indicators/Assessments</th>
<th>Materials/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance</td>
<td>Create at least one original piece in the key of Bb or Eb major</td>
<td>What creates unity, balance, tension, and resolution in music</td>
<td>Informal assessment of parameters met and effort</td>
<td>Examples of pieces meeting the guidelines</td>
</tr>
<tr>
<td></td>
<td>Apply given rhythms to original composition</td>
<td>ABA form</td>
<td></td>
<td>Supply of staff paper</td>
</tr>
<tr>
<td></td>
<td>Apply ABA form in their composition</td>
<td>How to use 4-bar phrasing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arrange simple pieces for instruments other than those for which the pieces were written (this portion will be met at a later grade)</td>
<td>Modify a familiar piece for their own instruments by changing at least three musical elements</td>
<td>How to change or modify musical parameters to create an arrangement</td>
<td>Informal assessment of modifications to melody</td>
<td>Sample familiar melodies in concert keys</td>
</tr>
<tr>
<td></td>
<td></td>
<td>○ New rhythms</td>
<td></td>
<td>Examples of modifications of melody</td>
</tr>
<tr>
<td></td>
<td></td>
<td>○ New notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>○ Repetition</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Technology Integration:**
- Use of Finale Notepad, if possible

**Assessment Techniques:**
- Teacher–created Criteria
Westbrook Public Schools
Westbrook Middle School 5th Grade Band Curriculum
Grade 5

Music Standard Addressed - #5 Students will read and notate music

**Essential Questions:** How is sound represented on paper? How can melody and rhythm be visually depicted?

<table>
<thead>
<tr>
<th>Performance Standards</th>
<th>Skill</th>
<th>Knowledge</th>
<th>Indicators/Assessments</th>
<th>Materials/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read whole, half, quarter, eighth, sixteenth, dotted notes, and rests in 2/4, 3/4, 4/4, 6/8, 3/8 and alla breve (2/2) meter signatures (items crossed out will be met at a later grade)</td>
<td>Accurately count these durations within a given meter</td>
<td>Meters</td>
<td>Observations and assistance during lessons and weekly rehearsals</td>
<td>Concert music and method book</td>
</tr>
<tr>
<td></td>
<td>Comfortably count and perform in these meters in music with a difficulty level of at least 1</td>
<td>Notational symbols</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sight-read with accurate counting, use of meter and key signatures</td>
<td>Durations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Apply dynamics and articulations when sight-reading</td>
<td>Numeric counting (#+) for rhythmic combinations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interpret notation and other musical symbols correctly in lessons when performing</td>
<td></td>
<td>Observations and assistance during lessons</td>
<td>Method book sight reading examples and additional sight-reading hand-outs</td>
</tr>
<tr>
<td>Read at sight simple melodies in the treble and/or bass clefs</td>
<td>3 basic musical elements to survey before sight-reading:</td>
<td>Key signature</td>
<td>Final assessment on performance rubric</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sight-read, accurately and expressively, music with a difficulty level of 1</td>
<td>Time signature</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interpreting notation symbols correctly in lessons when performing</td>
<td>Tempo</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Notational symbols</td>
<td></td>
<td></td>
<td>Concert music and method book</td>
</tr>
<tr>
<td></td>
<td>Pitches</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sharps, Naturals, and Flats</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bb and Eb key signatures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dynamic markings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Basic tempo markings such as allegro, moderato, and largo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use standard notation to record their musical ideas and the musical ideas of others</td>
<td>• Notate music using appropriate durations and pitches for the given meter and key</td>
<td>• How to represent musical ideas by locating correct scale degrees and applying accurate rhythms for the given meter</td>
<td>• Observations and assistance during large-group rehearsals</td>
<td>• Use of Finale Notepad, if possible</td>
</tr>
</tbody>
</table>

**Technology Integration:**
- Use of Finale Notepad notational software, if possible

**Assessment Techniques:**
- Performance rubrics for sight-reading
- Teacher-created Criteria
Westbrook Public Schools  
Westbrook Middle School 5th Grade Band Curriculum  
Grade 5

Music Standard Addressed - **#6 Students will listen to, analyze, and describe music**

Essential Questions: How do musical elements contribute to the style and aesthetic of a piece?  
How can we successfully communicate about music through writing and discussion?

<table>
<thead>
<tr>
<th>Performance Standards</th>
<th>Skill Student will be able to...</th>
<th>Knowledge Students will understand...</th>
<th>Indicators/Assessments</th>
<th>Materials/Resources</th>
</tr>
</thead>
</table>
| Describe specific music events in a given aural example, using appropriate terminology | • Describe elements of music that they hear without seeing the notation | • Technical Vocabulary  
  o Key  
  o Meter  
  o Articulations  
  o Dynamics  
  o Blend  
  o Balance  
  o Form  
  o Phrasing | • Assessment of appropriate incorporation of musical terminology in discussion | • Musical examples |
| Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions in their analyses of music | • Describe music using appropriate terminology | • Musical Elements  
  o Melody  
  o Harmony  
  o Rhythm | | |
| | • Identify elements that contribute to stylistic characteristics of music | | | |
| | | | | |
| | • Analyze the uses of elements of music in aural examples representing diverse genres and cultures | • Engage in discussion about what makes music sound culturally diverse | • Stylistic musical properties of another culture  
• Definition of and examples of genres | • Musical examples |
| | | | | |
| Technology Integration: | | | | Use of internet for listening samples and research about cultures |
| Assessment Techniques: | | | | Teacher-created Criteria |
Westbrook Public Schools
Westbrook Middle School 5th Grade Band Curriculum
5th Grade

Music Standard Addressed - #7 Students will evaluate music and music performance

**Essential Questions:** How is personal preference for music developed? How does music elicit emotion?

<table>
<thead>
<tr>
<th>Performance Standards</th>
<th>Skill Student will be able to...</th>
<th>Knowledge Students will understand...</th>
<th>Indicators/Assessments</th>
<th>Materials/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria of their personal listening and performing</td>
<td>● Determine what elements of music contribute towards affective performances</td>
<td>● Qualitative elements  ○ Adherence to tempo  ○ Adherence to dynamics  ○ Balance  ○ Blend  ○ Proper articulation  ○ Expression</td>
<td>● Class discussion</td>
<td>● Recordings of quality performances  ● Videos of performing ensembles  ● Video recorder for concert self-evaluations</td>
</tr>
</tbody>
</table>

Evaluate the quality and effectiveness of their own and others’ performances, compositions, arrangements and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement

- ● Speak or write about music’s aesthetic value
- ● Self-evaluate performances and suggest ways to improve the performance
- ● How to approach music as a listener, not just a player
- ● Terminology to describe the aesthetic value of a performance
- ● Appropriate critical commentary
- ● Informal assessment of participation in giving musical feedback
- ● Recordings of quality performances  ● Videos of performing ensembles  ● Video recorder for concert self-evaluations

**Technology Integration:**
- ● Recordings
- ● Videos
- ● Video Recorder

**Assessment Techniques:**
- ● Teacher-created Criteria
**Westbrook Public Schools**  
**Westbrook Middle School 5th Grade Band Curriculum**  
**5th Grade**

<table>
<thead>
<tr>
<th>Performance Standards</th>
<th>Skill</th>
<th>Knowledge</th>
<th>Indicators/Assessments</th>
<th>Materials/Resources</th>
</tr>
</thead>
</table>
| Compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions or ideas into works of art | Recognize common elements (such as shape or gesture) in each of the arts  
Compare forms of music-related media to those of visual arts and other sound-related media | Musical gesture/shape  
How musical elements are embedded in our daily lives | Classroom discussions | Examples of varied media  
Use of youtube.com and SMART board, if available |
| Describe ways in which the principles and subject matter of other disciplines taught in school are interrelated with those of music | Identify the connections between music, art, and literature  
Identify and describe music’s relationship to fractions and other math concepts.  
Describe geographical influences on musical styles | Common threads between these disciplines  
Division of the measure in relation to mathematical fractions  
Regional influences on music | Assessment of worksheet  
Classroom discussions | Musical math work-sheet |
| Identify a variety of music-related careers | Identify the role of the conductor and the skills used in this position | What skills are applied by a conductor beyond conducting | Classroom discussions | Videos including conductors |

**Technology Integration:**  
- Internet  
- SMART board, if available

**Assessment Techniques:**  
- Teacher-created Criteria
# Westbrook Public Schools
## Westbrook Middle School 5th Grade Band Curriculum
### 5th Grade

Music Standard Addressed - **#9 Students will understand music in relation to history and culture**

**Essential Questions:** How has music changed over time?
How can culture be expressed through or heard in music?

<table>
<thead>
<tr>
<th>Performance Standards</th>
<th>Skill</th>
<th>Knowledge</th>
<th>Indicators/Assessments</th>
<th>Materials/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe distinguishing characteristics of representative music genres and styles from a variety of cultures</td>
<td>Student will be able to...</td>
<td>Distinguish characteristics of the genres listed, with a focus on instrumentation</td>
<td>Informal assessment of participation in class discussion</td>
<td>Musical recordings</td>
</tr>
<tr>
<td>Classify by genre and style (and, if applicable, by historical period, composer and title) a varied body of exemplary (that is, high-quality and characteristic) musical works, and explain the characteristics that cause each work to be considered exemplary</td>
<td>Identify and accurately classify at least 2 historical music eras</td>
<td>Key stylistic characteristics of, and composers from 2 major periods:</td>
<td>Informal assessment of participation in class discussion</td>
<td>Musical recordings</td>
</tr>
<tr>
<td>Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed</td>
<td>Compare aspects of formal and informal music performances</td>
<td>Cultural differences among similar genres, such as jazz drumming vs. African drumming</td>
<td>Informal assessment of participation in class discussion</td>
<td>Musical recordings</td>
</tr>
</tbody>
</table>

**Technology Integration:**
- Internet Web Sites
- Recording

**Assessment Techniques:**
- Teacher –created Criteria