



# PISCATAWAY TOWNSHIP SCHOOLS

**Dr. Frank Ranelli**  
Superintendent of Schools

**Dr. William Baskerville**  
Assistant Superintendent

## Orchestra (4-5)

**Content Area:** Music  
**Grade Span:** 4-5  
**Revised by:** Haley Schilla  
**Presented by:**  
**Approval date:** August 2020

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**Piscataway Township Schools**  
1515 Stelton Road  
Piscataway, NJ 08854-1332  
732 572-2289, ext. 2561  
Fax 732 572-1540  
[www.piscatawayschools.org](http://www.piscatawayschools.org)

## COURSE OVERVIEW

### Description

This curriculum is for students who play an instrument at the intermediate level in Orchestra. The curriculum refers to full ensemble rehearsal and instruction as well as individual/group lessons. All units are full year and taught simultaneously.

### Goals

- How to care for string instrument.
- All aspects for good posture and instrument positioning.
- Techniques required for good tone production.
- Knowledge of parts of the string instrument.
- All elements of basic music theory such as rhythm, time signature, and basic notation.
- An understanding of proper concert etiquette.
- Continued development of good musicianship with reinforcement of fundamentals.
- A basic understanding of various cultures and the differences in the music.
- Continued development of good musicianship with reinforcement of fundamentals.
- An understanding of how personal performance relates to ensemble performance.
- Improve on techniques required for good tone production.
- Improve on techniques required for good pitch production.
- Knowledge and awareness of sharps, naturals, and flats.
- Knowledge and awareness of correct bowing in ensemble playing.
- Knowledge and awareness of blending in ensemble playing.
- Confidence and knowledge to play independently.
- Knowledge and skill base to self adjust and improve.
- Awareness in watching the conductor in ensemble playing.
- All elements of basic music theory such as tempo, dynamic, rhythm, time signature, and advance notation.
- Continued development of good musicianship with reinforcement of fundamentals.
- Knowledge of various time periods, cultures and the differences in the music.
- Knowledge, awareness and applying correct bowing in ensemble playing.
- Knowledge, awareness and correctly blending in ensemble playing.
- Knowledge and awareness of watching the conductor in ensemble playing.

### Scope and Sequence

Unit	Topic	Length
Grade 4: Unit 1	Fundamentals	Full Year
Grade 4: Unit 2	Performance Preparation	Full Year
Grade 4: Unit 3	Skill Advancement	Full Year
Grade 5: Unit 1	Fundamentals/Technique	Full Year
Grade 5: Unit 2	Building on Performance and Practice Skills	Full Year

## Resources

See each unit below.

## ALL UNITS: INSTRUCTIONAL FOCUS

<b>Summary and Rationale</b>	
<p>This curriculum is for students who play an instrument at the intermediate level in Orchestra. The curriculum refers to full ensemble rehearsal and instruction as well as individual/group lessons. All units are full year and taught simultaneously.</p>	
<b>State Standards</b>	
<b>Anchor Standard 1: Generating and Conceptualizing Ideas</b>	
1.3.C.12nov.Cr1a	Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
<b>Anchor Standard 4: Selecting, Analyzing, and Interpreting Work</b>	
1.3C.12nov.Pr4a	Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
1.3C.12nov.Pr4b	Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
1.3C.12nov.Pr4c	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
<b>Anchor Standard 5: Developing and Refining Techniques and Models or Steps Needed to Create Products.</b>	
1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music
1.3C.12int.Pr5a	Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
<b>Anchor Standard 6: Conveying Meaning Through Art</b>	

1.3C.12nov.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
1.3C.12nov.Pr6b	Demonstrate an awareness of the context of the music through prepared and improvised performances
<b>Anchor Standard 7: Perceiving and Analyzing Products</b>	
1.3C.12nov.Re7b	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
<b>Anchor Standard 8: Interpreting Intent and Meaning</b>	
1.3C.12nov.Re8a	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate).
<b>Anchor Standard 10: Synthesizing and Relating Knowledge and Personal Experiences to Create Products</b>	
1.3C.12nov.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

## 4<sup>th</sup> GRADE UNIT 1: Fundamentals

<b>Summary and Rationale</b>	
<p><b>4<sup>th</sup> Grade- 1<sup>st</sup> Year Fundamental Skills</b></p> <p><b>Topics Include:</b>            String instrument care            Sitting and standing postures            Left hand and right hand posture            Pizzicato and Arco positioning            Ear training            Parts of the string instrument            Basic note reading on open strings            Basic note reading on D and A strings            Understanding D and G major key signatures            Understanding of D and G major scales            Basic rhythmic notation            Understanding time signatures in 4/4, 3/4 and 2/4</p> <p><b>Specific Skills:</b>            Whole, half, quarter, eighth and rests            Steady tempo, performing in unison and/or two part.            Bowing notes by extending bow arm.</p>	
<b>Recommended Pacing</b>	
Year Long	
<b>State Standards</b>	
<b>Anchor Standard 4:</b> Selecting, Analyzing, and Interpreting Work	
1.3C.12nov.Pr4b	Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
<b>Anchor Standard 5:</b> Developing and Refining Techniques and Models or Steps Needed to Create Products.	
1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music
<b>Anchor Standard 6:</b> Conveying Meaning Through Art	
1.3C.12nov.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

<b>Anchor Standard 7: Perceiving and Analyzing Products</b>	
1.3C.12nov.Re7b	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
<b>Anchor Standard 10: Synthesizing and Relating Knowledge and Personal Experiences to Create Products</b>	
1.3C.12nov.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• How to care for your instrument.</li> <li>• All aspects for good posture and instrument positioning.</li> <li>• Techniques required for good tone production.</li> <li>• Knowledge of parts of the instrument.</li> <li>• All elements of basic music theory such as rhythm, time signature, and basic notation.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What elements are essential to good posture and positioning?</li> <li>• What techniques are required in order to produce a good quality sound?</li> <li>• What is the difference between pizzicato and arco techniques?</li> <li>• Why are quality tone production and fundamentals important?</li> <li>• What skills are required for students to learn to read and play a major scale?</li> </ul>	
<b>Objectives</b>	

**Students will know:**

- Students will know how to sit and stand with their instruments with correct posture.
- Students will know the correct "Arco" and "Pizzicato" position.
- Students will know where to position their fingers to produce a good quality tone while doing "Pizzicato".
- Students will know where to position the bow to produce a good quality tone for "Arco"
- Students will learn the key signature for appropriate major scales and corresponding sharps in the key.
- Students will know how to self correct and adjust posture and intonation.

**Students will be able to:**

- Demonstrate correct posture for playing their respective instruments.
- Demonstrate quality tone production.
- Name all parts of their respective instruments.
- Utilize appropriate basic music terminology.
- Demonstrate skills in pitch recognition and self-pitch correction.
- Utilize Note-reading apps on the Ipad/computer to practice and review note reading.

## Resources

Core Text:

Suggested Resources:

Assessments:

Parts of the instruments.

Position Evaluation

Note reading assessments

Lessons:

Correct sitting and playing posture.

Musical terminology



## 4<sup>th</sup> GRADE UNIT 2: Performance Preparation

Summary and Rationale	
<p><b>4<sup>th</sup> Grade- 1<sup>st</sup> Year Performance Preparation</b></p> <p><b>Topics Include:</b>                      Proper concert etiquette.                      Correct ways to produce good quality tone.                      Development of good listening habits.                      Introducing music from different musical periods.</p> <p><b>Specific Skills:</b>                      Pitch awareness and recognition.                      Self-pitch correction.                      Match pitch with peers.</p>	
Recommended Pacing	
Year Long	
State Standards	
<b>Anchor Standard 2:</b> Organizing and Developing Ideas	
1.3C.12nov.Cr2a	Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
<b>Anchor Standard 4:</b> Selecting, Analyzing, and Interpreting Work	
1.3C.12nov.Pr4a	Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
1.3C.12nov.Pr4b	Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
1.3C.12nov.Pr4c	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
<b>Anchor Standard 5:</b> Developing and refining techniques and models or steps needed to create products.	

1.3C.12nov.Pr5a Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music	
<b>Anchor Standard 6:</b>	
1.3C.12nov.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
1.3C.12nov.Pr6b	Demonstrate an awareness of the context of the music through prepared and improvised performances
<b>Anchor Standard 8:</b> Interpreting Intent and Meaning	
1.3C.12nov.Re8a	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate).
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• An understanding of proper concert etiquette.</li> <li>• Continued development of good musicianship with reinforcement of fundamentals.</li> <li>• A basic understanding of various cultures and the differences in the music.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What is proper concert etiquette?</li> <li>• What are the benefits of learning additional fundamentals?</li> <li>• Why perform music from various cultures and time periods?</li> <li>• What are the characteristics of a well-rounded performer?</li> <li>• Why is being a well-rounded performer important aspect of personal development?</li> </ul>	
<b>Objectives</b>	

**Students will know:**

- Students will know how to conduct themselves on and off the stage.
- Students will learn how to maintain quality tone.
- Students will learn how to maintain accurate pitch.
- Students will demonstrate an understanding of required terminology, rhythmic concepts, pulse, balance and blend of ensemble.
- Students will learn basic historical and cultural references as they are presented in the music.
- Students will learn the steps to prepare for a concert.

**Students will be able to:**

- Students will conduct themselves appropriately on and off the stage.
- Students will be able to produce a quality tone by applying good mechanics.
- Students will continue to learn to maintain a good sense of pitch.
- Students will apply musical concepts through performance: rhythm, pulse, blend and balance.
- Students will perform music from various time periods and/or cultures.

**Resources**

Core Text:

Suggested Resources:

Assessments:

4<sup>th</sup> Grade Midterm.

Concert Assessment.

Lessons:

Proper concert etiquette.

Music theory.

## 4<sup>th</sup> GRADE UNIT 3: Skill Advancement

Summary and Rationale	
<p><b>4<sup>th</sup> Grade- 1<sup>st</sup> Year Performance Skill Advancement</b></p> <p><b>Topics Include:</b></p> <p>Proper concert etiquette as a performer and observer.                      Proper techniques to apply to produce good quality tone.                      Development of good listening skills and practice habits.                      Music from different musical periods.                      Constructive self and peer critique.</p> <p><b>Specific Skills:</b></p> <p>Pitch awareness and recognition.                      Self-pitch correction.                      Match pitch with peers.</p>	
Recommended Pacing	
Full Year	
State Standards	
<b>Anchor Standard 1:</b> Generating and Conceptualizing Ideas	
1.3.C.12nov.Cr1a	Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
<b>Anchor Standard 4:</b> Selecting, Analyzing, and Interpreting Work	
1.3C.12nov.Pr4a	Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
1.3C.12nov.Pr4b	Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
1.3C.12nov.Pr4c	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
<b>Anchor Standard 5:</b> Developing and Refining Techniques and Models or Steps Needed to Create Products.	

1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music
<b>Anchor Standard 6: Conveying Meaning Through Art</b>	
1.3C.12nov.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared
<b>Anchor Standard 7: Perceiving and Analyzing Products</b>	
1.3C.12nov.Re7b	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
<b>Anchor Standard 10: Synthesizing and Relating Knowledge and Personal Experiences to Create Products</b>	
1.3C.12nov.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• An understanding of proper concert etiquette.</li> <li>• Continued development of good musicianship with reinforcement of fundamentals.</li> <li>• Knowledge of various cultures and the differences in the music.</li> <li>• An understanding of how personal performance relates to ensemble performance.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What can you do to increase your level of commitment and musical knowledge?</li> <li>• How does the awareness of aesthetics impact performance?</li> <li>• How do you conduct yourself at a performance?</li> <li>• Why perform music from various cultures and time periods?</li> <li>• Why is quality tone production and fundamentals continue to be important?</li> <li>• Why is critique an essential part of musical development?</li> </ul>	
<b>Objectives</b>	

**Students will know:**

- Students will understand the level of commitment it requires to achieve higher performance level.
- Students will learn how to consistently listen to his/her playing as an individual and how it blends with the larger group as a whole.
- Students will demonstrate understanding of additional required musical terminology, rhythmic concepts, pulse, balance and blend of ensemble.
- Students will learn basic historical and cultural references as it is presented in the music being learned.
- Students will learn how to self-critique in a positive matter to gain personal growth.

**Students will be able to:**

- Conduct themselves appropriately on stage and as observers.
- Produce a quality tone through good techniques and the use of tuner.
- Apply musical concept (rhythm, pulse, blend, and balance) through performance and written evaluation.
- Perform musical pieces from various time periods and/or cultures.
- Learn how to make constructive self-critique as well as peer critique to gain musical growth.

**Resources**

Core Text:

Suggested Resources:

Assessments:

Concert Performance Evaluation.

4<sup>th</sup> Grade Final Written Assessment.

Lessons:

Music theory.

Proper Concert Etiquette.

## 5<sup>th</sup> GRADE UNIT 1: Fundamentals/Technique

Summary and Rationale	
<p><b>5<sup>th</sup> Grade- Building on Fundamentals and Techniques</b></p> <p><b>Topics Include:</b>                      Sitting and standing postures.                      Ear Training.                      Note reading that includes notes on all four strings.                      Understanding G, D, A, C major key signatures.                      Complex rhythmic notation.                      Understanding time signatures in 4/4, 3/4, and 2/4.                      Reading tempo markings.</p> <p><b>Specific Skills:</b>                      Whole, half, quarter, eighth, sixteenth, dotted rhythms and rests.                      Steady tempo, performing un 2, 3, 4, and 5 part musical composition.</p>	
Recommended Pacing	
Full Year	
State Standards	
<b>Anchor Standard 2: Organizing and Developing Ideas</b>	
1.3C.12int.Cr2a	Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
<b>Anchor Standard 4: Selecting, Analyzing, and Interpreting Work</b>	
1.3C.12int.Pr4a	Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.
1.3C.12int.Pr4b	Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
1.3C.12int.Pr4c	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
<b>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</b>	
1.3C.12int.Pr5a	Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.

<b>Anchor Standard 6: Conveying Meaning Through Art</b>	
1.3C.12int.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
1.3C.12int.Pr6b	Demonstrate an understanding of the context of the music through prepared and improvised performances.
<b>Anchor Standard 7: Perceiving and Analyzing Products</b>	
1.3C.12nov.Re7a	Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
1.3C.12nov.Re7b	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
<b>Anchor Standard 8: Interpreting Intent and Meaning</b>	
1.3C.12nov.Re8a	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate).
<b>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</b>	
1.3C.12int.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• All aspects of good posture and instrument positioning.</li> <li>• Improve on techniques required for good tone production.</li> <li>• Improve on techniques required for good pitch production.</li> <li>• Knowledge and awareness of sharps, naturals and flats.</li> <li>• Knowledge and awareness of correct bowing in ensemble playing.</li> <li>• Knowledge and awareness of blending in ensemble playing.</li> <li>• Awareness in watching the conductor in ensemble playing.</li> <li>• All elements of basic music theory such as tempo, dynamic, rhythm, time signature, and advance notation.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How does proper bow hold affect sound production?</li> <li>• How does proper posture and playing position affect quality of sound?</li> <li>• What is the purpose of sharps, flats and naturals?</li> <li>• Why do we need to follow correct bowing in ensemble playing?</li> <li>• What are the elements required for good ensemble playing?</li> <li>• How does building on fundamentals and performance awareness important to personal growth?</li> </ul>	
<b>Objectives</b>	



**Students will know:**

- Students will learn correct bow hold with correct positioning on the string to produce a good quality tone.
- Students will learn how proper posture affect bow direction and sound production.
- Students will be able to identify and produce correct pitch of sharps, naturals and flats in the music.
- Students will learn the proper bowing techniques for down bows and up bows.
- Students will learn to follow correct bowing markings in the music.

**Students will be able to:**

- Demonstrate correct posture, playing position, quality tone production and proper instrument care.
- Define basic music terminology.
- Demonstrate increasing mastery in the follow areas” fingering, articulation, bow control, sight-reading and pitch blending.
- Identify musical markings and terminology within the music.
- Self-aware and self-correct as it relates to the ensemble.
- Gain self-confidence as students develop into well-rounded musicians.

**Resources**

Core Text:

Suggested Resources:

Assessments:

5<sup>th</sup> Grade Midterm.

5<sup>th</sup> Grade Benchmark.

Performance Evaluation.

Lessons:

Music Terminology.

Musical Dictionary.

Learning Sharps and Naturals.

## 5<sup>th</sup> GRADE UNIT 2: Building on Performance Skills/Practice

Summary and Rationale	
<p><b>5<sup>th</sup> Grade- Building on Performance Skills and Performance Practice</b></p> <p><b>Topics Include:</b>                      Proper techniques to apply to produce good quality tone.                      Development of good listening skills and practice habits.                      Constructive self and peer critique.                      Correctly perform different tempo, dynamic and musical markings in music.</p> <p><b>Specific Skills:</b>                      Pitch awareness and recognition within ensemble.                      Self-pitch correction.                      Match pitch with peers.                      Steady tempo, performing in 2, 3, 4, and 5 part musical composition.                      Learning slur vs hooked bowing.</p>	
Recommended Pacing	
Full Year	
State Standards	
<b>Anchor Standard 2: Organizing and Developing Ideas</b>	
1.3C.12int.Cr2a	Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
<b>Anchor Standard 4: Selecting, Analyzing, and Interpreting Work</b>	
1.3C.12int.Pr4a	Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.
1.3C.12int.Pr4b	Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
1.3C.12int.Pr4c	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
<b>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products</b>	
1.3C.12int.Pr5a	Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
<b>Anchor Standard 6: Conveying Meaning Through Art</b>	

1.3C.12int.Pr6b	Demonstrate an understanding of the context of the music through prepared and improvised performances.
<b>Anchor Standard 7: Perceiving and Analyzing Products</b>	
1.3C.12nov.Re7b	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
<b>Anchor Standard 8: Interpreting Intent and Meaning</b>	
1.3C.12nov.Re8a	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate).
<b>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products</b>	
1.3C.12int.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• An understanding of proper concert etiquette as a performer and observer.</li> <li>• Continued development of good musicianship with reinforcement of fundamentals.</li> <li>• Knowledge of various time periods, cultures and the differences in the music.</li> <li>• Knowledge, awareness and applying correct bowing in ensemble playing.</li> <li>• Knowledge, awareness and correctly blending in ensemble playing.</li> <li>• Knowledge and awareness of watching the conductor in ensemble playing.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What can students do to increase their level of commitment and musical knowledge?</li> <li>• How does the awareness of aesthetics impact performance?</li> <li>• How should students conduct themselves in a performance?</li> <li>• What are the benefits of learning additional fundamentals?</li> <li>• Why practice constructive critique?</li> <li>• How does time spent practice enhance playing and performance skills?</li> </ul>	
<b>Objectives</b>	

**Students will know:**

- Students will have an awareness of how aesthetics heightens musical performance.
- Students will follow proper concert etiquette, both as performer and audience member.
- Students will learn the development of fundamentals must continue for quality musicianship.
- Students will practice constructive critique as it helps in development of aesthetics and artistic growth.
- Students will understand their roles in the ensemble.
- Opportunities for students to explore note reading skills by utilizing Ipad apps.

**Students will be able to:**

- Conduct themselves appropriately on stage and as observers.
- Apply performance skills: tone, balance, blend, intonation, articulation, more complex rhythms, phrasing and required terminology through performance.
- Perform music from various time periods and/or cultures.
- Demonstrate self-correction by utilizing active listening skills.
- Make personal connection as students relate to the music they perform to their own lives and current time period.
- Connect historical context to art and music.

**Resources**

Core Text:

Suggested Resources:

Assessments:

5<sup>th</sup> Grade Performance Evaluation.

5<sup>th</sup> Grade Instrument Position and Left

Hand Evaluation.

5<sup>th</sup> Grade Scale Evaluation.

Lessons:

Finger Patterns for different key signatures.

Bowing articulations