

USD 230 Curriculum Map
Grade: 5th grade Subject: Orchestra
Quarter Taught: Spring Concert

State Indicators	District Objectives/Outcomes/ Key Concepts	Instructional Strategies	Student Activities or Product(s)	Resources Used	Methods of Assessment
I: 1.1.1 I: 1.3.1 I: 1.4.1 I: 2.1.1 I: 2.2.1 I: 2.3.1 I: 2.4.1 I: 2.5.1 I: 3.2.1 I: 3.2.2 I: 5.1.1 I: 5.2.1 I: 5.3.1 I: 5.5.1 I: 6.1.1 I: 6.3.1 I: 7.1.1 I: 7.1.2 I: 7.2.1 I: 8.2.1 I: 9.3.1 I: 9.3.2	Introduce letter names on the G and E string for the violin, C string for viola and cello, and E string on the bass Introduce the G and C Major Scale Introduce singing and performing in a round Introduce bow lifts Introduce quarter notes, half notes, and eighth notes and sequential rests Introduce and show students how to put together and clean violin, viola, cello, and bass		Students will sing note names and finger numbers in instrument groups as an entire orchestra Students will sing through their folk songs applying accents, staccatos, and different bowing styles Students will sing melody and harmony parts independently and together as an entire orchestra Students will play musical lines out of the technique book while	Essential Elements for Strings book I Essential Elements for Strings Book I DVD Concert sheet music	Note reading test #1 lines 1-6 Playing tests over all concert pieces Note reading test #2 Note reading test #3 Note reading test #4

	<p>Introduce phrases by describing it as a musical sentence</p> <p>Rehearse concert pieces in phrases</p> <p>Teacher plays a rhythm on an instrument for the students to echo</p> <p>Introduce tempo markings</p> <p>Introduce and describe composers and how their music is unique to them</p> <p>Describe how musical instruments have changed over the years</p> <p>Play for students musical examples of certain composers and point out differences</p> <p>Introduce and demonstrate piano,</p>		<p>demonstrating good left hand, bow hand, and seating posture</p> <p>Students repeat the rhythms and melodic structure that the teacher plays</p> <p>Students perform a simple melody that they have learned by ear</p> <p>Students correctly identify and play tempo markings</p> <p>Students identify and play rhythmic variations in a given melody</p> <p>Students give verbal feedback on how they played the piece during a rehearsal</p>		
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	mezzo piano, mezzo forte, and forte dynamic levels		<p>Students give examples on how to perform better</p> <p>Students give written critique of their concert based on tempo, intonation, bowing, articulation, etc</p> <p>Students sight-read given musical examples</p> <p>Students read short history biographies on composers</p> <p>Students memorize set songs and perform them by memory for the concert</p> <p>Students will play pieces with specific dynamic markings</p> <p>Students perform different rhythmic</p>		
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			variations on the melody Twinkle Twinkle Little Star		
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