

**URBANDALE COMMUNITY SCHOOL DISTRICT
CURRICULUM FRAMEWORK OUTLINE**

SUBJECT: Music
COURSE TITLE: Instrumental Music
GRADE LEVEL: Grade 5

COURSE DESCRIPTION: Students in fifth grade instrumental music start learning musical skills on wind and percussion instruments. Learning objectives in fifth grade band include skills necessary to perform alone and in an ensemble on a wind or percussion instrument. Group and individual learning opportunities in band include concert band and lessons. Band instruction includes one individual or small-group lesson per 6-day cycle (15 minutes), as well as two rehearsals per cycle (45 minutes each), starting in mid-October. There are two performances at concerts each year, one in January, and one in May. With concert band and lessons as the core of the program, involvement fosters individual responsibility, accountability and teamwork.

CONTENT STANDARDS:

In order that our students may achieve the maximum benefit from their talents and abilities, the students of Urbandale Community School District's Grade 5 Instrumental Music should be able to ...

Content Standard I. Sing or perform on instruments alone and with others, a varied repertoire of music.

Benchmarks: Perform alone on instruments (or with others) a varied repertoire
Perform assigned part in an ensemble

Content Standard II. Read and notate music.

Benchmarks: Demonstrate the ability to read and perform rhythm in a variety of literature.
Read and perform melodic components of literature
Demonstrate the ability to read and perform articulations in a variety of literature.
Sight read accurately and expressively.

Content Standard III. Listen to, analyze, and describe music.

Benchmarks: Analyze examples of a varied repertoire of music.
Demonstrate knowledge of the technical vocabulary of music.
Evaluate a performance, composition, arrangement, or improvisation

Content Standard IV. Understand music in relation to culture and careers.

Benchmarks: Recognize the valid and natural links between the arts and other existing disciplines.
Recognize music from other cultures.
Identify various roles that musicians perform.
Perform selections of Western music genres.



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**CONTENT STANDARDS AND COURSE BENCHMARKS WITH INDICATORS FOR
GRADE 5 INSTRUMENTAL MUSIC**

Standard I: Sing or perform on instruments alone and with others, a varied repertoire of music. The students in Grade 5 Instrumental Music should be able to . . .

Benchmark: Perform alone on instruments (or with others) a varied repertoire.

Indicators: I: Identify and perform dynamic contrast, tempo, phrasing, articulation as notated in music.
I: Demonstrate proper embouchure, playing position, instrumental technique, and posture.
I: Show prompt and regular attendance to group lessons.

Assessments: Teacher observation of identified criteria
Instrumental Development Record (IDR)
Attendance Record
Verbal Self-Evaluation

Benchmark: Perform assigned part in an ensemble.

Indicators: I: Demonstrate balance, intonation, dynamic contrast, and tempo as notated in music.
I: Phrase and articulate musical selections in an ensemble setting.
I: Strive for accuracy in responsiveness to the gestures of the conductor.
I: Show prompt and regular attendance to rehearsals and performances, and accountability to the group.

Assessments: Teacher observation of identified criteria
Attendance Record
Verbal Self-Evaluation
Concert Performance

Standard II. Read and notate music. The students in Grade 5 Instrumental Music should be able to . . .

Benchmark: Demonstrate the ability to read and perform rhythm in a variety of literature.

Indicators: I: Identify and play various rhythmic patterns using the following fundamental note values: whole, half, quarter, and eighth.
I: Analyze and define meter and tempo indications: 4/4, 3/4, 2/4, allegro, andante.
I: Use a counting system properly (1 & 2 & 3 & 4 &).



Assessment: Teacher observation of identified criteria
Verbal Self-Evaluation
Instrumental Development Record (IDR)
Performances (e.g., Concerts, rehearsals, lessons, etc.)

Benchmark: Read and perform melodic components of literature.

Indicators: I: Identify notated pitches and demonstrate on instrument.
I: Identify and perform in correct key signatures: Bb, Eb.
I: Identify important melodic ideas (e.g., melody, harmony, accompaniment).
I: Identify and perform diatonic scale patterns.
I: Display a continuing refinement of tone quality.

Assessment: Teacher observation of identified criteria
Verbal Self-Evaluation
Instrumental Development Record (IDR)
Performances (e.g., Concerts, rehearsals, lessons, etc.)

Benchmark: Demonstrate the ability to read and perform articulations in a variety of literature.

Indicators: I: Identify and play the fundamental articulations (slur, tongue).

Assessment: Teacher observation of identified criteria
Verbal Self-Evaluation
Instrumental Development Record (IDR)
Performances (e.g., Concerts, rehearsals, lessons, etc.)

Benchmark: Sight read accurately and expressively.

Indicators: I: Examine literature for notes and rhythms.
I: Sight read selected literature at a basic level.

Assessment: Teacher observation of identified criteria
Verbal Self-Evaluation
Instrumental Development Record (IDR)

Standard III. Listen to, analyze, and describe music. The students in Grade 5 Instrumental Music should be able to . . .

Benchmark: Analyze examples of a varied repertoire of music.

Indicators: I: Explain style of a piece (e.g., chorale, march).

Assessments: Class Discussion

Benchmark: Demonstrate knowledge of the technical vocabulary of music.



Indicators: I: Demonstrate knowledge and application of terms (e.g., dynamics, tempo, etc).

Assessments: Teacher observation of identified criteria
Instrumental Development Record (IDR)
Performances

Benchmark: Evaluate a performance, composition, arrangement, or improvisation

Indicators: I: Determine criteria on which to evaluate performances.
I: Update criteria as abilities of students and expectations increase.
I: Identify and comment on technical qualities and overall effect of the performance.

Assessments: Class Discussion
Verbal or written self and peer evaluation
Examination of teacher-defined criteria

Standard IV. Understand music in relation to culture and careers. The students in Grade 5 Instrumental Music should be able to . . .

Benchmark: Recognize the valid and natural links between the arts and other existing disciplines.

Indicators: I: Demonstrate an understanding of the relationship between music and other subject matter (e.g., math & rhythm).

Assessments: Class Discussion

Benchmark: Recognize music from other cultures.

Indicators: I: Show an understanding for music from other cultures.

Assessments: Completion of lesson book materials according to Instrumental Development Record

Benchmark: Identify various roles that musicians perform.

Indicators: I: Recognize the value of being a life-long performer or consumer of music.

Assessments: Class Discussion

Benchmark: Perform selections of Western music genres.

Indicators: I: Perform music representative of the various Western music genres (e.g., jazz, marches).

Assessments: Performances (e.g., Concerts, rehearsals, lessons, etc.)



No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status, ethnic background, national origin, disability, sexual orientation, gender identity, or socio-economic background. The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential.

