

Grade 5 General Music

Music integrates cognitive learning and creativity to contribute to the holistic development of every child. This program is designed to include an active music making approach to address the Four Artistic Processes of the National Core Arts Standards; creating, performing, responding and connecting. Students will study rhythm, melody and harmony, form and style, and vocal, instrumental and ensemble skill development to receive a comprehensive musical learning experience. Curwen hand signs are used for solfege and Gordon rhythm syllables are used for reading rhythm. The study of music sets a foundation for lifelong participation in and appreciation of music, and reinforces skills needed for many of life's responsibilities. All students in fourth grade receive two forty minute classes of music instruction per six day rotation.

Course Overview

Course Goals

Students will have the ability to understand and engage with music in a number of different ways, including the **creative**, **responsive** and **performative** artistic processes. They will have the ability to perform music in a manner that illustrates careful preparation and reflects an understanding and interpretation of the selection. They will be musically literate.

Students will be artistically literate: they will have the knowledge and understanding required to participate authentically in the arts. They will have the ability to transfer arts knowledge, skills, experiences and capacities to other subjects, settings and **connects** to promote and enhance lifelong learning.

Artistic Processes

- Create
- Perform
- Respond
- Connect

Anchor Standards

- Select, analyze, and interpret artistic work for presentation.
- Develop and refine artistic techniques and work for presentation.
- Convey meaning through the presentation of artistic work.
- Perceive and analyze artistic work.
- Interpret intent and meaning in artistic work.
- Apply criteria to evaluate artistic work.
- Synthesize and relate knowledge and personal experiences to make art.
- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Course Skill Objectives

Students will:

- Sing alone and with other, a varied repertoire of music
- Perform on percussion instruments, alone and with others, a varied repertoire of music
- Improvise and compose rhythmic and melodic patterns
- Read and notate music
- Listen to, analyze, interpret and evaluate music
- Perform multicultural music and dances

<p><u>Content Topics</u></p> <ul style="list-style-type: none"> I. Rhythm II. Melody and Harmony III. Form and Style IV. Vocal, Instrumental and Ensemble Skill Development 		<p><u>Assessments:</u></p> <p>Students will complete a summative assessment for each content topic:</p> <ul style="list-style-type: none"> I. Rhythm II. Melody and Harmony III. Form and Style IV. Vocal, Instrumental and Ensemble Skill Development
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Rhythm

Skill Objectives

- Students will be able to demonstrate contrasts in tempi (ritardando, accelerando, largo, adagio, andante, allegro, presto) using non-locomotor movements.
- Students will compose and perform short rhythmic patterns in common time using grouped sixteenth and eighth notes, grouped sixteenth notes, whole notes, whole rests, half notes, dotted half notes, half rests, quarter notes, quarter rests and paired eighth notes.
- Students will be able to read and play simple rhythmic patterns comprised of grouped sixteenth and eighth notes, grouped sixteenth notes, whole notes, whole rests, half notes, dotted half notes, half rests, quarter notes, quarter rests and paired eighth notes on unpitched percussion instruments.
- Students will read rhythm patterns transitioning from Gordon syllables to standard numeric enumeration.

Responding <i>Understanding and evaluating how the arts convey meaning.</i>	Performing <i>Realizing artistic ideas and work through interpretation and presentation.</i>	Creating <i>Conceiving and developing new artistic ideas and work.</i>
<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL) <p><u>Essential Question</u></p> <ul style="list-style-type: none"> • How do we judge the quality of musical work(s) and performances? <p>Process Components: Analyze, Interpret, Evaluate</p>	<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place and cultures. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • When is a performance judged ready to present? <p>Process Components: Analyze, Interpret, Rehearse, Evaluate, Refine, Present</p>	<p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> • Musicians’ creative choices are influenced by their expertise, context, and expressive intent. • Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? <p>Process Components: Plan and Make, Evaluate and Refine</p>
<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will analyze rhythm patterns in 2/4, 3/4, 4/4 time and will identify combination grouped sixteenth and 	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will clap and tap a steady beat in contrasting meters (2/4, 3/4, 4/4, 6/8) 	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • As individuals, small groups and large class groups, students will plan, make and compose four measure rhythmic

<p>eighth notes, grouped sixteenth notes, whole notes, whole rests, dotted half notes, half notes, half rests, quarter notes, quarter rests and paired eighth notes.</p> <ul style="list-style-type: none"> • Students will evaluate rhythm patterns for accurate use of time signature and note values. 	<p>and tempi (ritardando, accelerando, largo, adagio, andante, allegro, presto)</p> <ul style="list-style-type: none"> • Students will analyze, rehearse, refine and present rhythmic patterns using standard numeric enumeration. Note values include combination grouped sixteenth and eighth notes, grouped sixteenth notes, whole notes, whole rests, dotted half notes, half notes, half rests, quarter notes, quarter rests and paired eighth notes. • Students will play, rehearse, refine and present simple rhythmic patterns on unpitched percussion instruments. Note values include combination grouped sixteenth and eighth notes, grouped sixteenth notes, whole notes, whole rests, dotted half notes, half notes, half rests, quarter notes, quarter rests and paired eighth notes. 	<p>patterns in 4/4 time using combination grouped sixteenth and eighth notes, grouped sixteenth notes, whole notes, whole rests, dotted half notes, half notes, half rests, quarter notes, quarter rests and paired eighth notes.</p> <ul style="list-style-type: none"> • Students will evaluate their four measure compositions for accurate use of time signature and note values, and will refine their compositions.
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Assessments:

Grade 5 Rhythm Assessment
 Individual/Small group performance
 Full group performance

Melody and Harmony

Skill Objectives

- Students will be able to sing, play, read and notate diatonic scale patterns.
- Students will be able to perform music both major and minor keys.
- Students will be able to perform I, IV, and V chord accompaniments on pitched percussion.
- Students will be able to play Sol,-La,-Ti,-Do-Re-Mi-Fa-Sol (D,E,F#,G,A,B,C,D) songs in the key of G major and E minor on the soprano recorder.

Responding <i>Understanding and evaluating how the arts convey meaning.</i>	Performing <i>Realizing artistic ideas and work through interpretation and presentation.</i>	Creating <i>Conceiving and developing new artistic ideas and work.</i>
<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL) <p><u>Essential Question</u></p> <ul style="list-style-type: none"> • How do we judge the quality of musical work(s) and performances? <p>Process Components: Analyze, Interpret</p>	<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place and cultures. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • When is a performance judged ready to present? <p>Process Components: Analyze, Rehearse, Evaluate, Refine, Present</p>	<p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> • Musicians’ creative choices are influenced by their expertise, context, and expressive intent. • Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? <p>Process Components: Plan and Make, Evaluate and Refine</p>
<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will listen to, analyze, interpret and identify melodic patterns centered around the diatonic scale. • Students will listen to, analyze and interpret various repertoire to 	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will analyze, rehearse, sing and present songs which include diatonic patterns. • Students will rehearse, sing, evaluate, refine and present songs, including 	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will make/improvise Sol,-La,-Ti,-Do-Re-Mi-Fa-Sol (D,E,F#,G,A,B,C,D) melodic patterns on the soprano recorder.

<p>differentiate between Major (Do-centered) and Minor (La-centered) tonalities.</p> <ul style="list-style-type: none"> • Students will read and identify the bass clef, treble clef, the staff, and the music alphabet. • Students will analyze, recognize and interpret line and space note names on the staff in treble clef, middle C and D below the staff, as well as A and B below the staff. 	<p>partner songs, in both major and minor keys in both head voice and chest voice with accurate pitch.</p> <ul style="list-style-type: none"> • Students will rehearse, sing, play and read songs with three or more rhythmic and/or melodic ostinati. • Students will rehearse and play I, IV, and V chord accompaniments for class songs on pitched percussion. 	<ul style="list-style-type: none"> • Students will make/ improvise Sol,-La,-Ti,-Do-Re-Mi-Fa-Sol (D,E,F#,G,A,B,C,D) melodic patterns on Orff instruments. • Students will evaluate and refine their improvisations for proper use of the Sol,-La,-Ti,-Do-Re-Mi-Fa-Sol (D,E,F#,G,A,B,C,D) melodic patterns.
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Assessments:

Grade 5 Melody and Harmony Assessment Part 1 and 2

Individual/Small group performance

Full group performance

Form, Style and Musical Expression

Skill Objectives

- Students will be able to identify musical symbols including: coda, D.C, D.C al fine, D.S., D.S. al fine, repeat sign, and fermata.
- Students will be able to identify, interpret and perform musically expressive symbols, including the dynamic markings: crescendo, decrescendo, pianissimo, piano, mezzo piano, forte and fortissimo.

<p>Responding <i>Understanding and evaluating how the arts convey meaning.</i></p>	<p>Performing <i>Realizing artistic ideas and work through interpretation and presentation.</i></p>
<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL) <p><u>Essential Question</u></p> <ul style="list-style-type: none"> • How do we judge the quality of musical work(s) and performances? <p>Process Components: Analyze, Interpret</p>	<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place and cultures. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • When is a performance judged ready to present? <p>Process Components: Analyze, Interpret, Rehearse, Evaluate, Refine, Present</p>
<p><u>Instructional Strategies/Process</u></p> <ul style="list-style-type: none"> • Students will identify musical symbols: coda, D.C, D.C al fine, D.S., D.S. al fine, repeat sign and fermata. • Students will listen to music and will analyze and interpret a composer’s use of musical elements to create variations on a theme. • Students will analyze and interpret dynamic markings including (crescendo, decrescendo, pianissimo, piano, mezzo piano, mezzo forte, forte and fortissimo). 	<p><u>Instructional Strategies/Process</u></p> <ul style="list-style-type: none"> • Students will sing, play, rehearse, evaluate, refine and present songs with different dynamic levels and markings including crescendo, decrescendo, piano, mezzo piano, mezzo forte, forte and fortissimo. • Students will sing, play, rehearse and refine songs which include coda, D.C., D.C. al fine, D.S., D.S. al fine, repeat sign and fermata.

Assessments:

Grade 5 Form, Style, and Musical Expression Assessment

Individual/Small group performance

Full group performance

Vocal, Instrumental, and Ensemble Skill Development

Skill Objectives

- Students will be able to sing using both head voice and chest voice with accurate intonation, proper posture and a natural breathing motion utilizing the diaphragm.
- Students will be able to play I, IV and V chord accompaniments on pitched percussion with correct technique and a steady beat.
- Students will be able to play Sol,-La,-Ti,-Do-Re-Mi-Fa-Sol (D,E,F#,G,A,B,C,D) songs in the key of G major and Em on the soprano recorder with proper technique, appropriate tone quality, and correct fingerings.
- Students will be able to follow and respond to a conductor with specific conducting cues including entrances, cut offs, dynamics and tempi.

<p>Responding <i>Understanding and evaluating how the arts convey meaning.</i></p>	<p>Performing <i>Realizing artistic ideas and work through interpretation and presentation.</i></p>
<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL) <p><u>Essential Question</u></p> <ul style="list-style-type: none"> • How do we judge the quality of musical work(s) and performances? <p>Process Components: Analyze, Interpret</p>	<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place and cultures. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • When is a performance judged ready to present? <p>Process Components: Analyze, Interpret, Rehearse, Evaluate, Refine, Present</p>
<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will follow the conductor, analyze and interpret conducting cues including entrances, cut offs, dynamics and tempi, and respond accordingly. 	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will sing and present songs and phrases in both head voice and chest voice with accurate pitch and proper posture both sitting and standing (“sitting/standing tall”) • Students will analyze, rehearse, refine and present various songs using proper vocal technique (accurate pitch, accurate vocal placement; head voice vs. chest voice, natural breathing motion) • Students will analyze, rehearse, evaluate, refine, present I, IV and V chord accompaniments using proper mallet technique (proper grip, low bounce, middle bar placement).

	<ul style="list-style-type: none">• Students will analyze, rehearse, refine, present and perform simple melodies centered around Sol,-La,-Ti,-Do-Re-Mi-Fa-Sol (D,E,F#,G,A,B,C,D) songs in the key of G major and E minor on the soprano recorder with proper technique, appropriate tone quality, and correct fingerings
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Assessments:

Grade 5 Vocal, Instrumental and Ensemble Skills Assessment Part 1 and 2

Individual/Small group performance

Full group performance

CONNECTING

Relating artistic ideas and work with personal meaning and external context.

Enduring Understanding

- Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.

Essential Question

- How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?

Process Components: Analyze, Interpret, Evaluate

Skill Objective

Students will understand how specific songs learned in music classes connect to topics and content studied in other disciplines.

Connecting Experience

- Students will analyze, interpret, rehearse and refine the melody to "Follow the Drinking Gourd."
- Students will understand the historical context, meaning behind the words, and reasoning behind its creation and will answer the following "focus questions" about the song:
 - Why was this song written and what genre does it belong to?
The song was written to help people escape slavery. It is written in the style of a spiritual.
 - What is the meaning behind the words?
The words are a code for directions for a route to use to escape slavery on the Underground Railroad. (The "drinking gourd" is another name for the Big Dipper, which contains the North Star, helping to point people northward.)

CHORUS

Fol - low the drink - ing gourd! Fol - low the drink - ing gourd. — For the old man is a - wait - ing for to

VERSE

car - ry you to free - dom If you fol - low the drink - ing gourd. When the sun comes back, and the first quail calls, — Fol - low the drink - ing gourd. — For the old man is a - wait - ing for to car - ry you to free - dom If you fol - low the drink - ing gourd.

(Repeat chorus)

The riverbank makes a very good road,
The dead trees will show you the way.
Left foot, peg foot, traveling on,
Follow the drinking gourd.

(Repeat chorus)

The river ends between two hills,
Follow the drinking gourd.
There's another river on the other side,
Follow the drinking gourd.

(Repeat chorus)

When the great big river meets the little river,
Follow the drinking gourd.
For the old man is a - waiting for to carry you to freedom
If you follow the drinking gourd.

Grade 5 Assessment Pack

*Fairfield Public Schools
2018*

Rhythm

Skill objective: Students will compose and perform rhythmic patterns in common time using combination grouped sixteenth/eighth notes, grouped sixteenth notes, whole notes, whole rests, dotted half notes, half notes, half rests, quarter notes, quarter rests and paired eighth notes.

Task Summary: Students compose their own four-measure pieces in 4/4 time. Students perform their compositions using standard enumeration.

Materials: Student Worksheets, record sheet with rubric

Task Instructions:

- Students create four-measure rhythmic compositions in the blank space on the student worksheet, using a variety of rhythms in the box: combination grouped sixteenth/eighth notes, grouped sixteenth notes, whole notes, whole rests, dotted half notes, half notes, half rests, quarter notes, quarter rests and paired eighth notes.
- Teacher checks rhythms for accuracy. Corrections and revisions are made before performance.
- Students perform their composition using standard enumeration.
- As students perform, watch and assess for student progress.

PERFORMANCE ASSESSMENT RUBRIC

Exceeds	Performs rhythmic composition using standard enumeration with minimal inaccuracies.
Meets	Performs rhythmic composition using standard enumeration with some inaccuracies.
Progressing	Performs rhythmic composition using standard enumeration with several inaccuracies.
Not meeting	Performs rhythmic composition using standard enumeration with many inaccuracies.

Grade 5 Assessment: Rhythm

Task Summary: Students will compose a four-measure rhythmic piece in 4/4 time.

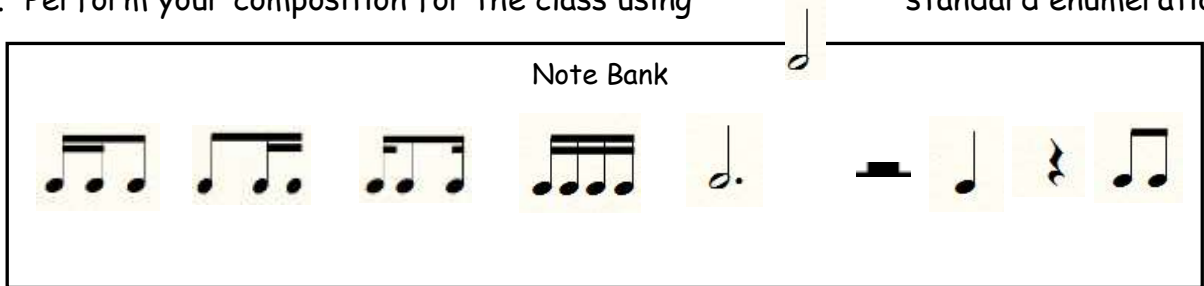
Name: _____ Date: _____ Class: _____

Composing in 4/4

Directions:

- 1. Compose your own four-measure rhythm using rhythms in the Note Bank.
- 2. Use a variety of notes!
- 3. Write the standard enumeration under each note/rest.
- 4. Perform your composition for the class using _____ standard enumeration.

Note Bank



4
4

Grade 5 Record Sheet: Rhythm Performing

Class: _____ Marking Period: _____

NAME	<i>E</i> Performs rhythmic composition using standard enumeration with minimal inaccuracies.	<i>M</i> Performs rhythmic composition using standard enumeration with some inaccuracies.	<i>P</i> Performs rhythmic composition using standard enumeration with several inaccuracies.	<i>N</i> Performs rhythmic composition using standard enumeration with many inaccuracies.

Melody/Harmony Part 1

Skill objectives: Students will identify the bass clef, treble clef, the staff, and the music alphabet. Students will analyze, recognize and interpret line and space note names on the staff in treble clef, middle C and D below the staff, as well as A and B below the staff.

Task Summary: Students will complete the worksheet to show mastery of the treble and bass clef notes.

Materials: Student worksheet, pencils

Task Instructions:

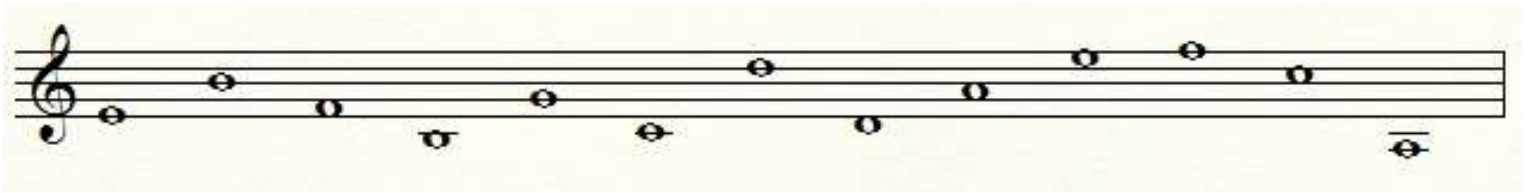
- Students will independently complete the provided worksheet.
- Teacher collects worksheet and assesses for student progress.

Fifth Grade Assessment: Melody/Harmony Part 1

Task Summary:

Name: _____ Date: _____ Class: _____

Write the letter name under each note on the staff.
Don't forget to check the clef!



A musical staff with a treble clef. The notes are: G4 (first space), A4 (second space), B4 (third space), C5 (third space), D5 (fourth space), E5 (top line), F5 (top line), G5 (top line), A5 (top line), and B5 (top line).



A musical staff with a bass clef. The notes are: G3 (second space), F3 (second space), E3 (second space), D3 (second space), C3 (second space), B2 (first space), A2 (first space), G2 (first space), F2 (first space), and E2 (first space).

Melody/Harmony Part 2

Skill objectives: Students will be able to play, read and notate diatonic scale patterns.

Task Summary: Students will notate a four-measure melody to be played on the soprano recorder.

Materials: Student worksheet, pencils

Task Instructions:

- Students will independently create a melody using the given worksheet.
- Students will perform their piece on the soprano recorder.

PERFORMANCE ASSESSMENT RUBRICS

Exceeds	Performs melodic composition accurately.
Meets	Performs melodic composition with 1 inaccuracy.
Progressing	Performs melodic composition with 2-3 inaccuracies.
Not meeting	Performs with 4 or more inaccuracies.

Fifth Grade Assessment: Melody/Harmony Part 2

Task Summary: Students will compose and perform a four-measure melodic piece in 4/4 time.

Name: _____ Date: _____ Class: _____

Composing a Melody in G Major

Directions:

- Compose your own four-measure melody in G major by using the Rhythm and Pitch Banks.
- Check your Musical Math by writing the count under each note/rest.
- End your piece on "G."
- Perform your composition on the soprano recorder with proper technique, appropriate tone quality, and correct fingerings.

Pitch Bank		Rhythm Bank	 D, E, F#, G C B C
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Grade 5 Record Sheet: Melody/Harmony Part 2

Class: _____ Marking Period: _____

COMPOSITION

PERFORMANCE

NAME	<u>E</u>	<u>M</u>	<u>P</u>	<u>N</u>	<u>E</u>	<u>M</u>	<u>P</u>	<u>N</u>
	Creates melodic composition independently and accurately	Creates melodic composition independently with one inaccuracy	Creates melodic composition with assistance	Does not complete melodic composition	Performs melodic composition accurately	Performs melodic composition with 1 inaccuracy	Performs melodic composition with 2-3 inaccuracies	Performs with 4 or more inaccuracies

Form/Style/Musical Expression

Skill objective: Students will be able to identify and label the repeat sign and fermata, as well as the dynamic markings: crescendo, decrescendo, pianissimo, mezzo piano, and fortissimo. Students will also define coda, DC al fine, and D.S.

Task Summary: Students identify and label the given musical symbols and parts of the staff.

Materials: Student worksheet, Record Sheet

Task Instructions:

- Students are instructed to identify the musical symbols and parts of the staff, following the directions on the student worksheet.
- After students hand in their work, assess worksheets for student progress.

Grade 5 Assessment: Form/Style/Musical Expression

Task Summary: Students identify, label, and define the given musical symbols and parts of the staff.

Name: _____ Date: _____ Class: _____

Identifying Musical Symbols and Parts of the Staff

Directions:

- Identify symbols 1-7 on the staff, and then write the name of the symbol on the corresponding line below.
- For numbers 8-10, please define the given musical symbol.

1. *mp* 2. 3. *ff* 4. 5. *pp* 6. 7.

8.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____

8. What is a coda?

9. What is the difference between D.S. and D.C.?

10. What does "al fine" do to a D.S. or D.C.?

Vocal, Instrumental and Ensemble Skill Development Part 1

Skill objective: Students will be able to play I, IV, and V chord accompaniments on pitched percussion instruments with proper mallet technique including proper grip, low bounce, and middle bar placement.

Task Summary: Students will play pitched percussion instruments independently multiple times per year. Teacher will assess students based on the instrumental rubric provided.

Materials: Record Sheet with Rubric, variety of grade level repertoire

Task Instructions:

- Teacher prompts students to play pitched percussion instruments independently.
- As students perform, watch and assess each individual.

ASSESSMENT RUBRIC

Exceeds	Consistently plays I, IV, and V chord accompaniments on pitched percussion instruments with proper mallet technique including proper grip, low bounce, and middle bar placement.
Meets	Usually plays I, IV, and V chord accompaniments on pitched percussion instruments with proper mallet technique including proper grip, low bounce, and middle bar placement.
Progressing	Sometimes plays I, IV, and V chord accompaniments on pitched percussion instruments with proper mallet technique including proper grip, low bounce, and middle bar placement.
Not meeting	Does not play I, IV, and V chord accompaniments on pitched percussion instruments with proper mallet technique including proper grip, low bounce, and middle bar placement.

Grade 4 Record Sheet: Vocal, Instrumental and Ensemble Skill Development Part 1

Class: _____ Marking Period: _____

E	M	P	N
Consistently plays I and V chord accompaniments on pitched percussion instruments with proper mallet technique including proper grip, low bounce, and middle bar placement.	Usually plays I and V chord accompaniments on pitched percussion instruments with proper mallet technique including proper grip, low bounce, and middle bar placement.	Sometimes plays I and V chord accompaniments on pitched percussion instruments with proper mallet technique including proper grip, low bounce, and middle bar placement.	Does not play I and V chord accompaniments on pitched percussion instruments with proper mallet technique including proper grip, low bounce, and middle bar placement.

Names ↓	Task →												

Vocal, Instrumental and Ensemble Skill Development Part 2

Skill objective: Students will be able to play the soprano recorder with proper technique, appropriate tone quality, and correct fingerings.

Task Summary: Students will play the soprano recorder with proper technique, appropriate tone quality, and correct fingerings independently multiple times per year. Teacher will assess students based on the instrumental rubric provided.

Materials: Record Sheet with Rubric, variety of grade level repertoire

Task Instructions:

- Teacher prompts students to play the soprano recorder with proper technique, appropriate tone quality, and correct fingerings independently.
- As students perform, watch and assess each individual.

ASSESSMENT RUBRIC

Exceeds	Consistently plays the soprano recorder with proper technique, appropriate tone quality, and correct fingerings.
Meets	Usually plays the soprano recorder with proper technique, appropriate tone quality, and correct fingerings.
Progressing	Sometimes plays the soprano recorder with proper technique, appropriate tone quality, and correct fingerings.
Not meeting	Does not play the soprano recorder with proper technique, appropriate tone quality, and correct fingerings.

Grade 5 Record Sheet: Instrumental Development

Class: _____ Marking Period: _____

<p style="text-align: center;">E</p> <p>Consistently plays the soprano recorder with proper technique, appropriate tone quality, and correct fingerings.</p>	<p style="text-align: center;">M</p> <p>Usually plays the soprano recorder with proper technique, appropriate tone quality, and correct fingerings.</p>	<p style="text-align: center;">P</p> <p>Sometimes plays the soprano recorder with proper technique, appropriate tone quality, and correct fingerings.</p>	<p style="text-align: center;">N</p> <p>Does not play the soprano recorder with proper technique, appropriate tone quality, and correct fingerings.</p>
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<p style="text-align: center;">Task →</p> <p>Names ↓</p>												

Grade 5 Appendix

- *Suggested repertoire*
 - *Review*
 - *Enrichment*

Suggested Repertoire (chart headings to be edited)

Singing: General	Singing:	Singing: Seasonal	Singing: Patriotic	Listening