

Grade 5 Instrumental Music Curriculum

I. Basic Skills

A. The Instrument

1. Proper care and assembly.

B. Playing posture

1. Use proper playing posture.
2. Woodwinds/Brass: properly support instrument while sitting or standing
3. Percussion: use proper grip for each instrument.

II. Tone Production

A. Tone Quality

1. Produce characteristic tone quality
2. Demonstrate ways to improve tone production
3. Winds: use proper breathing techniques; play w/ a good embouchure; produce an evenly sustained tone on a single note for 8 seconds or more.
4. Percussion: produce characteristic single strokes and multiple bounce strokes; produce an even sound while playing rudiments

B. Pitch

1. Identify and define flat, sharp and natural signs
2. Identify and play in the key signature of Bb.
3. Identify and play all pitches within a prescribed range.
4. Woodwinds / Brass: use alternate fingerings/positions appropriately in exercises and repertoire.
5. Woodwind/Brass: improve intonation by making appropriate adjustments in embouchure, posture and breath support.

III. Special Techniques

A. Woodwind/Brass Techniques

1. Use proper Techniques in the attack and release of sounds: tongue, accent and slur. (Brass- demonstrate lip slurs, Trombone-demonstrate legato tonguing and slide slurs.

B. Percussion Technique

1. Demonstrate proper technique when playing various percussion instruments.

2. Snare drum- identify and play rudiments: single paradiddle, flam, flam tap, flam accent, flam paradiddle, 9 stroke roll and 5 stroke roll.
3. Perform roll on various percussion instruments.

IV. Musical Concepts

A. Rhythmic Perception

1. Count and perform rhythm patterns combining various notes and rests.
2. Define common time, 4/4, 3/4., and 2/4 time signatures
3. Perform rhythm patterns incorporating fermatas.
4. Count and perform patterns incorporating ties, pick-up notes

B. Pitch Perception

1. Name and interpret through performance, the lines and spaces on the staff in treble or bass clef.
2. Define and interpret through performance, accidentals, and key signatures; flats, sharps, and natural: key signatures of Bb, Eb and F major.

C. Melodic Perception

1. Define and interpret, through performance, phrase and breathe mark
2. Define and recognize melodic contour by steps, skips and leaps.
3. Define and recognize formal organizations: rounds, theme and variations, introductions and theme.

D. Symbols and Terms

1. Define various symbols and interpret through performance: repeat signs, solo, soli, tutti, divisi, unison, accent, 1st and 2nd ending, one-measure repeat, long rest and D.C. al Fine.
2. Define and interpret through performance, variations in dynamics: piano, mezzo piano, mezzo forte, forte, crescendo and decrescendo.
3. Define and interpret through performance, variations in tempo: Largo, Andante, Moderato, Allegro and ritardando.

E. Notation and Composition

1. Draw the notes, rests, and musical symbols previously introduced.
2. Complete a given melody by filling in the missing notes
3. Compose an ending to a given melody
4. Compose a variation on a given melody.

V. Musical Judgments

A. Culminating Performances

1. Evaluate one's own performance of an exercise or solo
2. Perform as a member of the full band and demonstrate mastery of technical and musical demands previously introduced.