

5TH GRADE CURRICULUM MAP

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
<ul style="list-style-type: none"> • Selecting your top 3 Instrument: <ul style="list-style-type: none"> • <i>Flute, Clarinet, Alto Saxophone, Tenor Saxophone, Trumpet, Trombone, Baritone Horn, Tuba, Percussion</i> • Review basic Music Symbols: <ul style="list-style-type: none"> • <i>The Staff</i> • <i>Bass Clef</i> • <i>Treble Clef</i> • <i>Time Signature</i> • <i>Bar Line</i> • <i>Measure</i> • <i>Double Bar Line</i> • Musical Alphabet <ul style="list-style-type: none"> • <i>(A - B - C - D - E - F - G)</i> 	<ul style="list-style-type: none"> • Choosing your Instrument • Assigned Seating • Opening, Assembling, and Closing instrument Cases • Basic Musical Techniques <ul style="list-style-type: none"> • <i>Posture</i> • <i>Hand position</i> • <i>Tempo</i> • Understanding the role of the teacher as the conductor • Basic Music Notation <ul style="list-style-type: none"> • <i>Whole Note (4)</i> • <i>Whole Rest (4)</i> • <i>Half Note (2)</i> • <i>Half Rest (2)</i> • <i>Quarter Note (1)</i> • <i>Quarter Rest (1)</i> • Flat sign (<i>b</i>) • First 3 Notes: <ul style="list-style-type: none"> • <i>Flute: D - Eb - F</i> • <i>Clarinet: E - F - G</i> • <i>Alto Sax: B - C - D</i> • <i>Tenor Sax: E - F - G</i> • <i>Trumpet: E - F - G</i> • <i>Trombone: D - Eb - F</i> • <i>Baritone Horn: D - Eb - F</i> • <i>Tuba: D - Eb - F</i> 	<ul style="list-style-type: none"> • 2 Additional Notes: <ul style="list-style-type: none"> • <i>Flute: C - Bb</i> • <i>Clarinet: D - C</i> • <i>Alto Sax: A - G</i> • <i>Tenor Sax: D - C</i> • <i>Trumpet: D - C</i> • <i>Trombone: C - Bb</i> • <i>Baritone Horn: C - Bb</i> • <i>Tuba: C - Bb</i> • Repeat Sign: <i>Play the music again from the beginning</i> • Repertoire for Show - Songs located in "Accent on Achievement" workbook for concert band <ul style="list-style-type: none"> • #17 Hot Cross Buns • #18 Au Claire De La Lune • #29 Mary Ann • #30 Shoo, Fly • #23 Good King Wenceslas • #24 Donkey Round • Playing in 4/4 Time Signature • Playing in 2/4 Time Signature 	<ul style="list-style-type: none"> • Assigning First Chair for each instrument section • Rehearsing special performances for 5th Grade show. • Sharp Sign (#) • New Note: <ul style="list-style-type: none"> • <i>Flute: A</i> • <i>Clarinet: B</i> • <i>Alto Sax: F#</i> • <i>Tenor Sax: B</i> • <i>Trumpet: B</i> • <i>Trombone: A</i> • <i>Baritone Horn: A</i> • <i>Tuba: A</i> • Key Signature: <i>indicates notes which are to be flatted or sharped</i> • Tie: <i>Joins two notes of the same pitch to make one long note</i> • Tempo Markings <ul style="list-style-type: none"> • <i>Moderato: Medium Tempo</i> • <i>Allegro: Fast Tempo</i> • Song Exercises that focuses on new content: <ul style="list-style-type: none"> • #27 Reaching Down • <i>(in a classroom setting)</i> <ul style="list-style-type: none"> • <i>Review notes and symbols learned</i> • <i>Performance expectations</i> • <i>Concert etiquette</i>
<p><i>Progression is based on the students musical ability</i></p>			

JANUARY	FEBRUARY	MARCH	APRIL
<ul style="list-style-type: none"> • 5TH GRADE “NOT SO PITCHED PERFECT SHOW”! • New Tempo Marking <ul style="list-style-type: none"> • <i>Andante: Moderately slow</i> • Eighth Note (1/2) • Song Exercises that focuses on new content: <ul style="list-style-type: none"> • #32 Eighth Note Express • #34 Bile Them Cabbage Down • #35 Surprise Symphony • New Note: <ul style="list-style-type: none"> • <i>Flute: G</i> • <i>Clarinet: A</i> • <i>Alto Sax: E</i> • <i>Tenor Sax: A</i> • <i>Trumpet: A</i> • <i>Trombone: G</i> • <i>Baritone Horn: G</i> • <i>Tuba: G</i> • Song Exercises that focuses on new content: <ul style="list-style-type: none"> • #37 Climbing Higher • #38 More Eighth Notes • #39 London Bridge 	<ul style="list-style-type: none"> • INTRODUCING HARMONY (each instrument section playing different voices) • Division <ul style="list-style-type: none"> • <i>ex. Clarinet 1 & Clarinet 2</i> • <i>Students in the same instrumental section will be assigned to play different designated notes</i> • First and Second Endings: <i>After repeating the piece, skip the First Ending and play the Second Ending</i> • Slur: <i>Connects notes of different pitch</i> • New Time Signature: <ul style="list-style-type: none"> • <i>3/4 Time Signature</i> • New Music Notation: <ul style="list-style-type: none"> • <i>Dotted Half Note (3)</i> • Song Exercises that focuses on new content: <ul style="list-style-type: none"> • #40 Stodola Pumpa • #42 First Chorale • #44 Slurs and Dots • #47 Mexican Jumping beans 	<ul style="list-style-type: none"> • New Note: <ul style="list-style-type: none"> • <i>Flute: E</i> • <i>Clarinet: F#</i> • <i>Alto Sax: C#</i> • <i>Tenor Sax: F#</i> • <i>Trumpet: F#</i> • <i>Trombone: E</i> • <i>Baritone Horn: E</i> • <i>Tuba: E</i> • Natural Sign: <i>Cancels a Sharp or a Flat in a measure</i> • Dynamic Markings: <ul style="list-style-type: none"> • <i>Forte (f) - loud</i> • <i>piano (p) - soft</i> • Ritardando: <i>Gradually slow down the tempo</i> • Fermata: <i>Hold the note longer</i> • Pick-up Note: <i>Notes that precede the first full measure</i> • Song Exercises that focuses on new content: <ul style="list-style-type: none"> • #51 Frere Jacques • #49 Two ways to play it • #54 Patterns with Pick-ups • #56 Jolly Old st. Nicholas 	<ul style="list-style-type: none"> • FIRST MAJOR INSTRUMENTAL WORK: <ul style="list-style-type: none"> • <i>EAGLE SUMMIT MARCH</i> • <i>(in a classroom setting)</i> <ul style="list-style-type: none"> • <i>Review 1st/2nd endings</i> • <i>Introduce the term “Musical Independence”</i> • <i>Teach and review students practicing methods</i>

5TH GRADE CURRICULUM MAP

MAY

- **New Note:**
 - *Flute: Ab*
 - *Clarinet: Bb*
 - *Alto Sax: F*
 - *Tenor Sax: Bb*
 - *Trumpet: Bb*
 - *Trombone: Ab*
 - *Baritone Horn: Ab*
 - *Tuba: Ab*
- **Accent (>): *play the note stronger***
- **Song Exercises that focuses on new content:**
 - *#60 Another New Note*
 - *#63 Aloha 'Oe*
 - *#66 The Key Makes The Difference*

JUNE

- **A run-through of Eagle Summit March**
- **An assessment of all new content learned after show**