

# 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 2<sup>nd</sup> 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.