

Fine Arts Scope and Sequence

Orchestra

5th Grade

Subject	Grade	6 Weeks	Estimated Time Frame
Orchestra	5th	1 st	2 weeks each
TEKS / Student Expectations:		Examples / Specifications:	
<p>(5.1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:</p> <ul style="list-style-type: none"> (A) distinguish among a variety of musical timbres; (B) use standard terminology in explaining music, music notation, musical instruments and voices, and musical performances; 		<p>Continue the bow performance with correct position and grip Combine left hand fingering and bow and reading notation Play simple songs together and individually Students compete for best sound and fingering on the instrument Prepare for performance by reviewing pages in Essential Elements studied Discuss proper concert etiquette Review and evaluate performance using terms learned such as proper position, Tone quality, pitch or intonation</p>	
<p>(5.2) Creative expression/performance. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music. The student is expected to:</p> <ul style="list-style-type: none"> (A) perform independently, with accurate intonation and rhythm, demonstrating fundamental skills and basic performance techniques; 			

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(5.5) Historical/cultural heritage.

The student relates music to history, to society, and to culture.

The student is expected to:

(A) identify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures;

(B) describe various music vocations and avocations;

(C) perform music and movement from diverse cultures;

(D) perform music representative of American and Texas heritage; and

(E) identify concepts taught in the other fine arts and their relationships to music concepts.

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<p>(5.6) Response/evaluation.</p> <p>The student responds to and evaluates music and musical performance.</p> <p>The student is expected to:</p> <p>(A) apply criteria in evaluating musical performances and compositions;</p> <p>(B) evaluate, using music terminology, personal preferences for specific music works and styles; and</p> <p>(C) exhibit concert etiquette as an actively involved listener during varied live performances.</p>	
<p>Language of Instruction:</p>	<p>Instructional Resources / Textbook Correlations:</p>
<p>Rosin Rest position Tuning the instrument Concert order Solo and ensemble performance Bow to applause</p>	<p>Essential Elements Book I CD accompaniment Concert hall</p> <p>Weblinks / Other Resources:</p> <p>http://finearts.esc20.net</p>

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External Assessment:	Local Assessment:
Best Instruction:	
Teacher as model	