



Fifth Grade Strings Year at a Glance (YAG)



First Semester		Second Semester	
1st Nine Weeks – 40 days (August 20 th – October 16 th) <i>(September 3rd – Labor day – No School)</i> <i>(October 8th – Staff Development)</i>		3rd Nine Weeks – 45 days (January 7 th – March 19 th) <i>(January 21st – MLK – No School)</i> <i>(March 11th – 15th – Spring Break)</i>	
<u>TEKS</u> 5.1B 5.2ABC	Review foundations of 4 th grade, play instrument Music Timbre, known symbols, terminology 4/4 time signature (rhythm) Music Literacy: Identify previously learned music symbols, terms, articulation, meter, sharps, scales Creative Expression: Play intonation, varied music -i.e. world cultures, local songs Prepare for fall (Halloween) concert. Included in this concert, art (slide show of book pictures)and narrative (reader) plus teaching “sound effects” which is actually a grade 7 TEKS	<u>TEKS</u> 5.2ABC	Preparing for winter (Christmas) concert: perform world culture music, refining gross motor skills, locomotor skills, play simple 2 part songs and counter melodies. Historical and cultural relevance: Perform varied repertoire of songs, movement and music representative of diverse cultures of Texas, America, European. Examine relationships between music and interdisciplinary concepts Critical Evaluation and Response: Exhibit audience etiquette during live and recorded performances. Justify personal preferences for specific music works and styles using musical vocabulary.
2nd Nine Weeks – 43 days (October 17 th – December 21 st) <i>(November 19th – 23rd – Thanksgiving Break)</i> <i>(December 24th – January 4th – Holiday Break)</i>		4th Nine Weeks – 45 days (March 20 th – May 23 rd) <i>(April 19th – Good Friday – No School)</i> <i>(April 26th – Battle of Flowers – No School)</i> <i>(May 27th – Memorial Day – No School)</i>	
<u>TEKS</u> 5.2ABC	Creative Expression: Interpret through performance and previously learned music, combined with the middle school orchestra (grade 7) and high school (Level IV) for the festival performance. Historical and cultural relevance in performing a varied repertoire. Foundations of music literacy: Add ¾ meter, identifies difference between violin, viola, cello, bass, keyboard, electronic instrument, introduction of ABACA form. Critical Evaluation and Response: Audience etiquette during live and recorded performances (Side by side, Festival). Identify known rhythmic and melodic elements, tempo, and dynamics. Evaluate a variety of compositions. Justify personal preferences for specific music works and styles using musical vocabulary.	<u>TEKS</u> 5.2ABC	Reading, writing, reproducing creating music. Play, read, and write. Mastery of G, D scales, accidentals. Foundations of Music Literacy: Graduation Concert includes rondo, theme songs, meter, music symbols, and tempo. Creative Expression: Play instrument independently and in-group with accurate intonation, rhythm and set up. Play varied repertoire, 2 part music, 3 part music, dynamics, articulation, and meter. Creative Expression: Introduction of composition using Staffpad (computer based note entry system). Compose and perform student written compositions. Class and self- critique (Grade 7) higher-level thinking, critical thinking.