



Greenwich Public Schools Parent Curriculum Guide

Orchestra: Third Grade Orchestra (Year 1)

Families as Partners in Learning

The focus for the music department is to continue to develop units of instruction and assessments for our four Artistic Processes: (1) making meaningful expression such as performing on an instrument or singing (**PERFORMING**), (2) expressing personal ideas by composing or improvising music (**CREATING**), (3) responding to music such as critiquing the work we hear (**RESPONDING**), (4) interpreting symbolic expression by different disciplines, cultures, and history (**CONNECTING**). The integration of technology with music specific digital tools is ongoing to enhance the learning opportunities for all students, “Communicate effectively for a given purpose” and “Recognize and respect other cultural context and points of view”.

All students will develop knowledge of the varied career pathways that can be accomplished while participating in orchestra.

All students will prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

The Orchestra program begins in Grade 3 (with the exception of our special Suzuki Program at Hamilton Avenue School) where all students can elect to participate by choosing to play an instrument of the string family- violin, viola, cello, and bass. The district provides one 30 minute pull-out small group lesson per week to provide students critical early instruction on the instrument, including instruction on instrument care, playing and resting position and high-quality string playing technique. The teaching of musical skills on the instrument is reinforced through the use of a method book (*Measures of Success or Essential Elements 2000 for Strings*) and assessed by measuring the various skills in a mid-year assessment (February) and an end-of- year assessment (May) where students perform two songs that included the identified grade level skills.

As students experience weekly success with self-control, motor skills, and musical skills, confidence infects all areas of learning. A musical student who is allowed to excel in an intensive music lesson setting may foster the joy of learning even if other areas of school are a struggle. Teamwork is developed when students play together as a musical ensemble, give compliments and constructive criticism to their classmates as modeled by the teacher.

Click [Music At-a-Glance](#) for the National Core Arts Standards for Traditional and Emerging Ensembles Strand
Click [National Core Arts Standards](#) to learn more about the Arts Standards

Unit	Student Learning Expectations
Unit 1: Technique Enduring Understandings:	Students Will: Demonstrate proper rest position when they are not playing.

<ul style="list-style-type: none"> • The way I hold my instrument affects my performance. • Process impacts product. • Using proper left and right hand technique is necessary for good tone production. • Pitch and rhythmic accuracy are essential to good music making. • Proper bow distribution is necessary to perform different rhythms. 	<p>Maintain proper playing position in the left and right hands while performing on the D and A strings (violin/viola/cello) or D and G strings (bass).</p> <p>Perform quarter notes and eighth notes.</p> <p>Perform pitches and rhythms of the assigned repertoire.</p> <p>Perform loud and soft.</p> <p>Shift into third position (bass).</p>
<p>Unit 2: Musicianship</p> <p><i>Enduring Understandings:</i></p> <ul style="list-style-type: none"> • Expressive choices affect the outcome of a performance. • Tone, dynamics, articulations, phrasing, and tempo contribute to a meaningful musical performance. • Following a conductor's verbal and physical directions helps create a unified and expressive musical product. 	<p>Students Will:</p> <p>Demonstrate appropriate bow technique to produce a clear and beautiful tone.</p> <p>Perform with dynamic contrast within learned range.</p> <p>Perform with varied articulations.</p> <p>Choose bowings that reflect appropriate phrasing.</p> <p>Interpret tempo markings in solo and ensemble music and keep a steady beat.</p> <p>Self-evaluate solo and ensemble playing following a self-assessment rubric.</p> <p>Self-evaluate solo and ensemble playing using appropriate musical vocabulary.</p> <p>Perform as a member of an ensemble.</p> <p>Follow a conductor's verbal and physical directions.</p>
<p>Unit 3: Literacy</p>	<p>Students Will:</p>

Enduring Understandings:

- Each arts discipline is a language unto itself, communicated through a unique system of symbols and terms.
- Literacy in the arts is valuable in facilitating the transfer of artistic expression.
- Notational literacy empowers independent musicians.
- Standard music notation includes symbols that visually represent sounds, and a universal set of terms that aid understanding.

- Identify and perform pitches in the key of D Major.
- Perform a one-octave D Major scale.
- Identify the treble, alto, and bass clef symbol.
- Perform quarter notes, quarter note rests, and eighth notes.
- Perform appropriate up and down bowings.
- Identify and perform the pitches and rhythms of assigned repertoire.

Unit 4: Improvisation

Enduring Understandings:

- Creating in the arts uses imagination, self-discipline, problem-solving and experience.
- Improvisation expresses ideas and feelings in the moment.
- Improvisation involves guidelines and structure.

- Students Will Do:**
- Echo rhythms played on one note.
 - Improvise rhythm patterns in a steady beat on one pitch using quarter and eighth notes.
 - Improvise a one-measure phrase using “do re mi” in D Major.