

Randolph Township Schools
Department of Visual and Performing Arts

INSTRUMENTAL MUSIC (STRINGS)
Grades 6 - 8
Curriculum

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Randolph Township Schools
Music Department
Instrumental Music: Grade 6 - 8 Strings

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Randolph Township Schools

Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

Randolph Township Schools Affirmative Action Statement

Equality and Equity in Curriculum

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

Randolph Township Board Of Education

Educational Goals

Values in Education

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

Randolph Township Schools

Music Department

Introduction

The Strings/Orchestra program in the Randolph School District grades 4 through 12 is designed to allow each student to progress as a musician and achieve musical independence at an extremely high level. Students build upon previously learned musical concepts and knowledge regarding note reading, pitch, melody and rhythm, and other aspects of instrumental music performance.

Group lessons are the backbone of this successful program, teaching the orchestra members of Randolph the necessary skills on their individual instruments and creating a meaningful orchestral ensemble experience. At RMS and RHS, the “string orchestras” are the centerpiece of the program with the following ensembles serving as extensions of the orchestra program: Con Brio, Arietta, Symphonic Orchestra and various trios, quartets and other chamber ensembles.

It is the common goal of each orchestra director in the Randolph Township School District to help develop life long learners who will have a love and appreciation for music. Through the use of the NJCCCS for Music, careful lesson and rehearsal planning, meaningful daily or weekly rehearsals and a multitude of performance opportunities on and off campus (concerts and festivals/competitions), students are given experiences that will allow them to be productive members of society and supporters of the arts.

Randolph Township Schools
Music Department
Instrumental Music: 6th – 8th Grade Strings

Pacing

The concepts set forth in this curriculum – tone production, rhythm, music theory, musical expression, knowledge and maintenance of instruments, and listening and analysis – are designed to be taught simultaneously throughout the school year. The depth and complexity of those concepts builds throughout the middle school string experience and continues into high school. By the end of eighth grade, students are expected to be applying and analyzing these concepts. In later grades, students continue to address these concepts in ways that engage them and allow them to assess and perform these concepts in different styles of music. Extensive performance opportunities are provided to students as they progress through the 4 – 12 string program.

The concepts are taught simultaneously because of the way they are intertwined in order to create music. In a musical setting, each concept is dependent on the others. For example, tone production, musical expression, and listening are related to each other when performing, as are rhythm, theory, and listening and analysis. Varied repertoire provides students with the opportunity to work with many different types and styles of music, thus allowing them to be exposed to different expressive qualities, technical demands, etc. Students also must maintain their instrument in proper playing condition in order to properly execute these skills.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Instrumental Music – Strings Grades 6-8
Concept: Tone Production

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<p>All fingers and thumb have their own specific jobs for proper bow hold.</p> <p>Understanding the proper bow hold and bow control will enhance the tone quality.</p>		<ul style="list-style-type: none"> • Why can't one simply hold the bow using his/her own preferred ways? • What are the reasons one can't simply use whole bow for all passages in music? And why?
<p>The basic shifting hand position is the foundation of all advanced fingering techniques.</p> <p>Understanding the vibrato techniques will greatly enhance one's tone quality.</p>		<ul style="list-style-type: none"> • Why is it important to learn shifting? • What constitute a good vibrato sound?
KNOWLEDGE	SKILLS	CCCS
<p>Students will know:</p> <p>The function of each finger and thumb while producing a good tone.</p>	<p>Students will be able to:</p> <p>Analyze the function of each finger and thumb while producing good tone quality.</p> <p>Index finger: producing the weight for tone production.</p> <p>Middle and ring fingers: holding and securing the bow by the frog.</p> <p>Pinky finger: balancing the weight of the bow.</p>	<p>1.1, 1.4</p>

<p>The tempo and rhythm of the music dictate the amount of bow usage.</p> <p>The placement of the bow on the string will affect the tone of the instrument.</p> <p>Correct hand placement when executing shifting techniques</p> <p>Violin/Viola players will familiarize themselves with the fingerings up to 3rd position</p>	<p>Thumb: Counterweight and securing the bow.</p> <p>Comprehend the proper bow speed by analyzing the speed of the overall music as well as the rhythm of each section of the music.</p> <p>While playing slow music, the bow speed should be slow with well-controlled weight applied by the fingers and arm.</p> <p>While playing sixteenth notes, one should use a very little amount of bow to accommodate the speed of the notes.</p> <p>Understand the different tone qualities with various bow placements on the strings.</p> <p>When the bow is placed by the fingerboard, the tone will sound airy, light, and unfocused.</p> <p>When the bow is placed at the center from bridge and fingerboard, the tone will sound solid, focused, and robust.</p> <p>When the bow is placed by the bridge, the tone will sound scratched, harsh, and unpleasant.</p> <p>Demonstrate the correct hand and arm positions when shifting.</p> <p>Compile the knowledge of the different positions on the fingerboard and know when to shift to each position</p>	
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<p>Cello players will familiarize themselves with the fingerings up to 4th positions</p> <p>Bass players will familiarize themselves with the fingerings for all positions with the exception of thumb positions</p> <p>Basic production of vibrato and evaluate the need of vibrato.</p> <p>The function of the vibrato in relation to good tone production.</p>	<p>Analyze the marked fingerings on music and comprehend the need for shifting to the higher positions.</p> <p>Discover the optimal fingerings for any difficult passage in music (ex. avoiding frequent string crossing or constant shifting).</p> <p>Understand and demonstrate the proper techniques of vibrato:</p> <ul style="list-style-type: none"> ▪ Step I: securely holding the instrument while moving the left arm (thumb in place). ▪ Step II: securely holding the instrument, moving the left arm, and pressing the string with individual fingers. ▪ Step III: apply all techniques above and add the bow for long tone exercise. ▪ Evaluate and critique his/her vibrato tone quality and adjust the technique for maximal tone production ▪ Understand the vibrato tone should sound very similar to human's singing voice. ▪ The vibrato should sound relaxed and natural, not forced and tight. ▪ Vibrato is not an accessory, but a necessity in good strings tone production. 	
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
Instrumental Music – Strings Grades 6-8
Concept: Rhythm

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<p>Using a metronome is the first step in performing rhythms accurately.</p> <p>Understanding the math of rhythmic patterns is essential to all musicians.</p> <p>If you can count it, you can play it!</p>		<ul style="list-style-type: none"> • How can musicians perform accurate rhythms without the aid of metronome? • Why are the rhythmic patterns similar to math problems? • Why is it important for the string players to count before they play a difficult section of music? 	
KNOWLEDGE	SKILLS		CCCS
<p>Students will know:</p> <p>The importance of performing with a steady pulse.</p> <p>External pulse.</p> <p>Internal pulse</p>	<p>Students will be able to:</p> <p>Apply a steady pulse while performing on their instruments.</p> <p>Understanding the importance of a steady pulse while playing music by using the metronome or Smartmusic accompaniment.</p> <p>Develop a strong internal steady pulse without the aid of a metronome while performing on their instrument.</p>		<p>1.1, 1.3, 1.4</p>

<p>Rhythmic notation with the concept of subdivision is the backbone of reading and performing music.</p> <p>Dotted quarter with eighth note combination</p> <p>Syncopation.</p> <p>Sixteenth notes.</p> <p>Eighth and sixteenth note combinations.</p> <p>Dotted eighth and sixteenth note combinations.</p> <p>Eighth notes and rests combinations.</p> <p>Triplets.</p> <p>The universal counting system of the instrumental music program is the common language of all musicians.</p>	<p>Count, write, analyze, and perform the following notes and rests</p> <p>Dotted quarter and eighth note combination with accurate subdivision on the dotted quarter note.</p> <p>Quarter notes and eighth notes syncopations within 2, 3, or 4 beats.</p> <p>4 sixteenth notes equals one beat.</p> <p>Various eighth notes and sixteenth notes combinations equals one beat.</p> <p>Dotted eighth note and sixteenth note combination equals one beat.</p> <p>Correct placement of the beat for eighth note or eighth rest.</p> <p>Three eighth note triplets equals one beat.</p> <p>Analyze the rhythm chart with the universal counting system such as 1+2+3+4+ and 1e+a 2e+a 3e+a 4e+a.</p>	
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
Instrumental Music – Strings Grades 6-8
Concept: Music Theory

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS		
<p>One should approach learning the musical symbols the same way one would learn a foreign language.</p> <p>The music theory material learned in general music is as important for all musicians.</p>		<ul style="list-style-type: none"> • Why is it important to be able to read music while playing an instrument? • How does a student musician apply the knowledge from general music class into orchestra lessons? 		
KNOWLEDGE		SKILLS		CCCS
<p>Students will know:</p> <p>The use of time signatures and apply the knowledge to their music performance.</p> <p>Common time vs. cut time</p> <p>Compound meters</p> <p>The use of key signatures and apply the knowledge to their music performance.</p> <p>Major keys of C, G, D, A, F, B flat, and E flat</p>		<p>Students will be able to:</p> <p>Identify and differentiate common time and cut time.</p> <p>Understand the bottom number of the time signature will change the way a musician counts the basic beats.</p> <p>Identify and perform time signatures of 2/2 and 6/8.</p> <p>Identify and apply the knowledge of key signatures while performing.</p> <p>Understand the theory of “circle of 5th” and apply the knowledge while performing.</p> <p>Perform scales, arpeggios, and thirds in one or two</p>		<p>1.1, 1.2, 1.3, 1.4</p>

<p>Melodic Minor keys of a, d, g, and c</p> <p>Accidentals</p> <p>The frequently used general musical symbols as well as strings only symbols.</p>	<p>octaves up to three sharps and flats in the key signature.</p> <p>Identify and perform minor scales, thirds, arpeggios, and music in the keys of: a, d, g, c.</p> <p>Analyze the concept of whole step and half step, and apply it to the left hand positions.</p> <p>Understand and apply the usage of accidentals while performing.</p> <p>Identify and apply the following basic musical notations:</p> <ul style="list-style-type: none"> • Staff, clefs (treble, alto, tenor, bass,) bar line, pitch, ledger lines, rests, repeats, dynamics, D.C./D.S. al coda/fine, fermatas, first and second endings, sharp, natural, flats signs, and tempo markings. • Strings only symbols: pizzicato and arco, down and up bows, bow retake, left hand pizzicato, fingering symbols, glissandos, tremolos, divisi, and articulation markings. 	
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
Instrumental Music – Strings Grades 6-8
Content: Music Expression

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<p>Music is a powerful tool that can be used to express one’s emotion wordlessly.</p> <p>Many musical compositions were the result of significant events from the composer’s life experiences.</p> <p>There are many different ways of performing one composition.</p>		<ul style="list-style-type: none"> • Why is it necessary to play music expressively? • How does the music reflect the composer’s most inner thoughts and emotions? • How does the performer’s music expression change the essence of the composition? 	
KNOWLEDGE	SKILLS		CCCS
<p>Students will know:</p> <p>It is essential to analyze musical phrasings while performing expressively.</p> <p>Bow phrase vs. music phrase.</p> <p>The importance of breathing while performing on string instruments. This technique will develop the deep understanding of musical phrasing.</p>	<p>Students will be able to:</p> <p>Analyze the different phrases by understanding the form of the music.</p> <p>Comprehend that basic bowing is not the composer’s idea of musical phrasing. One should always be aware that they should perform with smooth bow changes.</p> <p>Apply the knowledge of singing while performing with different phrases. Breathing in between phrases is a good habit to develop for all string players.</p> <p>Use vibrato to help shape musical phrasing.</p>		<p>1.1, 1.3, 1.4</p>

<p>Written and unwritten dynamic usage is essential to all expressive performances.</p> <p>The articulations of bow techniques are the essence of string music expression.</p>	<p>Change musical expression by applying written or unwritten dynamic markings.</p> <p>Demonstrate the following bow strokes for better expressive performance: detache, slurs, hooked, staccato, spiccato, martele, loure, and bow retake.</p>	
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
Instrumental Music – Strings Grades 6-8
Concept: Knowledge and Maintenance of Instruments

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<p>Proper maintenance and care of the instrument is essential to achieve maximum playability on a musical instrument.</p> <p>Being able to tune one’s own instrument is important to self-reliance and ownership in learning a musical instrument.</p>		<ul style="list-style-type: none"> • Why is it necessary to learn how to clean one’s own instrument? • Why is it important of take ownership of one’s own instrument? 	
KNOWLEDGE	SKILLS		CCCS
<p>Students will know:</p> <p>The proper tools and cleaners to use while cleaning the instrument.</p> <p>The necessary performance accessories specific to each instrument.</p>	<p>Students will be able to:</p> <p>Analyze the different tools and cleaners for cleaning their own instruments.</p> <p>Use cotton materials only while cleaning.</p> <p>Use the strings polish only for the body of the instrument.</p> <p>Use rubbing alcohol to clean the fingerboard.</p> <p>Evaluate the need for the accessories for the instrument that will be used in performances.</p> <p>The importance of rosin use when performing</p>		<p>1.2, 1.3, 1.4</p>

<p>The appropriate ways to tune their instrument.</p> <p>Use of fine tuners vs. pegs.</p> <p>The correct way to change a string on their instrument.</p> <p>The appropriate way to adjust a bass bridge.</p>	<p>Violin/viola: the use of a shoulder rest for proper posture.</p> <p>Cello/bass: the use of an endpin stopper for proper posture.</p> <p>Evaluate the need for tuning one's instrument.</p> <p>Evaluate the need of using fine tuner and the pegs.</p> <p>Analyze how the string is attached to the instrument.</p> <p>Compile all knowledge to change a string without breaking any part of the instrument.</p> <p>Evaluate the need for adjusting a bass bridge when the strings action is too high/low in difference seasons.</p>	
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
Instrumental Music – Strings Grades 6-8
Concept: Listening and Analysis

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<p>Ear training is essential to all string players.</p> <p>Understanding the styles of the composition is the essence of all performing arts.</p> <p>Recording and critiquing one’s own performance is an important part of self-improvement.</p>		<ul style="list-style-type: none"> ▪ Why is it important for all string players to listen for good intonation at all times? ▪ How does the analysis of different styles of composition help one’s performance? ▪ Why is it important to watch/listen to your own performance? 	
KNOWLEDGE	SKILLS	CCCS	
<p>Students will know:</p> <p>The following intervals and identify them in their music: Perfect intervals, major/minor intervals.</p> <p>All music compositions consist of many different intervals. Understanding the interval knowledge will greatly enhance the intonation while performing.</p> <p>The importance of their individual pitch in relation to the ensemble</p>	<p>Students will be able to:</p> <p>Identify and demonstrate the following:</p> <ul style="list-style-type: none"> • Perfect intervals: unison, Perfect fourth, Perfect fifth, and octave. • Major/minor intervals: second, third, sixth, and seventh. <p>Understand and apply the knowledge of intervals while performing all music pieces to improve the intonation.</p> <p>Identify when to adjust their pitch to match the ensemble’s pitch.</p>	<p>1.1, 1.2, 1.3, 1.4</p>	

<p>The various genres of music: Classical, Romantic, Contemporary, folk styles, international music styles.</p> <p>The balance of their part within the ensemble.</p> <p>The importance of utilizing recordings of other performances.</p>	<p>Identify the relation of their pitch within the chord structure of the ensemble.</p> <p>Apply different technical skills in order to match the style of each genre of music that is being performed.</p> <p>Evaluate the importance of their individual part within the ensemble.</p> <p>Identify and analyze the melody and harmony within a piece of music.</p> <p>Record themselves as an individual and as an ensemble and evaluate their own performance.</p> <p>Describe the differences between performing music and watching the performance of themselves.</p>	
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APPENDIX A - SmartMusic

Since 2011, the Randolph School District band program has experimented with the online assessment tool SmartMusic. The Randolph music faculty has dedicated many hours to professional development in order to fully implement this program. As of 2014, the department received a Randolph Education Foundation Grant for the hardware needed for our rehearsal and lesson facilities in the High School and Middle School. As of the 2014 - 2015 school year, the Middle School Band program has rolled out a comprehensive SmartMusic initiative integrating SmartMusic into the band and lesson program.

All Randolph Middle School band students will be asked to purchase a subscription. Assignments will be sent to the students from both the lesson teachers as well as band directors. Any student unable to purchase a SmartMusic subscription, will have the opportunity to submit their assignments via school owned practice room subscriptions.

The Randolph orchestra program has also begun to implement SmartMusic into daily rehearsals and lessons. All teachers have yearly subscriptions for the program, and practice room subscriptions have been implemented in the high school and middle school. Students use this program for individual practice. Assignments are graded using assessment tools available in SmartMusic.

APPENDIX B - Resources:

Progressive Rhythm Charts

Essentials for Strings by Gerald Anderson, published by Kjos

String Basics by Terry Shade, Jeremy Woostenhulme, and Wendy Barden, published by Kjos

Jr. High/Sr. High Region and All-State Solos

Ensemble Music

Chamber Music