

MUSIC CURRICULUM FRAMEWORK¹
 Based on *UbD Template 2.0* (2011): Stage 1 – Desired Results

Strings _____ Ashley Cesaratto _____ 7 _____
Course Title **Teacher(s)** **Grade Level(s)**
Course Structure Single Semester Full Year (Single Grade) Multiple Years (Combined Grades)

Course Description This course is open to any student who was in the string program in sixth grade, or who would like to learn how to play a stringed instrument. Students entering the program in grade seven will be expected to either take private lessons, or to study privately with the teacher in order to achieve at the same level as his or her peers. Students will gain and demonstrate an understanding of basic playing technique such as posture, bow and instrument hold, finger placement and wrist position, and intonation. They will be instructed on basic music comprehension skills including the identification of the musical staff and clef unique to their instrument, the musical alphabet, various time signatures, dynamics, bowings, beginning vibrato, as well as note and rest patterns. Both scalar and rhythmic drills will be explored in depth throughout the course of the year, providing students will the skills needed to perform various pieces of repertoire. The process of student assessment will include the evaluation of individual performance, achievement and improvement, knowledge of music performed, class assignments and assessments, as well as attendance and active participation in all rehearsals and concerts.

Established Goals	Transfer	
1. MPG1 – Develop skills in music reading 2. MPG2 – Perform with musical expression 3. MPG3 – Listen to music with understanding 4. MPG4 – Make value judgments about music.	<i>Students will be able to independently use their learning to . . .</i> 1. Continue making music as a life-long activity. 2. Strongly consider what type of music they choose to listen to and buy. 3. Enhance their musical skills and understanding	
	Meaning	
	<i>Understandings</i> <i>Students will understand that . . .</i> 1. Music reading skills provide future musical opportunities. 2. Practice and individual skills are important to the enjoyment of making music in a group. 3. String music has rich historical and cultural value. 4. Orchestral music is globally appreciated.	<i>Essential Questions</i> <i>Students will keep considering . . .</i> 1. The difference between music of good quality and music of poor quality. 2. Ways that music can be performed in an expressive way, including the use of vibrato. 3. How they can become better musicians. 4. How music can express emotions.

¹ Adapting to SAS: Big Ideas (Goal and Strands), Concepts (Knowledge), Competencies (Skills), Essential Questions (Essential Questions), Standards (Knowledge and Skills).

		5. What it takes to be the best musician they can be.
Acquisition of Knowledge & Skill²		
	<p style="text-align: center;"><i>Knowledge</i></p> <p><i>Students will know . . .</i></p> <ol style="list-style-type: none"> 1. The role of a conductor 2. Proper care and maintenance of their instrument 3. Practice techniques 4. Formal structure of music 5. Orchestral seating arrangements 6. How to properly dress and act when performing. 	<p style="text-align: center;"><i>Skills</i></p> <ol style="list-style-type: none"> 1. Following the conductor at different tempi and dynamics, including forte and piano. 2. Playing with accurate intonation in first position on all strings, including F natural and C natural. 3. Playing the scales A, D, G, and C. 4. Exhibiting proper playing posture using the bow, and using a shoulder rest if necessary. 5. Playing pizzicato while holding the bow. 6. Distinguishing between the meters 4/4, 3/4, and 6/8. 7. Distinguishing between the keys of D, G, and C major. 8. Reading eighth, quarter, half, dotted half, dotted quarter eighth, and whole notes and rests. 9. Playing with slurs, legato, staccato, and with accents. 10. Adjusting their dynamic level to properly blend in with the other string players in the ensemble. 11. Beginning to use vibrato. 12. Taking care of their instrument and being able to set up and pack up properly.

² PFD Note: Link these *desired outcomes* to “Established Goals” (Music Program Goals, National Music Standards, or PDE Academic Arts Standards).