

Course: *String Ensemble*
Unit #1: *Instrumental Techniques*

Year of Implementation: 2024-2025

Curriculum Team Members:

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:**

- **Content Standards**

- 1.3C.12prof.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
- 1.3C.12prof.Pr6b: Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

- **21st Century Life & Career Standards**

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

- **Interdisciplinary Content Standards**

- 7.1.AL.PRSNT.2: Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.
- 7.1.AL.IPRET.3: Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.

- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <https://www.nj.gov/education/amistad/about/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [***Asian American and Pacific Islander Heritage and History in the U.S.***](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies,

literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently demonstrate their knowledge through a performance using advanced instrumental techniques such as phrasing, bowing and dynamic expression.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhdsd.org/Page/6163>

1. develop creative thinking and problem-solving skills
2. understand the principles that govern the elements of music
3. apply acquired knowledge to make sense of unfamiliar music in order to persevere in listening to, performing, and/or composing independently and collaboratively
4. critique and be critiqued in a helpful and ethical manner

Enduring Understandings

Students will understand that . . .

EU 1

proper ergonomics will enhance the technique and mechanics of bowing and hand position, affecting the accuracy and musicality of individual and group performances.

EU 2

the use of vibrato enhances the tone and quality of musical expression during performances.

EU 3

efficiency during personal practice extends the range of the instrumentalist and increases the facility of playing musical passages.

Essential Questions

- What constitutes enough personal practice?
- What does efficiency in practice sound and look like?

Knowledge

Students will know . . .

Skills

Students will be able to . . .

EU 1

- the correct posture of the instrumentalist and the proper use of the left hand when fingering notes. (1.3C.12prof.Pr6a)
- the proper bow hold and various bowing techniques including detache, legato, staccato, spiccato, ricochet, slurs, and hooked bows. (1.3C.12prof.Pr6a)(1.3C.12prof.Pr6b)
- the full range of their instrument. (1.3C.12prof.Pr6a)
- various left hand positions. (1.3C.12prof.Pr6a)

EU 2

- the proper movement of the arm, wrist, hand and fingers when playing vibrato. (1.3C.12prof.Pr6a)(1.3C.12prof.Pr6b)

EU 3

- various practice techniques. (1.3C.12prof.Pr6a)
- the value of slow practice and practicing with a metronome. (1.3C.12prof.Pr6a)

EU 1

- position yourself to sit up straight when playing and hold the instrument correctly. (1.3C.12prof.Pr6a)
- demonstrate the correct bow hold. (1.3C.12prof.Pr6a)
- execute various bowings. (1.3C.12prof.Pr6a)(1.3C.12prof.Pr6b)
- utilize shifting to span the entire range of the instrument. (1.3C.12prof.Pr6a)

EU 2

- produce ideal tone quality through correct bow speed, weight, and pressure. (1.3C.12prof.Pr6a)
- identify and apply the tone quality of various artists in performance. (1.3C.12prof.Pr6a)(1.3C.12prof.Pr6b)
- apply vibrato to enhance the ensemble sound. (1.3C.12prof.Pr6b)

EU 3

- practice independently to learn new skills and refine previously learned techniques. (1.3C.12prof.Pr6a)
- practice independently with a metronome at a slow tempo. (1.3C.12prof.Pr6a)

Stage Two - Assessment

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Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of **A= Acquiring basic knowledge and skills**, **M= Making meaning and/or a T= Transfer**. All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection**; **Purple = 21st Century Life & Career Connection**

- Demonstration of proper performance posture (**A, M, EU1, EU2, EU3**)
- Model of proper hand technique (**A, M, T, EU2, EU3**)
- Model various articulations (**A, M, T, EU2, EU3**)
- Listen and view examples of professional musicians (**A, M, EU1, EU2, EU3**)
- Exploration of environmental effects on the tuning process (**M, EU1, EU3**)
- Research and discuss various professional recordings (**M, EU2**)
- Create a visual representation of various articulations (M, T, EU2)
- Perform required literature with good intonation, tone quality, correct articulations and proper fingering technique (**T, EU1, EU2, EU3**)

Pacing Guide

{This chart will be identical in all of the units for this course.}

Unit #	Title of Unit	Approximate # of teaching days
1	Instrumental Techniques	135
2	Musicianship	135
3	Performance	90

Instructional Materials

- Additional purchases for music library
- Solo works for Region/Honor ensemble auditions
- Chamber Ensemble works for LRHSD ceremonies
- Equipment based on ensemble need
- Sight reading factory

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.