



ORCHESTRA BEGINNING STRINGS

Approved by KSD Board of Education: March 31, 2025

Course Description:

This course introduces students to the fundamentals of playing string instruments (violin, viola, cello, or bass). Designed for beginners with little to no prior experience, students will learn basic string techniques, including proper posture, bowing technique, note and rhythm reading, and performance skills.

Grade Level: 4th-6th Grade (year)

Unit Scope and Sequence

Unit 1: Sound

Unit 2: Technique

Unit 3: Music Literacy

Unit 4: Musicianship

Course Enduring Understandings:

- Music is part of all humanity.
- Participation in orchestra contributes to a life-long deeper understanding and appreciation for music.
- Musically proficient performances require an understanding of sound quality, technique, music literacy, and musicianship.

Course Essential Questions:

- Why is music important, and what is its role in society?
- How do sound quality, technique, music literacy, and musicianship combine to influence the quality of performance?

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Unit 1: Sound

Students will explore the essential elements of producing a quality sound on their instrument.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
Performing with a characteristic tone, appropriate balance and blend, and accurate intonation are essential to a quality performance.	- What is good sound quality? - How do musicians produce good sound quality? - How do we judge the sound quality of musical works and performances?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Tone - Intonation - Bow placement - Balance/Blend	- Recognize, describe, and demonstrate a characteristic tone on their instrument. - Balance/blend their sound to fit appropriately within the ensemble. - Recognize, describe, and demonstrate “in tune playing” on their instrument.

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Unit 1: Sound

Missouri Learning Standards

Priority Standard: Develop and refine artistic techniques and work for presentation (Perform 5).

Supporting Standards:

- Apply teacher provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances (MU:Pr5A.4a).
- Rehearse to refine technical accuracy and expressive qualities, and address performance challenges (MU: Pr5A.4b).

Priority Standard: Convey meaning through the presentation of artistic work (Perform 6).

Supporting Standards:

- Perform music, alone or with others, with expression and technical accuracy and appropriate interpretation (MU: Pr6A.4a).

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Unit 2: Technique

Students will learn the basic mechanics of playing the instrument through development of correct playing technique.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
Performing with appropriate technique is essential to a quality performance.	- What are the elements of correct technique? - How does correct technique contribute to quality of performance?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Components of Technique - Posture/Position - Stance or Seated Posture - Bowhold - Correct left hand shape - Articulation - Straight bow stroke - Pizzicato technique - Slurs - Hooks - Legato - Staccato - Notes in 1st position across all 4 strings - For bass: Notes in 1st position across all 4 strings and add 3rd position on G string.	- Identify the elements of correct technique. - Recognize, describe, and demonstrate appropriate posture and position on their instrument. - Recognize, describe, and demonstrate appropriate articulation on their instrument. - Perform literature using notes on all 4 strings of their instrument.

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Unit 2: Technique

Missouri Learning Standards

Priority Standard: Develop and refine artistic techniques and work for presentation (Perform 5).

Supporting Standards:

- Rehearse to refine technical accuracy and expressive qualities, and address performance challenges (MU: Pr5A.4b).

Priority Standard: Convey meaning through the presentation of artistic work (Perform 6).

Supporting Standards:

- Perform music, alone or with others, with expression and technical accuracy and appropriate interpretation (MU: Pr6A.4a).

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Unit 3: Music Literacy

Students will learn basic music literacy skills including beginner note names, rhythm values, and expressive markings.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Music is a written language with its own notation and symbols. • To independently and accurately perform music, musicians must be able to read and interpret music symbols and notation.	• How do I read music notation symbols? • How do I perform music notation symbols on my instrument?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Pitch Accuracy ◦ 1st position note names across all 4 strings ◦ Accidentals: sharps, flats, and natural signs • Rhythm Accuracy ◦ Whole note/whole rest ◦ Quarter note/quarter rest ◦ Half note/half rest ◦ Dotted half note ◦ Ties • Dynamics ◦ <i>p</i> for piano ◦ <i>f</i> for forte • Tempo • Components of Form: ◦ AB + ABA ◦ Canon ◦ Theme and Variation ◦ Repeat Sign ◦ First and Second Ending ◦ Melody ◦ Harmony	• Perform with rhythmic accuracy. • Perform with pitch accuracy. • Perform with a steady tempo. • Perform basic expressive markings when indicated. • Read and perform music notation at grade 1 level.

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Unit 3: Music Literacy

Missouri Learning Standards

Priority Standard: Select, analyze, and interpret artistic work for presentation (Perform 4).

Supporting Standards:

- When analyzing selected music, read and perform using iconic and/or standard notation (MU: Pr4B.4b).

Priority Standard: Develop and refine artistic techniques and work for presentation (Perform 5).

Supporting Standards:

- Apply teacher provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances (MU: Pr5A.4a).

Priority Standard: Convey meaning through the presentation of artistic work (Perform 6).

Supporting Standards:

- Perform music, alone or with others, with expression and technical accuracy and appropriate interpretation (MU: Pr6A.4a).

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Unit 4: Musicianship

Students will develop an understanding of musicianship in performance as well as the role and importance of music in society.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Performing with appropriate musicianship is essential to a quality performance. - Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. - Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. - Music allows people to convey and process deep and complex emotions. - Music reflects the history, traditions, and values of different communities, helping to preserve and transmit cultural heritage across generations. - Music brings people together, fostering a sense of community and belonging. - A great music performance includes quality presentation in addition to quality music.	- What is musicianship? - How do we judge the musicianship of musical work(s) and performance(s)? - How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? - How do we discern the musical creators' and performers' expressive intent? - How does participating in music positively impact my own life? - How do musicians behave on stage?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Components of Musicianship - Style - Phrasing - Interpretation/Artistic Intent - Professional stage presence - Resting position - Playing position - Bow at end	- Prepare an individual part to performance level, then successfully perform in the individual and group concert settings. - Demonstrate appropriate style and phrasing. - Distinguish a quality music performance with regard to stage presence, tone quality, phrasing, rhythmic accuracy, pitch accuracy, blend and balance, and articulation. - Explain the importance of group participation, perseverance, and commitment in musical and non-musical settings. - Describe why music is important in

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Unit 4: Musicianship

society and make connections between the arts and other subjects.

Missouri Learning Standards

Priority Standard: Develop and refine artistic techniques and work for presentation (Perform 5).

Supporting Standards:

- Apply teacher provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances (MU: Pr5A.4a).

Priority Standard: Convey meaning through the presentation of artistic work (Perform 6).

Supporting Standards:

- Perform music, alone or with others, with expression and technical accuracy and appropriate interpretation (MU: Pr6A.4a).
- Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre (MU: Pr6A.4b).

Priority Standard: Apply criteria to evaluate artistic work (Respond 9).

Supporting Standards:

- Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context (MU: Re9A.4a).

Priority Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (Connect 11).

Supporting Standards:

- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life (MU: Cn11A.4a).