PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Elementary Beginner Strings

Curriculum Writing Committee:

_____

Grade Level: 3, 4, 5

Date of Board Approval: _____

Course Weighting: Elementary Strings

Lesson Preparation	20 pts.
Orchestra Rehearsal	20 pts.
Playing Assessment	20 pts.
Practice Chart - based on min 75 mins/week	5 pts.
Concert	25 pts.

Curriculum Map

Overview:
This graded course is designed to teach beginner strings students to perform music using the four major orchestral stringed instruments: violin, viola, cello, and double bass. Students participate in one small group lesson and one large group rehearsal weekly for the entire school year, with emphasis on music reading and performance skills. Students experience personal growth in responsibility and teamwork as contributing members of the orchestra who both practice independently and fully participate in ensemble activities. Orchestra students also discover connections between music and other art forms and academic disciplines, and they develop an appreciation for music's place in society.

Goals:

- **Marking Period 1 (45 days) -** Students will be able to …
    - **Unit 1: Instrument Care and Tone Production (Ongoing)**
        - Proper care and handling of instruments.
        - Identify parts of their instrument.
        - Play with correct posture and hand positioning.
    - **Unit 2: The Open Strings and Pizzicato (Ongoing)**
        - Identify open strings by name and locate their position on the staff.
        - Use pizzicato (plucking) technique.
        - Play open strings - plucking.
        - Play a 3 note pattern on every string.
        - Identify basic musical symbols: staff, clef signs, ledge lines, measures, bar lines, double bar lines, repeat signs, time signature (4/4), quarter note, and quarter rest.
        - Read and play open strings on a staff.
    - **Unit 3: New Notations/Fingerings - D string(Ongoing)**
        - Identify notes on the D string by letter name, fingering, and location on the staff.
        - Shifting from I to III position (String Bass).

- **Marking Period 2 (45 days)**
    - **Unit 4: New Notations/Fingerings - A string (Ongoing)**
        - Identify notes on the A string by letter name, fingering, and location on the staff.

- **Marking Period 3 (45 days)**
    - **Unit 5: Using the Bowing (Arco) - (Ongoing)**
        - Identify parts of the bow and proper care/maintenance.
        - Learn the correct bow hold for their instrument.

        - Learn detaché bowing technique - down bow / up bow

- **Marking Period 4 (45 days)**
    - **Unit 6: Concert Etiquette / Skills (Ongoing)**
        - Know how to present themselves on stage.
        - Demonstrate playing and resting position.
        - Know how to follow conductors' cues and gestures.
        - Play together in a large group setting.

Big Ideas:

- Big Idea #1: Preparing instruments for playing and proper storage keeps instruments in good condition.
- Big Idea #2: Proper posture and instrument position sets students up for healthy and efficient playing.
- Big Idea #3: Producing pleasing tones on a stringed instrument involves plucking the strings correctly and proper placement of left hand fingers.
- Big Idea #4: Reading music requires an understanding of note and rest values.
- Big Idea #5: Pitches are created by using a fingering system on the instruments.
- Big Idea #6: Reading music requires an understanding of pitches arranged on a musical staff.
- Big Idea #7 Technology may be used to access appropriate information for musical practice.
- Big Idea #8: Musicians listen to and think critically about musical performance.

Textbook and Supplemental Resources:

- **Sound Innovations Books 1 & 2**
    - **Textbook ISBN:** various
    - **Textbook Publisher/Year of Publication:** Alfred Music/2010

- **Supplemental Resources:**
    - Essential Elements for Strings/Hal Leonard/2002
    - Bornoff Method Primer
    - Concert Repertoire

Curriculum Plan

Unit 1: Instrument Care and Tone Production

- **Standards:**
  - 9.1.3.A Know and use the elements and principles of each art form to create works in the arts and humanities.
  - 9.1.3.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
  - 9.1.3.C Recognize and use fundamental vocabulary within each of the arts forms.
  - 9.1.3.E Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.
  - 9.1.3.G Recognize the function of rehearsals and practice sessions.
  - 9.1.3.H Handle materials, equipment and tools safely at work and performance spaces.

Objectives:

- Students will identify instrument parts and accessories. (DOK: Level 1)
- Students will relate instrument preparation to quality of sound (tuning, rosined bow, etc.). (DOK: Level 2)
- Students will demonstrate proper posture. (DOK: Level 2)
- Students will demonstrate proper plucking technique. (DOK: Level 2)

Core Activities and Corresponding Instructional Methods:

- Teacher names, shows, and has students touch or point to various essential parts of the instrument.
- Teacher explains proper storage of instruments at school and home and the necessity for taking care of instruments; each student develops a plan for instrument storage at home.
- Teacher demonstrates proper instrument preparation and explains the reasons for such preparation (taking instrument out of case, tightening bow hair, adjusting end pin, etc.); students model that preparation.
- Teacher demonstrates and students practice proper instrument position.
- Teacher demonstrates and students practice placing left hands in correct position. for various stringed instruments;
- Teacher explains and demonstrates pizzicato technique (plucking); students imitate technique.

Assessments:

- **Diagnostic:**
  - Teacher questions students on prior knowledge.

- **Formative:**
    - Observation of weekly progress.

- **Summative:**
    - Student demonstration/teacher evaluation.

- **Correctives:**
    - Students will work in pairs/small groups to show each other how to hold the instrument and pluck with proper hand position.
    - Students may use a mirror at school and/or at home to further observe/reinforce if hand placement, posture, and instrument/bow hold are correct.
    - Students may refer to lesson book at home for reinforcement.

- **Extensions:**
    - Students will be able to identify the names of the various parts of their instrument.
    - Students will pick partners and demonstrate to each other how to correctly pick up and hold instruments, with proper finger and hand placement. Partners will make any corrections.
    - Students may refer to lesson books at home for reinforcement.
    - Students may attempt to read the first music notes and determine correct fingerings.
    - The teacher will lead students in echo patterns so students can focus on correct playing technique.
    - Students may volunteer to create a short pattern for teacher and peers to echo.
    - Students may use the online book supplemental to play along with accompaniments to their songs.

Unit 2: The Open Strings and Pizzicato (pizz.)

- **Standards:**
  - 9.1.3.A Know and use the elements and principles of each art form to create works in the arts and humanities.
  - 9.1.3.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
  - 9.1.3.C Recognize and use fundamental vocabulary within each of the arts forms.
  - 9.1.3.D - Use knowledge of varied styles within each art form through a performance or exhibition of unique work.
  - 9.1.3.E Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.
  - 9.1.3.G Recognize the function of rehearsals and practice sessions.
  - 9.1.3.H Handle materials, equipment and tools safely at work and performance spaces.

Objectives:

- Students will identify the open strings and locate on the staff (DOK: Level 1)
- Students will identify and apply the following to the performance of musical excerpts: measures, bar lines, double bars, repeat signs. (DOK: Level 1 and Level 2)
- Students will explain the relational pattern of pitch level with the position on the staff (DOK: Level 2)
- Students will identify and play quarter note and quarter rest rhythms in correct time. (DOK: Level 1 and Level 2)

Core Activities and Corresponding Instructional Methods:

- Teacher draws treble, alto, and bass clefs and explains which instruments read each clef.
- Teacher shows and explains music staff, ledger lines.
- Teacher shows where the open strings are located on the staff for their particular instrument.
- Teacher demonstrates proper playing/plucking technique with the right hand. (Pizzicato)
- Teacher explains the concept of quarter note and quarter rest rhythms.
- Teacher demonstrates how to play quarter notes and rests using basic patterns written for students; students will repeat rhythms and play several other examples on respective instruments.
- Teacher explains 4/4 time signature, division of beats/notes into measures, function of bar lines, double bars, and the repeat sign.
- Teacher and students play songs/exercises in the lesson book involving the open string pitches, rhythms, and symbols.

Assessments:

- **Diagnostic:**
  - Teacher questioning
  - Observation

- **Formative:**
  - Flashcard with rhythms
  - Group and Individual performance in class

- **Summative:**
  - Written or Oral Evaluation of Note Identification
  - Playing Test

- **Correctives:**
  - Students will say or sing the name of the string while they play it.
  - Students will refer to the lesson book to review open string names and staff location.

- **Extensions:**
  - Students will improvise their own melodic patterns using open strings, naming the string while they play.
  - Students will compose their own melodic patterns on a blank staff and perform their composition.

Unit 3: New Notations/Fingerings - D String

- **Standards:**
    - 9.1.3.A Know and use the elements and principles of each art form to create works in the arts and humanities.
    - 9.1.3.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
    - 9.1.3.C Recognize and use fundamental vocabulary within each of the arts forms.
    - 9.1.3.D - Use knowledge of varied styles within each art form through a performance or exhibition of unique work.
    - 9.1.3.E Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.
    - 9.1.3.G Recognize the function of rehearsals and practice sessions.
    - 9.1.3.H Handle materials, equipment and tools safely at work and performance spaces.

Objectives:

- Students will use first, second, and third fingers to play patterns on every string. *Basses move to open G string for G. (DOK: Level 1)
- Students will identify the first three pitches on the D string: E, F#, and G. and identify their location on the staff. *Basses move to open G string for G. (DOK: Level 1, Level 2 and Level 3)

Core Activities and Corresponding Instructional Methods:

- Teacher introduces each note name and fingering through demonstration and explanation.
- Students practice the first three fingerings on the D string by saying the letter names and fingerings out loud before playing. *Basses move to open G string for G.
- Teacher will identify where each note is placed on the staff as it pertains to each different fingering.

Assessments:

- **Diagnostic:**
    - Teacher questioning
    - Observation

- **Formative:**
    - Flashcard with rhythms
    - Group and Individual performance in class

- **Summative:**
    - Written or Oral Evaluation of Note Identification

    - Playing Test

- **Correctives:**
    - Students will refer to the lesson book to review new note names, fingerings, and staff location.
    - Students will work in pairs or groups to help each other identify fingerings and notes on staff.
    - Students will color-code fingering tape and the corresponding note on staff.
    - Students will use their first three fingers on each string to play "finger walking" exercises. (ex. D-E-F#-G, G-F#-E-D, etc…..)

- **Extensions:**
    - Students will demonstrate correct fingering when a note is named or pointed out on staff.
    - Students will work on pages in the lesson book in advance of classroom assignment.
    - Students will use their first three fingers on each string to play "finger skipping" exercises. (ex. D-F#, E-G, G-E, F#-D, etc…..)

Unit 4: New Notations/Fingerings - A String

- **Standards:**
    - 9.1.3.A Know and use the elements and principles of each art form to create works in the arts and humanities.
    - 9.1.3.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
    - 9.1.3.C Recognize and use fundamental vocabulary within each of the arts forms.
    - 9.1.3.D - Use knowledge of varied styles within each art form through a performance or exhibition of unique work.
    - 9.1.3.E Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.
    - 9.1.3.G Recognize the function of rehearsals and practice sessions.
    - 9.1.3.H Handle materials, equipment and tools safely at work and performance spaces.

Objectives:

- Students will use first, second, and third fingers to play patterns on every string. *Basses move to open D string for D. (DOK: Level 1, Level 2 and Level 3)
- Students will identify the first three pitches on the A string: B, C#, and D, and identify their location on the staff. *Basses move to open D string for D. (DOK: Level 1, Level 2 and Level 3)

Core Activities and Corresponding Instructional Methods:

- Teacher introduces each note name and fingering through demonstration and explanation.
- Students practice each series of notes on the A string by saying the letter names and fingerings out loud before playing. *Basses move to open D string for D.
- Teacher will identify where each note is placed on the staff as it pertains to each different fingering. *Basses move to open D string for D.

Assessments:

- **Diagnostic:**
    - Teacher questioning
    - Observation

- **Formative:**
    - Flashcard with notes on a staff.
    - Group and Individual performance in class.

- **Summative:**

    - Written or Oral Evaluation of Note Identification.
    - Playing Test

- **Correctives:**
    - Students will refer to the lesson book to review new note names, fingerings, and staff location.
    - Students will work in pairs or groups to help each other identify fingerings and notes on staff.
    - Students will color-code fingering tape and the corresponding note on staff.

- **Extensions:**
    - Students will demonstrate correct fingering when a note is named or pointed out on staff.
    - Students will work on pages in the lesson book in advance of classroom assignment.
    - Students will use first three fingers on each string to play “finger skipping” exercises. (ex. D-F#, E-G, G-E, F#-D, etc.….)

Unit 5: Using the Bow

- **Standards:**
    - 9.1.3.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
    - 9.1.3.C Recognize and use fundamental vocabulary within each of the arts forms.
    - 9.1.3.G Recognize the function of rehearsals and practice sessions.

Objectives:

- Students will demonstrate proper bow hold. (DOK: Level 2)
- Students will demonstrate proper bow motion. (DOK: Level 2)

Core Activities and Corresponding Instructional Methods:

- Teacher identifies parts of the bow.
- Teacher demonstrates proper bow hold while students practice shaping fingers to correct bow hold.
- Students will keep all fingers bent/curved and flexible/relaxed.
- Teacher demonstrates proper bow movements while students imitate teacher movements.

Assessments:

- **Diagnostic:**
    - Teacher questions students on prior knowledge

- **Formative:**
    - Observation of weekly progress

- **Summative:**
    - Student demonstration/teacher evaluation

- **Correctives:**
    - Students will work in pairs/small groups to demonstrate the concept to each other.
    - Students may use a mirror at school and/or at home to further observe/reinforce hand placement, posture, etc.
    - Students may refer to lesson book at home for reinforcement.

- **Extensions:**
    - Students will identify, explain, or demonstrate the concept of the lesson to another individual or group.
    - Students may refer to lesson book at home for reinforcement.

- Students may use the bow to play through exercises in lesson book that were previously plucked.
- Students may attempt to read/perform new notes/concepts.

Unit 6: Concert Etiquette / Skills

- **Standards:**
  - 9.1.3.A Know and use the elements and principles of each art form to create works in the arts and humanities.
  - 9.1.3.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
  - 9.1.3.C Recognize and use fundamental vocabulary within each of the arts forms.
  - 9.1.3.D - Use knowledge of varied styles within each art form through a performance or exhibition of unique work.
  - 9.1.3.E Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.
  - 9.1.3.G Recognize the function of rehearsals and practice sessions.
  - 9.1.3.H Handle materials, equipment and tools safely at work and performance spaces.

Objectives:
- Students will demonstrate resting and playing position. (DOK: Level 1, Level 2, Level 3 and Level 4)
- Students will demonstrate appropriate on-stage behavior. (DOK: Level 1, Level 2, Level 3 and Level 4)
- Students will watch the conductor and respond appropriately to specific cues. (DOK: Level 1, Level 2, Level 3 and Level 4)
- Students will play together as a group. (DOK: Level 1, Level 2, Level 3 and Level 4)

Core Activities and Corresponding Instructional Methods:
- Teacher will demonstrate resting position for each specific instrument as students imitate.
- Students will practice moving from resting position, to playing position, the back to resting position.
- Teacher will share expectations for appropriate stage presence and behavior.
- Teacher will instruct students on responding to specific conducting cues: entrance, cut-off, tempo, meter, etc.
- Students will play together in a large group setting.

Assessments:

- **Diagnostic:**
  - Teacher questioning
  - Observation

- **Formative:**
    - Group and Individual performance in class

- **Summative:**
    - Performance Test (concert setting)

- **Correctives:**
    - Teacher will show video examples of concert performances - in-district or otherwise - noting the exchange between resting and playing positions.

- **Extensions:**
    - Students may attend live performances - in-district or otherwise - in order to increase exposure to proper concert etiquette.