

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Elementary Second Year Strings

Curriculum Writing Committee:

Grade Level: 4, 5

Date of Board Approval: 2026

Course Weighting: Elementary Stings

Lesson Preparation	20 pts.
Orchestra Rehearsal	20 pts.
Playing Assessment	20 pts.
Practice Chart - based on min 150 mins/week	5 pts.
Concert	25 pts.

Curriculum Map - Year Two

Overview:

This graded course is designed to teach second year strings students how 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: Using the Bowing (Arco) (Ongoing)**
 - Identify parts of the bow and proper care/maintenance.
 - Demonstrate the correct bow hold for their instrument.
 - Demonstrate detaché bowing technique - down bow / up bow.
 - **Unit 2: Basic music notation/reading music (Ongoing)**
 - Recognize and be able to explain the basic elements in reading music: treble, alto, or bass clefs, ledger lines, music staff, names of lines and spaces, measures, bar lines, double bar lines, repeat signs, quarter notes/rests in 2/4 and 4/4-time signature.
 - **Unit 3: D Major Scale and Key Signature (Ongoing)**
 - Correctly identify and interpret the key signature.
 - Correctly play the D Major scale on their respective instruments.
 - Identify the notes of the D Major scale in song material.
 - **Unit 4: Beamed Eighth Notes and Half Notes (Ongoing)**
 - Expand their rhythmic knowledge by learning half notes, half rests, and eighth note pairs.
 - Adjust the amount of bow to be used based on note values.
 - **Unit 5: Dynamics - (Ongoing)**
 - Students will learn how dynamic markings are written and performed.
 - Students will recognize various dynamic markings in sheet music.
 - Students will demonstrate proper bowing and plucking technique to match dynamic changes indicated in music.
- **Marking Period 2 (45 days)**
 - **Unit 6: New Notation/Fingerings - The G String and G Major Scale (Ongoing)**

- Identify notes on the G string by letter name, fingering, and location on the staff.
 - Correctly play the G Major scale on their respective instrument.
 - Identify the notes of the G Major scale in song material.
 - Use the fourth finger as alternate fingering for the next highest string. (Violin / Viola)
- **Unit 7: 3 / 4 Time Signature and the Dotted Half Note (Ongoing)**
 - Perform songs in 3/4 time signature.
 - Correctly play dotted half notes.
- **Unit 8: Bowing Technique (Ongoing)**
 - Use the bow to correctly play détaché, slurs/ties, staccato, tenuto, hooked bowing techniques.
 - Identify and perform notes that are accented.
- **Marking Period 3 (45 days)**
 - **Unit 9: 1st and 2nd Endings, D.C. al Fine, D.S. al Fine, and Coda (Ongoing)**
 - Correctly perform 1st/2nd and D.C./D.S. to Coda endings.
 - **Unit 10: New Notations/Fingerings: “Low Two” and Second Finger (Ongoing)**
 - Perform “low two” fingerings on Violin and Viola and identify by note name and position on staff.
 - Perform second-finger fingerings on Cello and Bass and identify by note name and position on staff.
 - Identify and perform all four-finger pitches on every string of their respective instrument by name, fingering, and location on staff.
 - **Unit 11: Dotted Quarter Note - Single Eighth Note (Ongoing)**
 - Perform dotted quarter notes and eighth note combinations.
- **Marking Period 4 (45 days)**
 - **Unit 12: Concert Etiquette / Skills (Ongoing)**
 - Present themselves on stage.
 - Demonstrate playing and resting position.
 - Follow conductor’s cues and gestures.
 - Play together in a large group setting.

Big Ideas:

- Big Idea #1: Ties and slurs combine two or more notes into one longer sound using one bow stroke.
- Big Idea #2: Staccato bowing produces short, separated tones.
- Big Idea #3: Hooked bowing is a variation of staccato focusing on bow direction and bow divisions.
- Big Idea #4: Notation - notes and rests - helps musicians determine the length of sound or silence.
- Big Idea #5: Several techniques are used to create various dynamic levels.
- Big Idea #6: Orchestral musicians listen to and think critically about music performance.

- Big Idea # 7: Music is mathematical and includes the subdivision of musical beats within measures.
- Big Idea #8: Time signature affects how beats are organized and rhythms are counted.
- Big Idea # 9: In addition to the location of pitches written on the music staff, key signatures and/or accidentals determine how high or low notes are performed.
- Big Idea #10: Tempo markings help musicians know how fast or slow music should be played.
- Big Idea # 11: Musicians can improvise by changing one or more musical elements (rhythm, pitch, articulation, etc.) of a familiar tune.

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: 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 1 and Level 2)
- Students will demonstrate proper bow motion. (DOK: Level 1 and 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.
- 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.
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- **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 attempt to read/perform new notes/concepts.

Curriculum Plan

Unit 2: Basic Music Notation / Reading Music

● Standards:

- 9.1.5.A Know and use the elements and principles of each art form to create works in the arts and humanities.
- 9.1.5.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 9.1.5.C Know and use fundamental vocabulary within each of the arts forms.
- 9.1.5.G Identify the function of rehearsals and practice sessions.
- 9.2.5.L Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's Appalachian Spring and Millet's The Gleaners).
- 9.3.5.A Identify critical processes in the examination of works in the arts and humanities.
- 9.3.5.B Describe works in the arts comparing similar and contrasting characteristics (e.g., staccato in Grieg's In the Hall of the Mountain King and in tap dance).
- 9.3.5.D Compare similar and contrasting important aspects of works in the arts and humanities based on a set of guidelines using a comprehensive vocabulary of critical response.

Objectives:

- Students will recognize and be able to explain the basic elements in reading music. (DOK: Level 1 and Level 2)

Core Activities and Corresponding Instructional Methods:

- Teacher will draw a treble, alto, or bass clef and review which instruments read each clef.
- Explanation of music staff, ledger lines, and names of lines and spaces. Discussion of various means of recalling names of lines and spaces.
- Teacher will draw music notes on the lines and spaces to have students identify.
- Teacher will lead students in SmartBoard review games to practice note naming (music racer).
- Teacher will draw and explain the concept of various rhythm patterns (whole notes/rests, half notes/rests, quarter notes/rests).
- Teacher will lead students in SmartBoard review games to practice rhythm reading/identification (the rhythm trainer).
- Teacher will lead students in short improvisation activities to practice new rhythm and melodic concepts.
- Teacher demonstration using an instrument how to play and observe various rhythm patterns for students. Students will echo rhythm patterns back to teacher and play several other examples on respective instruments.

- Explanation of 4/4 time signatures, division of beats into measures, function of bar lines and double bar lines using examples in the lesson book.
- Students and teacher will look at first songs/exercises in lesson book which involve specific pitches/notes and identify note names.

Assessments:

- **Diagnostic:**
 - Teacher observation with individual correction.
 - Individual/group work on exercises/songs.
- **Formative:**
 - Weekly progress through effort, playing in class, and practice at home
 - Teacher observation with individual response/correction.
 - Worksheets
 - SmartBoard review activities
 - Improvisation activities
 - Sight-reading
- **Summative:**
 - Oral testing/evaluation
 - Playing testing/evaluation
 - Student demonstration/teacher evaluation, discussion, and review at next lesson.
- **Correctives:**
 - Students will identify the names of various notes drawn by the teacher.
 - Using music notation, students will create additional words and will draw them on staff paper.
 - Students will look at music examples in lesson book and identify names of music notes.
 - Students will work in pairs, using flashcards, to become proficient in identifying notation.
- **Extensions:**
 - Students will correctly identify words spelled out in form of music notation drawn by the teacher.
 - Using music notation, students will create additional words and will draw them on music paper.
 - Students will play sounds on respective instruments using known rhythmic concepts from SmartBoard/white board and lesson book.
 - Students will draw various rhythm patterns on staff paper.
 - Students will create musical compositions using known and newly introduced rhythmic and melodic concepts.
 - Students will improvise short musical ideas using known and newly introduced rhythmic and melodic concepts.

Curriculum Plan

Unit 3: The D Major Scale and Key Signature

- **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:

- Identify and perform the D Major scale on their respective instruments. (DOK: Level 1 and Level 2)
- Recognize and identify the Key Signature for D Major.. (DOK: Level 1 and Level 2)

Core Activities and Corresponding Instructional Methods:

- Teacher will instruct students about the purpose and function of the Key Signature and the symbols it contains - Sharps/Flats.
- Teacher will show the D Major key signature containing two sharps.
- Students will identify, read and play the correct notes of the D Major scale using the key signature as reference.

Assessments:

- **Diagnostic:**
 - Teacher questioning
 - Observation
- **Formative:**
 - Group and Individual performance in class.
- **Summative:**
 - Written assessment.
- **Correctives:**
 - Students will work in pairs/small groups to demonstrate the concept to each other.
 - 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 attempt to identify/read/perform new songs based on D Major key signature.
- Students may use the online book supplemental to play along with accompaniments to their songs.

Curriculum Plan

Unit 4: Half Notes, Half Rests, and Eighth Note Pairs

- **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 half notes, half rests, and eighth note pairs based on their shape. (DOK: Level 1, Level 2 and Level 3)
- Students will produce sounds or silence for specific durations of beats based on the notation. (DOK: Level 1, Level 2 and Level 3)

Core Activities and Corresponding Instructional Methods:

- Teacher and students review basic music notation and rhythms learned to date, including quarter notes and rests, and experience playing said rhythms and notations in previously learned exercises/songs.
- Discussion and demonstration on how to identify half notes and rests, how many beats each receives, and how half notes differ from previously learned notation.
- Students clap half notes while counting out loud.
- Students select a pitch on respective instruments and play as a group several half notes while teacher counts the beats out loud and/or plays along.
- Students as a group clap rhythms of specified exercises/songs in lesson book prior to playing them on respective instruments.
- Listen to accompaniment and follow along in lesson book to hear examples with half notes and rests included.
- Teacher and students repeat the above steps in order to learn about eighth notes.
- Comparison of quarter and half rests – similarities and differences.

Assessments:

- **Diagnostic:**

- Teacher questioning
- Observation

- **Formative:**
 - Group and Individual performance in class
- **Summative:**
 - Performance Test (counting, speaking, and/or playing rhythms)
- **Correctives:**
 - Students will work in pairs/small groups to demonstrate the concept to each other.
 - Students may refer to lesson book at home for reinforcement.
 - Students may create their own musical examples using the concept.
- **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 attempt to read/perform new notes/concepts.
 - Students may volunteer to create a short pattern for teacher and/or peers to echo.
 - Students may use the online book supplemental to play along with accompaniments to their songs.

Curriculum Plan

Unit 5: Dynamics

- **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.
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- **Objectives:**
 - Students will recognize and perform various dynamic levels in a piece of music. (DOK: Level 1 and Level 2)
 - Students will recognize and perform crescendos and decrescendos as they occur in music. (DOK: Level 1 and Level 2)
- **Core Activities and Corresponding Instructional Methods:**
 - Discussion of dynamics in music, including pronunciation, English translation, and how they are applied in music. These include forte, mezzo forte, mezzo piano, and piano.
 - Students listen to examples of music from instruction book that include Dynamic changes and work to correctly identify the dynamic levels within the music.
 - Students play songs/exercises in the method book with/without accompaniment, as well as sheet music that have dynamic markings indicated.
 - Teacher introduces to crescendos and decrescendos within music, their pronunciation, and their purpose in music performance.
 - Students provide examples of crescendos and decrescendos that occur in daily life.
 - Students listen to examples of music that involve crescendos and decrescendos and describe their function in a piece of music.
 - Students play songs/exercises and sheet music that include crescendos and decrescendos, working to control their sound levels using proper playing techniques.

- **Assessments:**
 - **Diagnostic:**
 - Teacher questioning
 - Observation
 - **Formative:**
 - Group and Individual performance in class
 - **Summative:**
 - Performance/Written Test
 - **Correctives:**
 - Students will work in pairs/small groups to identify and/or demonstrate the concept to each other.
 - Students may refer to lesson book at home for reinforcement.
 - Students may create their own musical examples using the concept.
 - Students may practice for additional time at home.
- **Extensions:**
 - Students may practice for additional time at home.
 - 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 attempt to apply concept to their own performance of a song.
 - Students may volunteer to decide how concept will be applied to an individual or group performance of a song.
 - Students may use the online book supplemental to play along with accompaniments to their songs.

Curriculum Plan

Unit 6: The G Major Scale and Key Signature

- **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:

- Identify and perform the G Major scale on their respective instruments. (DOK: Level 1 and Level 2)
- Recognize and identify the Key Signature for G Major.. (DOK: Level 1 and Level 2)

Core Activities and Corresponding Instructional Methods:

- Teacher will instruct students about the purpose and function of the Key Signature and the symbols it contains - Sharps/Flats.
- Teacher will show the G Major key signature containing one sharp.
- Students will identify, read and play the correct notes of the G Major scale using the key signature as reference.

Assessments:

- **Diagnostic:**
 - Teacher questioning
 - Observation
- **Formative:**
 - Group and Individual performance in class.
- **Summative:**
 - Written assessment.
- **Correctives:**
 - Students will work in pairs/small groups to demonstrate the concept to each other.
 - Students may refer to lesson book at home for reinforcement.

- Students may practice for additional time at home.
- **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 attempt to identify/read/perform new songs based on G Major key signature.
 - Students may use the online book supplemental to play along with accompaniments to their songs.

Curriculum Plan

Unit 7: 3 / 4 Time Signature and the Dotted Half Note

- **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 3/4 time signature and explain its meaning. (DOK: Level 1 and Level 2)
- Students will play various exercises in 3/4 time. (DOK: Level 2)
- Students will identify dotted half notes, count the dotted half notes correctly, and use them properly in a musical selection. (DOK: Level 1 and Level 2)

Core Activities and Corresponding Instructional Methods:

- Explanation of 3/4 time signature, division of beats into measures containing three beats, and how it differs from 4/4 time and 2/4 time.
- Students identify prior to playing a song/exercise in method books or sheet music, the time signature and how many beats will be counted in each measure.
- Discussion and demonstration on how to identify and count dotted half notes.
- Students clap dotted half notes, counting out loud while clapping.
- Students select a pitch on respective instruments and play as a group several dotted half notes while teacher counts the beats out loud and/or plays along.
- Students as a group clap rhythms of specified exercises/songs in lesson book prior to playing them on respective instruments.
- Listen to accompaniment and follow along in lesson book to hear examples with dotted half notes.

Assessments:

- **Diagnostic:**

- Teacher questioning
- Observation

- **Formative:**
 - Group and Individual performance in class.
- **Summative:**
 - Performance Test (counting, speaking, and/or playing rhythms)
- **Correctives:**
 - Students will work in pairs/small groups to demonstrate the concept to each other.
 - Students may create their own musical examples using the concept.
 - Students may refer to lesson book at home for reinforcement.
 - Students may practice for additional time at home.
- **Extensions:**
 - Students may practice for additional time at home.
 - 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 attempt to read/perform new notes/concepts.
 - Students may volunteer to create a short pattern for teacher and/or peers to echo.
 - Students may use the online book supplemental to play along with accompaniments to their songs.

Curriculum Plan

Unit 8: Bowing Technique

- **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 various bowing techniques used in music. (DOK: Level 1, Level 2 and Level 4)
- Students will use correct bowing technique appropriate in a piece of music. (DOK: Level 1, Level 2, and Level 4)

Core Activities and Corresponding Instructional Methods:

- Discussion and teacher demonstration on how to recognize and use the bow appropriate to the demands of the music.
- Students will play, individually and as group, specific songs or exercises in a lesson book using appropriate bowing.
- Discussion and teacher demonstration of how to identify and play the various techniques of bowing in music.
- Discussion of similarities and differences among the various bowing techniques available.

Assessments:

- **Diagnostic:**

- Teacher questioning
- Observation

- **Formative:**

- Group and Individual performance in class.

- **Summative:**

- Performance Test

- **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, bow movement, etc.
- Students may create their own musical examples using the concept.
- Students may refer to lesson book at home for reinforcement.
- Students may practice for additional time at home.

- **Extensions:**

- Students may practice for additional time at home.
- 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 attempt to read/perform new notes/concepts.
- Students may volunteer to create a short pattern for teacher and/or peers to echo.
- Students may use the online book supplemental to play along with accompaniments to their songs.

Curriculum Plan

Unit 9: 1st and 2nd Endings; D.C. al Fine, D.S. al Fine

● 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.G - Recognize the function of rehearsals and practice sessions.
- 9.2.3.L - Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's Appalachian Spring and Millet's The Gleaners).
- 9.3.3.A - Recognize critical processes used in the examination of works in the arts and humanities.
- 9.3.3.B - Know that works in the arts can be described by using the arts elements, principles and concepts (e.g., use of color, shape and pattern in Mondrian's Broadway Boogie-Woogie; use of dynamics, tempo, texture in Ravel's Bolero).
- 9.3.3.D - Explain meanings in the arts and humanities through individual works and the works of others using a fundamental vocabulary of critical response.

Objectives:

- Students will be able to identify 1st and 2nd endings and be able to play through exercises that use them. (DOK: Level 1 and Level 2)
- Students will be able to play exercises that use D.C. al Fine. (DOK: Level 1 and Level 2)

Core Activities and Corresponding Instructional Methods:

- Discussion and explanation of 1st and 2nd endings in written music and how such symbols change the structure of a piece of music. Students will understand these endings are a more detailed form of a repeat sign in music.
- Students and teacher will look at specific song(s) in lesson book which include 1st and 2nd endings and will discuss the first ending and its function. Students will then discuss the second ending and how/when it is used.
- Teacher will play a specific song with a 1st and 2nd ending and have students follow along in their music. Discussion/review of how to play endings.
- Students will play individually/as a group song/exercises which include 1st and 2nd endings, and will then add CD accompaniment.
- Teacher will correctly pronounce Italian Phrase Da Capo al Fine and translate to English for students. Students will work on correct pronunciation. Discussion of its abbreviation, D.C. al Fine, and how it functions as a type of repeat sign.
- Students and teacher will look at specific song(s) that include D.C. al Fine. Students will locate where word "Fine" appears alone to indicate end of song and will observe double bar in same location.

- Students will play individually/as a group song /exercises which include D.C. al Fine.
- Students will observe and work on correctly utilizing these symbols and will then add CD accompaniment.

Assessments:

- **Diagnostic:**
 - Teacher questioning
 - Observation
- **Formative:**
 - Group and Individual performance in class.
- **Summative:**
 - Performance Test
- **Correctives:**
 - Students may refer to lesson book at home for reinforcement.
 - Students will work on identification of various types of repeat signs, including 1st and 2nd endings and D.C. al Fine, as they appear in specific songs in lesson book and orchestra music prior to playing music to make students aware of where music is/is not repeated.
 - Students may practice for additional time at home.
- **Extensions:**
 - Students may practice for additional time at home.
 - 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 will compare 1st and 2nd endings to D.C. al Fine, and look for similarities/differences between them.
 - Students will play specific songs/exercises in lesson book and orchestra music that include 1st and 2nd endings and D.C. al Fine with CD accompaniment. Students will have to recall where to repeat in order to successfully play along with accompaniment.

Curriculum Plan

Unit 10: New Notations/Fingerings - “Low Two” and Second Finger

- **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 understand what it means to use a “low” fingering and how it changes the pitch of a note. (DOK: Level 1, Level 2 and Level 3)
- Students will recognize and perform correct “low finger” usage when it occurs in a piece of music. (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 notes by saying the letter names and fingerings out loud before playing.
- Students identify where the new fingerings will be used in any given piece of music.

Assessments:

- **Diagnostic:**

- Teacher questioning
- Observation

- **Formative:**

- Group and Individual performance in class.
- Flashcards

- **Summative:**

- Performance Test

- **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 create their own musical examples using the concept.
- Students may refer to lesson book at home for reinforcement.
- Students may practice for additional time at home.

- **Extensions:**

- Students may practice for additional time at home.
- 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 attempt to read/perform new notes/concepts.
- Students may volunteer to create a short pattern for teacher and/or peers to echo.
- Students may use the online book supplemental to play along with accompaniments to their songs.

Curriculum Plan

Unit 11: Dotted Quarter Note - Eighth Note Combination

- **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 dotted quarter notes and eighth note combinations. (DOK: Level 1 and Level 2)

Core Activities and Corresponding Instructional Methods:

- Teacher and students review basic music notation and rhythms learned to date, especially single eighth notes on the beat and off the beat, and experience playing said rhythms and notations in previously learned exercises/songs.
- Discussion and demonstration on how to identify dotted quarter notes and eighth note combinations, and how to count through this notation.
- Students clap dotted quarter notes and eighth note combinations.
- Students select a pitch on respective instruments and play as a group dotted quarter notes and eighth note patterns while the teacher counts the beats out loud and/or plays along.
- Students as a group clap rhythms of specified exercises/songs in lesson book prior to playing them on respective instruments.
- Listen to accompaniment and follow along in lesson book to hear examples with single eighth notes and eighth rests included.

Assessments:

- **Diagnostic:**
 - Teacher questioning
 - Observation
- **Formative:**
 - Group and Individual performance in class.

- Flashcards
- **Summative:**
 - Performance Test (counting, speaking, and/or playing rhythms)
- **Correctives:**
 - Students will work in pairs/small groups to demonstrate the concept to each other.
 - Students may create their own musical examples using the concept.
 - Students may refer to lesson book at home for reinforcement.
 - Students may practice for additional time at home.
- **Extensions:**
 - Students may practice for additional time at home.
 - 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 attempt to read/perform new notes/concepts.
 - Students may volunteer to create a short pattern for teacher and/or peers to echo.
 - Students may use the online book supplemental to play along with accompaniments to their songs.

Curriculum Plan

Unit 12: 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.