

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Elementary Third Year Strings

Curriculum Writing Committee:

Grade Level: 5

Date of Board Approval: 2026

Course Grading: 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 Three

Overview:

This graded course is designed to teach third 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: C Major Scale (Ongoing)**
 - Correctly play the C Major scale on their respective instruments.
 - Identify the notes of the C Major scale in song material.
 - **Unit 2: Whole Notes and Whole Rests (Ongoing)**
 - Play whole notes and rests.
 - **Unit 3: Flats (Ongoing)**
 - Identify flats in the key signature.
 - Identify flats and adjust fingerings accordingly.
- **Marking Period 2 (45 days)**
 - **Unit 4: Tuning (Ongoing)**
 - Learn which direction to turn a fine tuner to raise or lower the pitch.
 - Identify the strings that are out of tune and raise or lower the pitch by the correct fine tuner.
 - **Unit 5: Sixteenth Notes (Ongoing)**
 - Identify and play sixteenth notes and sixteenth note/eighth note combinations in music.
- **Marking Period 3 (45 days)**
 - **Unit 6: Bowing Technique (Ongoing)**
 - Demonstrate spiccato bowing along with other identified techniques.
- **Marking Period 4 (45 days)**
 - **Unit 7: Concert Etiquette / Skills**
 - Demonstrate appropriate stage presence.
 - Demonstrate playing and resting position.
 - Follow conductor's cues and gestures.
 - Play together in a large group setting.

Big Ideas:

- Big Idea #1: Strings often need to be re-calibrated (tuned) to correct pitches.
- Big Idea #2: Some key signatures require a half step between the open string and the first finger.
- Big Idea #3: The beat can be divided into four parts to create sixteenth notes.

- Big Idea #4: Rhythm notations, such as sixteenth/eighth note combinations, differentiate the length of sound or silence on instruments..
- Big Idea #5: Syncopation occurs when weaker parts of beats are emphasized.
- Big Idea #6: Cut time affects how beats are organized.
- Big Idea #7: Musicians may improvise by creating their own melodies over a chord progression.
- Big Idea #8: Sight reading is a skill that musicians need to continuously develop.
- Big Idea #9: String players may use double stops to play two notes simultaneously which requires good bow control and sense of pitch.
- Big Idea #10: Open-string harmonics are created by lightly touching the string with a finger of the left hand at specific fractional lengths of a string.
- Big Idea # 11: Shifting the left hand from first position to higher positions allows string players to play higher-pitched notes further along the fingerboard.
- Big Idea # 12: Technology may be used to access appropriate information for music research.
- Big Idea #13: Musicians listen to and think critically about music performance.

Textbook and Supplemental Resources:

- **Primary Textbook Name**
 - **Textbook ISBN:**
 - **Textbook Publisher/Year of Publication:**
- **Supplemental Resources:**
 - List of alternative textbooks, articles, novels, videos, resource websites, etc.

Curriculum Plan

Unit 1: C Major Scale and Key Signature

- **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.D Describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work.
- 9.1.5.E Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.
- 9.1.5.G Identify the function and benefits of rehearsal and practice sessions.
- 9.1.5.H Use and maintain materials, equipment and tools safely at work and performance spaces.

Objectives:

- Identify and perform the C Major scale on their respective instruments. (DOK: Level 1, Level 2 and Level 3)
- Recognize and identify the Key Signature for C Major. (DOK: Level 1, Level 2 and Level 3)

Core Activities and Corresponding Instructional Methods:

- Teacher will show the C Major key signature, drawing attention to the fact that there are no sharps or flats.
- Students will identify, read and play the correct notes of the C Major scale using the key signature as reference.

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 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 spend more time practicing at home to reinforce this concept.
- **Extensions:**
 - Students may spend more time practicing at home to get even better.
 - 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 2: Whole Notes and Whole Rests

● 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.D Describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work.
- 9.1.5.E Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.
- 9.1.5.G Identify the function and benefits of rehearsal and practice sessions.
- 9.1.5.H Use and maintain materials, equipment and tools safely at work and performance spaces.

Objectives:

- Students will identify whole notes and whole rests on sight. (DOK: Level 1)
- Students will produce sounds or silence for specific durations of beats based on the notation. (DOK: Level 1 and Level 2)

Core Activities and Corresponding Instructional Methods:

- Teacher and students review notation and rhythms learned to date of notes and rests, including quarter, half, and eighth, and experience playing them in previously learned exercises/songs.
- Discussion and demonstration on how to identify whole notes and rests, how many beats each receives, and how whole notes differ from previously learned notation.
- Students clap whole notes, counting out loud while clapping.
- Students select a pitch on respective instruments and play as a group several whole 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 whole notes and whole rests included.

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 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 spend more time practicing at home to reinforce this concept.
- **Extensions:**
 - Students may spend more time practicing at home to get even better.
 - 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 3: Flats

- **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.D Describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work.
- 9.1.5.E Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.
- 9.1.5.G Identify the function and benefits of rehearsal and practice sessions.
- 9.1.5.H Use and maintain materials, equipment and tools safely at work and performance spaces.

Objectives:

- Students will identify the flat symbol, how it changes the pitch of a note, and how it affects fingering. (DOK: Level 1, Level 2, and Level 3)
- Students will accurately perform music containing flats. (DOK: Level 1, Level 2, and Level 3)

Core Activities and Corresponding Instructional Methods:

- Teacher identifies flatted notes in a given piece of music by name and fingering.
- Students practice notes by saying the letter names and fingerings out loud before playing.
- Students accurately play flatted notes in a piece of music.

Assessments:

- **Diagnostic:**
 - Teacher questioning
 - Observation
- **Formative:**
 - Group and Individual performance in class.
- **Summative:**
 - Performance Test (speaking, and/or playing)
- **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 spend more time practicing at home to reinforce this concept.
- **Extensions:**
 - Students may spend more time practicing at home to get even better.
 - 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 supplement to play along with accompaniments to their songs.

Curriculum Plan

Unit 4: Tuning

● 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.D Describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work.
- 9.1.5.E Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.
- 9.1.5.G Identify the function and benefits of rehearsal and practice sessions.
- 9.1.5.H Use and maintain materials, equipment and tools safely at work and performance spaces.

Objectives:

- Students will be able to hear and make adjustments to out of tune instruments. (DOK: Level 2, Level 3, and Level 4)
- Students will be able to use the fine tuners to make the adjustments. (DOK: Level 2, Level 3, and Level 4)

Core Activities and Corresponding Instructional Methods:

- Teacher will play open strings on an instrument that are in tune followed by strings on an instrument that are not in tune.
- Students will identify which instrument is not properly tuned.
- Students will offer opinions about what they hear and suggestions for improvement.
- Teacher will demonstrate the fine tuners adjusting pitch up and down.
- Students will play their own instruments and adjust tuning to match the in-tune instrument.

Assessments:

- **Diagnostic:**
 - Teacher questioning
 - Observation
- **Formative:**
 - Group and Individual performance in class.
- **Summative:**
 - Performance Test (tuning one's instrument)
- **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 refer to other resources for further clarification.
- **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 will tune other students' instruments.

Curriculum Plan

Unit 5: Sixteenth Notes (and combinations)

- **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.D Describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work.
- 9.1.5.E Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.
- 9.1.5.G Identify the function and benefits of rehearsal and practice sessions.
- 9.1.5.H Use and maintain materials, equipment and tools safely at work and performance spaces.

Objectives:

- Students will identify sixteenth notes in song selections. (DOK: Level 1 and Level 2)
- Students will accurately perform sixteenth note rhythms in song selections.. (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 notes with values smaller than one beat, and experience playing them in previously learned exercises/songs.
- Discussion and demonstration on how to identify sixteenth/eighth note combinations, and how to count through this notation.
- Students clap sixteenth/eighth note combinations.
- Students select a pitch on respective instruments and play as a group sixteenth/eighth note combinations 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 sixteenth/eighth note combinations included.

Assessments:

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

- **Formative:**
 - Group and Individual performance in class.
- **Summative:**
 - Performance Test (counting, speaking, and/or playing)
- **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 spend more time practicing at home for reinforcement.
- **Extensions:**
 - Students may spend more time practicing at home to get even better.
 - 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 - Spiccato

- **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.D Describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work.
- 9.1.5.E Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.
- 9.1.5.G Identify the function and benefits of rehearsal and practice sessions.
- 9.1.5.H Use and maintain 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 to 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 spiccato bowing appropriate to the music selections.
- Students will play, individually and as a group, specific songs or exercises in a lesson book using spiccato 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 their lesson book at home for reinforcement.
 - Students may spend more time practicing at home to reinforce this concept.
- **Extensions:**
 - Students may spend more time practicing at home to get even better.
 - Students will identify, explain, or demonstrate the concept of the lesson to another individual or group.
 - 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 7: Concert Etiquette / Skills

- **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.D Describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work.
- 9.1.5.E Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.
- 9.1.5.G Identify the function and benefits of rehearsal and practice sessions.
- 9.1.5.H Use and maintain 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.