

Unit: Unit 1: Reinforcing, Developing, and Introducing Instrumental Performance Skills

Estimated Time: 4.5 weeks

Course Level Expectations:

- 1.1 Demonstrate in unison, selected musical examples, rhythm patterns and pitches.
- 2.1 Demonstrate proper instrument care and maintenance.
- 2.2 Produce a characteristic quality of sound.
- 2.3 Demonstrate and apply correct technique on one's instrument.
- 2.4 Demonstrate and apply correct pitch, intonation, and rhythm.
- 2.5 Produce musicality through style, dynamic control, tempo variation, and phrasing.
- 2.6 Execute, correctly, the technical and musical aspects of sight-reading.
- 2.7 Perform scales on one's instrument.
- 3.1 Improvise a rhythm or melody over a given chord progression.
- 5.1 Analyze and execute knowledge of musical notation.
- 5.2 Implement correct notation in various applications.
- 6.1 Analyze and describe listening examples using correct music vocabulary.
- 7.1 Use selected criteria to evaluate the intent and quality of a composition.
- 7.2 Use selected criteria to evaluate the quality and effectiveness of a live or recorded musical performance.
- 7.3 Use selected criteria to evaluate one's own performance.
- 8.1 Illustrate how elements of music are used in similar and distinctive ways in other arts disciplines.
- 8.2 Compare ways in which other academic disciplines, including technology, are interrelated with music.
- 9.1 Compare and contrast various historical backgrounds and related music genres.

Prerequisite Skills:

Proper care of instrument and bow
 Identification of parts of the instrument and bow
 Correct posture and position
 Ability to draw a straight bow controlling speed and weight using WB, UH, LH, and middle of bow
 Can demonstrate down-bow, up-bow, bow lifts, slurs, and hooked bowing
 Can demonstrate the following bow strokes: Detache, Legato, and Staccato,
 Produces a clean, characteristic pizzicato tone
 Can play two octave scales and arpeggios with accurate finger placement for intonation in the keys of D, G, C, A, F, B flat, and E flat major
 Can find the octave harmonic on each string
 Can demonstrate preliminary shifting and vibrato exercises
 Can define and demonstrate intervals of a half step and whole step, fifths, fourths, thirds, and octaves
 Keeps a steady beat
 Can identify and perform notes and rests: quarter, half, eighth, dotted half, whole, sixteenth, dotted eighth barred to one sixteenth, and triplets
 Can identify and perform the following tempi: Allegro, Moderato, Andante, Andantino, Allegretto, Lento
 Understands the following time signatures 4/4 (Common Time), 2/4, 3/4, 6/8, 2/2 (Cut Time), and meter changes within a piece
 Can identify and perform dynamics from piano to forte, also crescendo and decrescendo
 Can define, identify, perform, and/or notate the following: staff, measure, rests, sharp sign, flat sign, natural sign, ledger line, bar line, notes, clef, double bar, time signature, repeat sign, 1st and 2nd endings, pizz., left hand pizz., arco, unison, harmony, melody, ritardando, fermata, D.C. al Fine, arpeggio, accent, sfz., double stop, tremolo, syncopation, a tempo, trill, senza and con sordino, improvise, phrase, enharmonic, form (AB, ABA, Rondo), Folksong
 Has performed a solo and has performed in a small and large ensemble
 Has beginning experience with sight reading, composing, improvising, listening, and evaluating

Essential Questions:

What are the expectations of being an orchestra member?

How can I self-assess progress I have made?

Unit Vocabulary: staff, measure, rests, sharp sign, flat sign, natural sign, leger line, bar line, notes, clef, double bar, time signature, Common and Cut time, repeat sign, 1st and 2nd endings, pizz., left hand pizz., arco, unison, harmony, melody, ritardando, fermata, D.C. al Fine, arpeggio, accent, sfz., double stop, tremolo, syncopation, a tempo, trill, senza and con sordino, improvise, phrase, enharmonic, form (AB, ABA, Rondo), Folksong, Up bow, Down bow, slur, hooked bowing, detache, staccato, legato, pizzicato, octave, harmonic, vibrato, interval, tempo, Allegro, Moderato, Andante, Andantino, Allegretto, Lento, Presto, Vivace, V.S., Stand Partner (inside and outside), balance point

| Checks for Understanding | State Performance Indicators | Assessments | Instructional Resources | Connections |
|--|---|--|---|---|
| <p>1.1 Sing, alone and with others, intervals and tetra chords from a given pitch and teacher-selected melodies and major scales. Count and sing basic rhythm patterns.</p> <p>2.1 Demonstrate proper instrument care and maintenance. 2.2 Demonstrate characteristic sound. 2.3 Demonstrate proper technique. 2.4 Demonstrate correct pitch, intonation, and rhythm. 2.5 Demonstrate dynamic and tempo control and correct phrasing. Demonstrate ability to listen and perform as an effective member of an ensemble. 2.6 Sight-read. 2.7 Perform scales.</p> <p>3.1 Improvise a rhythm.</p> <p>5.1 Demonstrate through performance the ability to read music. 5.2 Use correct notation in selected applications.</p> <p>6.1 Analyze and describe selected music examples using correct music vocabulary.</p> <p>7.1 Evaluate the intent and quality of a composition. 7.2 Evaluate the quality and effectiveness of a live or recorded musical performance. 7.3 Critique one's own performance.</p> <p>8.1 Identify terms common to music and visual art, theatre, and dance. 8.2 Explain connections between music and another academic discipline.</p> <p>9.1 Identify characteristics of a selected music genre and historical period. Perform works representing various music genres and/or historic music periods.</p> | <p>The student is able to:</p> <p>1.1 Demonstrate the singing of selected intervals, melodies, and rhythms.</p> <p>2.1 Execute periodic cleaning beyond daily maintenance. 2.2 Produce a characteristic tone. 2.3 Apply correct technique of posture, bowing, and fingering. 2.4 Perform selected rhythms and pitches. 2.5 Understand concepts of musicality within an ensemble. 2.6 Apply basic elements of sight reading using a variety of meters, tempi, and keys. 2.7 Perform from memory eight major scales.</p> <p>3.1 Improvise using a given rhythm.</p> <p>5.1 Perform musical literature. 5.2 Notate a basic rhythmic pattern.</p> <p>6.1 Describe music using basic music terminology.</p> <p>7.1 Evaluate the quality of a composition. 7.2 Evaluate a live or recorded performance. 7.3 Evaluate and improve personal performance.</p> <p>8.1 Discover shared vocabulary between music and other arts disciplines. 8.2 Discover the relationship between music and another academic discipline.</p> <p>9.1 Discover the historical background of teacher-selected music literature.</p> | <p>Daily informal observation</p> <p>Individual performance assessment</p> <p>Small ensemble performance assessment</p> <p>Quizzes</p> <p>Worksheets</p> <p>Short Essays</p> | <p>Essential Technique Hal Leonard</p> <p>Advanced Technique Hal Leonard</p> <p>Essentials for Strings Kjos Music Company</p> <p>Fine Tunings Kjos Music Company</p> <p>Best of... series Alfred Publishing</p> <p>Bach Chorales for Strings Southern Music Co.</p> <p>Learn to Play in the Orchestra Bk. 2 Alfred Publishing</p> <p>Especially for Strings Kjos Music Company</p> <p>Essentials of Music Theory with ear training CD Alfred Publishing</p> | <p>Acoustics Anatomy Biology Conservation Dance Drama Ecology Foreign Language History Humanities Life Skills Literacy Literature Mathematics Motor Development Physics Wellness World Cultures World Geography</p> |

Instructional Resources Continued

Teaching Music Through Performance in Orchestra books and CD's 1-3
GIA Publications

MENC.org

Teaching Music Magazine
MENC

ASTAweb.com

American String Teacher Journal
ASTA

Smart Music Interactive Music Software

Teoria.com

FLASHTRAX Rhythmic Reading Training System
Dr. Tim Lautzenheiser

Unit: Unit 2: Reinforcing, Developing, and Introducing Instrumental Performance Skills

Estimated Time: 4.5 weeks

Course Level Expectations:

- 1.2 Demonstrate in unison, selected musical examples, rhythm patterns and pitches.
- 2.1 Demonstrate proper instrument care and maintenance.
- 2.2 Produce a characteristic quality of sound.
- 2.3 Demonstrate and apply correct technique on one's instrument.
- 2.4 Demonstrate and apply correct pitch, intonation, and rhythm.
- 2.5 Produce musicality through style, dynamic control, tempo variation, and phrasing.
- 2.6 Execute, correctly, the technical and musical aspects of sight-reading.
- 2.7 Perform scales on one's instrument.
- 3.1 Improvise a rhythm or melody over a given chord progression.
- 5.1 Analyze and execute knowledge of musical notation.
- 5.2 Implement correct notation in various applications.
- 6.1 Analyze and describe listening examples using correct music vocabulary.
- 7.1 Use selected criteria to evaluate the intent and quality of a composition.
- 7.2 Use selected criteria to evaluate the quality and effectiveness of a live or recorded musical performance.
- 7.3 Use selected criteria to evaluate one's own performance.
- 8.1 Illustrate how elements of music are used in similar and distinctive ways in other arts disciplines.
- 8.2 Compare ways in which other academic disciplines, including technology, are interrelated with music.
- 9.1 Compare and contrast various historical backgrounds and related music genres.

Prerequisite Skills:

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 Can demonstrate down-bow, up-bow, bow lifts, slurs, and hooked bowing
 Can demonstrate the following bow strokes: Detache, Legato, and Staccato,
 Produces a clean, characteristic pizzicato tone
 Can play two octave scales and arpeggios with accurate finger placement for intonation in the keys of D, G, C, A, F, B flat, and E flat major
 Can find the octave harmonic on each string
 Can demonstrate preliminary shifting and vibrato exercises
 Can define and demonstrate intervals of a half step and whole step, fifths, fourths, thirds, and octaves
 Keeps a steady beat
 Can identify and perform notes and rests: quarter, half, eighth, dotted half, whole, sixteenth, dotted eighth barred to one sixteenth, and triplets
 Can identify and perform the following tempi: Allegro, Moderato, Andante, Andantino, Allegretto, Lento
 Understands the following time signatures 4/4 (Common Time), 2/4, 3/4, 6/8, 2/2 (Cut Time), and meter changes within a piece
 Can identify and perform dynamics from piano to forte, also crescendo and decrescendo
 Can define, identify, perform, and/or notate the following: staff, measure, rests, sharp sign, flat sign, natural sign, leger line, bar line, notes, clef, double bar, time signature, repeat sign, 1st and 2nd endings, pizz., left hand pizz., arco, unison, harmony, melody, ritardando, fermata, D.C. al Fine, arpeggio, accent, sfz., double stop, tremolo, syncopation, a tempo, trill, senza and con sordino, improvise, phrase, enharmonic, form (AB, ABA, Rondo), Folksong
 Has performed a solo and has performed in a small and large ensemble
 Has beginning experience with sight reading, composing, improvising, listening, and evaluating

Essential Questions:

What is the value of becoming musically literate?

How does technical facility apply to creativity?

Unit Vocabulary: staff, measure, rests, sharp sign, flat sign, natural sign, leger line, bar line, notes, clef, double bar, time signature, Common and Cut time, repeat sign, 1st and 2nd endings, pizz., left hand pizz., arco, unison, harmony, melody, ritardando, fermata, D.C. al Fine, arpeggio, accent, sfz., double stop, tremolo, syncopation, a tempo, trill, senza and con sordino, improvise, phrase, enharmonic, form (AB, ABA, Rondo), Folksong, Up bow, Down bow, slur, hooked bowing, detache, staccato, legato, pizzicato, octave, harmonic, vibrato, interval, tempo, Allegro, Moderato, Andante, Andantino, Allegretto, Lento, Presto, Vivace, V.S., Stand partner (inside and outside)

| Checks for Understanding | State Performance Indicators | Assessments | Instructional Resources | Connections |
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Instructional Resources Continued

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GIA Publications

MENC.org

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MENC

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ASTA

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Teoria.com

FLASHTRAX Rhythmic Reading Training System
Dr. Tim Lautzenheiser