

East Penn School District
Elementary Curriculum

A Planned Course Statement
for

1st Year Instrumental String Lessons

Department: Music

Length of Period (mins.) 30

Periods per Week: 1

Length of Course (yrs.) 1.0

Adopted: 06/11/06

Developed by:

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Description of Course

Course Title:

1st Year Instrumental String Lessons

Description:

Small group lessons to provide development of psychomotor skills and musicianship.

Goals:

- To introduce students to string instruments and familiarize them with their chosen instrument
- To introduce students to music notation elements, such as pitch, duration, and intensity
- To demonstrate and develop music literacy skills
- To build a solid foundation for basic and advanced string technique
- To enable students to produce a good quality sound on their instruments
- To perform music independently and with others
- To introduce students to various elements of music technology
- To develop an awareness of music in various cultural and historical contexts

Requirements:

A string instrument and bow in proper playing position, rosin, shoulder rest, cleaning cloth, and other accessories as needed and an orchestra method book for the corresponding instrument.

Text:

Essential Elements for Strings 2000, Book I

Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):	Students are introduced to concepts, forms, and patterns.
Learning (L):	Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process.
Understanding (U):	Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R):	Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Unit	Num	Objective	Level	Content	Evaluation	Standard
Instrument Care	1	Students will learn how to properly care for the instrument.	L,U	<ul style="list-style-type: none"> Discuss climate control Demonstrate how to wipe rosin off the instrument 	<ul style="list-style-type: none"> Teacher questioning Teacher observation 	9.1.5 B 9.1.5 H
	2	Students will learn how to properly care for the bow.	L,U	<ul style="list-style-type: none"> Instruct, demonstrate and practice how to tighten and loosen bow hairs Instruct, demonstrate and practice how to rosin the bow 	<ul style="list-style-type: none"> Teacher questioning Teacher observation 	9.1.5B 9.1.5 H
	3	Students will be able to identify parts of the instrument and their function.	L	<ul style="list-style-type: none"> Discuss parts that students should not touch: pegs, bridge. Students point to the different parts when named. 	<ul style="list-style-type: none"> Teacher questioning 	9.1.5 B 9.1.5 C
Playing Position	4	Students will demonstrate proper standing/seated position.	L	<ul style="list-style-type: none"> Teacher Modeling Visual aids Posture games and activities 	<ul style="list-style-type: none"> Teacher observation Self/peer evaluation 	9.1.5 B
	5	Students will demonstrate and identify the elements of correct instrument placement.	L	<ul style="list-style-type: none"> Visual Aids Teacher Modeling Holding Games 	<ul style="list-style-type: none"> Teacher observation Self/peer evaluation Teacher questioning 	9.1.5 B
	6	Students will demonstrate and explain the proper placement and position of the left hand.	L	<ul style="list-style-type: none"> Visual aids Teacher Modeling Left Hand exercises 	<ul style="list-style-type: none"> Teacher observation Self/peer observation Teacher questioning 	9.1.5 B
	7	Students will demonstrate and explain the elements of a proper bow hold.	L	<ul style="list-style-type: none"> Visual aids Teacher Modeling Bow hold exercises 	<ul style="list-style-type: none"> Teacher observation Self/peer observation Teacher questioning 	9.1.5 B
Tone	8	Students will be able to produce a clear, full tone on their instrument.	L	<ul style="list-style-type: none"> Teacher Modeling Listening to recordings of good tone Review playing position and how it affects tone 	<ul style="list-style-type: none"> Teacher observation Self/peer evaluation 	9.1.5 B
Pitch	9	Students will learn the concept of the music alphabet and how it is applied to the instrument.	A	<ul style="list-style-type: none"> Demonstrate the alphabetical order of the tapes and finger placement. Fingerboard map 	<ul style="list-style-type: none"> Teacher questioning Fingerboard map quiz 	9.1.5 A 9.1.5 B
	10	Students will learn the names of the open strings and be able to identify them by pitch.	L	<ul style="list-style-type: none"> Pluck strings out of sight and students identify by sound 	<ul style="list-style-type: none"> Teacher observation 	9.1.5 A 9.1.5 B
	11	Students will understand the concept of pitch going higher as fingers are placed on the strings.	L	<ul style="list-style-type: none"> Prior to note reading encourage the placement of fingers on strings and listening to the pitch as it goes higher. 	<ul style="list-style-type: none"> Teacher observation 	9.1.5 A 9.1.5 B 9.1.5 C

Unit	Num	Objective	Level	Content	Evaluation	Standard
	12	Students will develop their aural skills by recognizing and improvising simple melodic patterns.	L	<ul style="list-style-type: none"> Teacher demonstration, student imitation of simple open string and finger patterns Student leaders, peer imitation 	<ul style="list-style-type: none"> Teacher observation 	9.1.5 A 9.1.5 B
	13	Students will learn the notation of the first position notes on all four strings.	L	<ul style="list-style-type: none"> Distinguish space notes from line notes Explain alphabetical sequence of lines and spaces Introduce steps, skips, leaps, and their relationships 	<ul style="list-style-type: none"> Teacher questioning Worksheets 	9.1.5 A 9.1.5 B 9.1.5 C
Duration	14	Students will learn the notation for time values of notes and rests: quarter, half, dotted half, whole and eighth.	L	<ul style="list-style-type: none"> Students count and clap rhythms. Play rhythmic games Imitate teachers rhythms 	<ul style="list-style-type: none"> Teacher listening Teacher questioning 	9.1.5 A 9.1.5 B 9.1.5 C
	15	Students will be able to play various rhythmic phrases on their instrument by rote.	L	<ul style="list-style-type: none"> Teacher demonstrates, students imitate 	<ul style="list-style-type: none"> Teacher listening 	9.1.5 A 9.1.5 B
	16	Students will learn how to play in basic time signatures: 4/4, 3/4, 2/4.	L	<ul style="list-style-type: none"> Discuss what the numbers in the time signature mean Practice conducting patterns of numerous meters. 	<ul style="list-style-type: none"> Teacher questioning 	9.1.5 A 9.1.5 B 9.1.5 C
Intensity	17	Students will learn to play with dynamics.	L	<ul style="list-style-type: none"> Demonstrate the difference in loud and soft playing Discuss how to produce a louder sound, and a softer sound Student imitation 	<ul style="list-style-type: none"> Teacher listening Teacher questioning Self/peer evaluation 	9.1.5 A 9.1.5 B
	18	Students will learn the symbols and vocabulary associated with dynamics.	L	<ul style="list-style-type: none"> Explain the Italian words and their symbols: ff, f, mf, mp, p, pp Explain crescendo, decrescendo 	<ul style="list-style-type: none"> Teacher questioning Teacher listening 	9.1.5 A 9.1.5 B 9.1.5 C
Technique	19	Students will learn to use the fourth finger.	L	<ul style="list-style-type: none"> Introduce left-hand pizzicato to strengthen fourth finger Use fourth finger in place of open strings when called for in music. 	<ul style="list-style-type: none"> Teacher observation 	9.1.5 A 9.1.5 B
	20	Students will be exposed to the sharp and natural finger pattern on all strings.	A,L	<ul style="list-style-type: none"> Explain the sharp, natural pattern in relation to the finger tapes- ie.- G string, no sharps, D string, 1 sharp, etc. 	<ul style="list-style-type: none"> Teacher questioning Teacher observation 	9.1.5 A 9.1.5 B 9.1.5 C

Unit	Num	Objective	Level	Content	Evaluation	Standard
	21	Students will learn ties and slurs; two and three notes in a bow.	L	<ul style="list-style-type: none"> Stop bow between notes (down, down, up, up) gradually making connection smooth. Teacher modeling 	<ul style="list-style-type: none"> Teacher observation 	9.1.5 A 9.1.5 B 9.1.5 C
Performance	22	Students will learn to play simple songs with good tone while developing good intonation.	L	<ul style="list-style-type: none"> Look for note and rhythm patterns Sight-sing songs for good intonation 	<ul style="list-style-type: none"> Teacher listening Teacher observation 	9.1.5 A 9.1.5 B
	23	Students will be able to sing their parts with melodic and rhythmic accuracy.	L	<ul style="list-style-type: none"> Sing, clap, and say letter names of any given excerpt. 	<ul style="list-style-type: none"> Teacher observation Teacher listening 	9.1.5 B
	24	Students will be introduced to the concept of tuning the instrument.	A	<ul style="list-style-type: none"> Discuss which tone is higher or lower, which way should the peg or tuner be tuned 	<ul style="list-style-type: none"> Teacher questioning 	9.1.5 A 9.1.5 B
	25	Students will be able to play musically and accurately with varying tempos, and learn the vocabulary associated with tempos.	L	<ul style="list-style-type: none"> Understand allegro, andante, moderato Scales, songs, and exercises played in multiple tempos 	<ul style="list-style-type: none"> Teacher observation Self/peer evaluation 	9.1.5 A 9.1.5 B 9.1.5 C
Composition	26	Students will be able to create simple melodies when given guidelines.	L	<ul style="list-style-type: none"> Complete creativity exercises in book Create four beat melodic patterns for group to imitate 	<ul style="list-style-type: none"> Teacher observation Teacher listening Self/peer evaluation 	9.1.5 B
Technology	27	Students will be able to recognize traditional and technological ways of making, recording and playing music.	A,L	<ul style="list-style-type: none"> Discussion of: electric vs. acoustic instruments, live concerts vs. recordings, iPods, etc. 	<ul style="list-style-type: none"> Teacher questioning 	9.1.5 J
	28	Students will learn to utilize music technology during practice and lessons.	L	<ul style="list-style-type: none"> Accompaniment CD Rom with lesson book to provide students with accompaniment. 	<ul style="list-style-type: none"> Teacher questioning Teacher observation 	9.1.5 J
Music History	29	Students will be aware of composers and their works from at least 2 musical periods and have an awareness of their historical context.	A,L	<ul style="list-style-type: none"> Discussion of composers of songs being worked on in lesson book. 	<ul style="list-style-type: none"> Teacher questioning 	9.2.5 A-C 9.2.5 F
	30	Students will play music of various styles from various musical periods and recognize the differences between them.	A,L	<ul style="list-style-type: none"> Book exercises: classical, folk songs, fiddling, jazz, blues, world 	<ul style="list-style-type: none"> Teacher observation Teacher questioning 	9.2.5 D
Critical Thinking	31	Students will respond critically to musical performances.		<ul style="list-style-type: none"> Student evaluation of peers and self 	<ul style="list-style-type: none"> Teacher observation Self/peer evaluation 	9.1.5

Unit	Num	Objective	Level	Content	Evaluation	Standard
Aesthetic Response	32	Students will describe how music can convey emotion.	L	<ul style="list-style-type: none"> Discuss emotions portrayed by various songs from book that are major/minor, fast/slow, expressive, etc. 	<ul style="list-style-type: none"> Teacher questioning 	9.2.5 E
	33	Students will discuss audience participation, the effect an audience has on a performance and how the performance environment can affect the audience's experience.	A	<ul style="list-style-type: none"> Discussion before and after small performances: music class, kindergarten, school assemblies, etc. 	<ul style="list-style-type: none"> Teacher questioning Self/peer evaluation Teacher observation 	9.4.5