

East Penn School District
Elementary Curriculum

A Planned Course Statement
for

2nd 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:

2nd 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 and II

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
	1	Students will review all concepts studied during the first year.	R	<ul style="list-style-type: none"> Play music that reflects concepts presented in the first year of study. 	<ul style="list-style-type: none"> Teacher questioning Teacher observation Self/peer evaluation 	9.1.5 A 9.1.5 H
Instrument Care	2	Students will demonstrate proper care and maintenance of their instruments and equipment.	R	<ul style="list-style-type: none"> Instruments will be kept in good condition, bows will be loosened after playing, strings will be dusted off. 	<ul style="list-style-type: none"> Teacher observation Teacher questioning Self/peer evaluation 	9.1.5 B 9.1.5 H
Playing Position	3	Students will demonstrate good posture and playing position and identify poor posture and position.	R	<ul style="list-style-type: none"> Students will play with good posture and position and correct each other. 	<ul style="list-style-type: none"> Teacher questioning Teacher observation Self/peer evaluation 	9.1.5 B
	4	Students will continue to develop a clear full tone on their instrument.	U	<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	5	Students will develop their aural skills.	U	<ul style="list-style-type: none"> Continue with ear training and intonation exercises. 	<ul style="list-style-type: none"> Teacher questioning Teacher observation Self/peer evaluation 	9.1.5 A 9.1.5 B
Duration	6	Students will learn new rhythmic patterns.	L, U	<ul style="list-style-type: none"> Continue with dotted rhythm patterns 	<ul style="list-style-type: none"> Teacher observation Self/peer evaluation 	9.1.5 A 9.1.5 B
Technique	7	Students will play with good bow control on all parts of the bow, be able to play with basic bow strokes, and be able to identify each.	U	<ul style="list-style-type: none"> Scales, exercises and songs using different parts of the bow and different bowing styles (detache, legato, staccato, hooked bowing) 	<ul style="list-style-type: none"> Teacher observation Self/peer evaluation 	9.1.5 B 9.1.5 C
	8	Students will learn basic finger extension techniques.	L	<ul style="list-style-type: none"> Backwards extension of first finger, extended 3rd and 4th. 	<ul style="list-style-type: none"> Teacher observation Self/peer evaluation 	9.1.5 B
	9	Students will develop fourth finger strength in the left hand.	U	<ul style="list-style-type: none"> Fourth finger exercises, substituting 4th finger for open strings. 	<ul style="list-style-type: none"> Teacher observation Self/peer evaluation 	9.1.5 B 9.1.5 C
	10	Students will continue to refine slurring skills.	U	<ul style="list-style-type: none"> Slurring 2, 3, 4 notes in one bow. 	<ul style="list-style-type: none"> Teacher observation Self/peer evaluation 	9.1.5 B 9.1.5 C
	11	Students will recognize and play simple double stops.	L	<ul style="list-style-type: none"> Play on 2 open strings at the same time with equal sound. 	<ul style="list-style-type: none"> Teacher observation Self/peer evaluation 	9.1.5 B 9.1.5 C
	12	Students will begin to develop basic vibrato skills.	A, L	<ul style="list-style-type: none"> Students will be introduced to vibrato through vibrato exercises 	<ul style="list-style-type: none"> Teacher questioning Teacher observation Self/peer evaluation 	9.1.5 B

Unit	Num	Objective	Level	Content	Evaluation	Standard
Music Theory	13	Students will identify key signatures for C, G, D, F and Bb Major.	A, L, U, R	<ul style="list-style-type: none"> Major scale half step/whole step pattern, spelling scales, draw key signatures 	<ul style="list-style-type: none"> Teacher questioning Self/peer evaluation 	9.1.5 A-C
Performance	14	Students will play musically and accurately with varying tempos and dynamics.	U, R	<ul style="list-style-type: none"> Orchestra music of varying tempos 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
	15	Students will recognize proper basic tuning techniques and demonstrate an understanding of how to apply those techniques.	A, L	<ul style="list-style-type: none"> Students will be introduced to the fine tuners, how they work and concepts of being sharp, flat and in-tune. 	<ul style="list-style-type: none"> Teacher questioning Teacher observation Self/peer evaluation 	9.1.5 A 9.1.5 B
	16	Students will be able to sight read music at their level.	U	<ul style="list-style-type: none"> Students will continue to practice reading music at sight, with increasing melodic and rhythmic accuracy. 	<ul style="list-style-type: none"> Teacher questioning Teacher observation Self/peer evaluation 	9.1.5 B
	17	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 questioning Teacher observation Self/peer evaluation 	
Ensemble Playing	18	Students will be able to play in an ensemble, recognize and be able to identify good rehearsal etiquette and demonstrate an understanding of following a conductor.	L, U	<ul style="list-style-type: none"> Students will participate in District Elementary Orchestra once a week and a year-end concert. 	<ul style="list-style-type: none"> Teacher questioning Teacher observation Self/peer evaluation 	9.1.5 B 9.1.5 G
Composition	19	Students will create simple melodies within given guidelines and improvise simple accompaniments to given melodies.	L	<ul style="list-style-type: none"> Complete creativity exercises in book Improvise melodic and rhythmic accompaniments. 	<ul style="list-style-type: none"> Teacher questioning Teacher observation Self/peer evaluation 	9.1.5 B
Technology	20	Students will 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, records vs. mini disc, live concerts vs. tapes, CDs, iPods. 	<ul style="list-style-type: none"> Teacher questioning Teacher observation Self/peer evaluation 	9.1.5 J
Advocacy	21	Students will describe and discuss arts events in their school and community.	U	<ul style="list-style-type: none"> Frequent discussion of current musical events. 	<ul style="list-style-type: none"> Teacher questioning Teacher observation Self/peer evaluation 	9.1.5 I
Music History	22	Students will be able to identify composers and their works from at least 2 musical periods and place them in historical context.	L, U	<ul style="list-style-type: none"> Discussion and review of composers of songs being worked on in book/orchestra. 	<ul style="list-style-type: none"> Teacher questioning Teacher observation Self/peer evaluation 	9.2.5 A-C 9.2.5 F

Unit	Num	Objective	Level	Content	Evaluation	Standard
	23	Students will be able to play music of various styles from various musical periods and recognize the differences between them, identifying each.	L, U	<ul style="list-style-type: none"> Orchestra Music, Book Exercises; Classical, Folk Songs, Fiddling 	<ul style="list-style-type: none"> Teacher questioning Teacher observation Self/peer evaluation 	9.2.5 D
Critical Thinking	24	Students will be able to respond critically to musical performances and various musical styles.	A	<ul style="list-style-type: none"> Student evaluation of peers Post-performance discussion of The Nutcracker Listen to examples of classical music and respond with oral, aural and visual impressions 	<ul style="list-style-type: none"> Teacher questioning Teacher observation Self/peer evaluation 	9.3.5
Aesthetic Response	25	Students will be able to identify musical characteristics that convey emotions, attitudes, etc.	A	<ul style="list-style-type: none"> Explore the emotions that different bow strokes can convey. Use musical examples to illustrate composer's intended meaning/effect. (The Swan (Carnival of the Animals) vs. the Chickens (Pictures at an Exhibition)) 	<ul style="list-style-type: none"> Teacher questioning Teacher observation Self/peer evaluation 	9.4.5
	26	Students will be able to discuss audience participation, the effect an audience has on a performance and how the performance environment will affect an audience's experience.	A	<ul style="list-style-type: none"> Discussion before and after students go to see The Nutcracker 	<ul style="list-style-type: none"> Teacher questioning Teacher observation Self/peer evaluation 	9.4.5
	27	Students will be able to describe how music can tell a story or convey emotions.	L	<ul style="list-style-type: none"> Discussions of folk songs, popular songs, classical works such as The Nutcracker. 	<ul style="list-style-type: none"> Teacher questioning Teacher observation Self/peer evaluation 	9.2.5 E