

East Penn School District  
Secondary Curriculum

A Planned Course Statement  
for

**6<sup>th</sup> Grade Instrumental String Lessons**

Department: Music

Length of Period (mins.) 43

Total Clock Hours: 21.5

Periods per Cycle: 3

Length of Course (yrs.) 0.33

Type of Offering:      required   ✓   elective

Credit: 0.5

Adopted:                     

Developed by:

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## Description of Course

### Course Title:

6<sup>th</sup> Grade Instrumental Strings Lessons

### Description:

Small group lessons for further development of psychomotor skills and musicianship. Students are grouped by like instruments and by ability when possible.

### Goals:

- To develop students' familiarity with music notation elements, such as pitch, duration, and intensity
- To further develop music literacy skills
- To continue to build a solid foundation for basic and advanced string technique
- To continue to develop a good quality sound on their instruments
- To perform music independently and with others
- To introduce students to more elements of music technology
- To further an understanding 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, an orchestra method book for the corresponding instrument, and orchestra music.

### Text:

Essential Elements for Strings 2000, Book II and III

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### 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 and second years.	R	<ul style="list-style-type: none"> <li>Play music that reflects concepts presented in previous years of study</li> </ul>	<ul style="list-style-type: none"> <li>Teacher questioning</li> <li>Teacher observation</li> <li>Self/peer evaluation</li> </ul>	9.1.8 A 9.1.8 H
<b>Playing Position</b>	2	Students will demonstrate good posture and playing position and be able to identify poor posture and position.	R	<ul style="list-style-type: none"> <li>Students will play with good posture and position and correct each other</li> </ul>	<ul style="list-style-type: none"> <li>Teacher questioning</li> <li>Teacher observation</li> <li>Self/peer evaluation</li> </ul>	9.1.8 B
<b>Pitch</b>	3	Students will continue to develop their aural skills and refine their tuning skills.	R	<ul style="list-style-type: none"> <li>Ear training and intonation exercises</li> <li>Practice tuning with fine tuners</li> </ul>	<ul style="list-style-type: none"> <li>Teacher questioning</li> <li>Teacher observation</li> <li>Self/peer evaluation</li> </ul>	9.1.8 A, B
<b>Duration</b>	4	Students will play dotted rhythm patterns. Students will be introduced to triplets.	R	<ul style="list-style-type: none"> <li>Recognize and play dotted rhythm patterns in orchestra music</li> <li>Count, clap and play triplets</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Self-peer evaluation</li> </ul>	9.1.8 A, B
<b>Technique</b>	5	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.	R	<ul style="list-style-type: none"> <li>Scales, exercises, and songs using different parts of the bow and different bowing styles (détaché, legato, staccato, hooked bowing, portato, martele/marcato, spiccato)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Teacher questioning</li> <li>Self/peer evaluation</li> </ul>	9.1.8 B, C
	6	Students will review basic finger extension techniques.	R	<ul style="list-style-type: none"> <li>Backwards extension of first finger, extended 3<sup>rd</sup> and 4<sup>th</sup>.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Self/peer evaluation</li> </ul>	9.1.8 B
	7	Students will use the 4 <sup>th</sup> finger with ease and regularity.	R	<ul style="list-style-type: none"> <li>Incorporate 4<sup>th</sup> finger regularly in playing</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Self/peer evaluation</li> </ul>	9.1.8 B, C
	8	Students will play more complex double stops and be introduced to play triple stops.	L	<ul style="list-style-type: none"> <li>Fingered double stops</li> <li>3 open strings; 2 open, 1 fingered</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Self/peer evaluation</li> </ul>	9.1.8 B, C
	9	Students will develop basic vibrato skills.	L	<ul style="list-style-type: none"> <li>Students will continue work through vibrato exercises</li> <li>Students will practice beginning vibrato techniques</li> </ul>	<ul style="list-style-type: none"> <li>Teacher questioning</li> <li>Teacher observation</li> <li>Self/peer evaluation</li> </ul>	9.1.8 B
	10	Students will play in 3 <sup>rd</sup> and _ positions and will develop their shifting skills.	L	<ul style="list-style-type: none"> <li>Scales in 3<sup>rd</sup> position and 1/2 position</li> <li>Shifting exercises</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Teacher questioning</li> <li>Self/peer evaluation</li> </ul>	9.1.8 B
<b>Music Theory</b>	11	Students will identify key signatures for C, G, D, A, F, Bb, Eb Major.	L, U, R	<ul style="list-style-type: none"> <li>Major scale half step/whole step pattern, spelling scales, draw key signatures</li> </ul>	<ul style="list-style-type: none"> <li>Teacher questioning</li> <li>Self/peer evaluation</li> </ul>	9.1.8 A-C
	12	Students will recognize and identify minor keys aurally and will learn D minor and G minor	A, L	<ul style="list-style-type: none"> <li>Aural exercises showing the difference between major and minor</li> <li>Whole step/half step pattern for minor scales</li> </ul>	<ul style="list-style-type: none"> <li>Teacher questioning</li> <li>Teacher observation</li> <li>Self/peer evaluation</li> </ul>	9.1.8 A-C
<b>Performance</b>	13	Students will play musically and	U, R	<ul style="list-style-type: none"> <li>Orchestra music of varying tempos</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>	9.1.8 A-C

Unit	Num	Objective	Level	Content	Evaluation	Standard
		accurately with varying tempos and dynamics.		<ul style="list-style-type: none"> <li>Scales, songs and exercises played in multiple tempos</li> </ul>	<ul style="list-style-type: none"> <li>Self/peer evaluation</li> </ul>	
	14	Students will sight read music at their level.	U	<ul style="list-style-type: none"> <li>Practice reading music of increasing difficulty at sight, with increasing melodic and rhythmic accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Teacher questioning</li> <li>Teacher observation</li> <li>Self/peer evaluation</li> </ul>	9.1.8 B
	15	Students will sing their parts with melodic and rhythmic accuracy.	L, U	<ul style="list-style-type: none"> <li>Sing, clap and say letter names of any given excerpt.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher questioning</li> <li>Teacher observation</li> <li>Self/peer evaluation</li> </ul>	
<b>Ensemble Playing</b>	16	Students will play in an ensemble, recognize and be able to identify good rehearsal etiquette and demonstrate an understanding of following a conductor.	R	<ul style="list-style-type: none"> <li>Enrollment in orchestra class and attendance of all classes, rehearsals, and concerts</li> <li>Review basic conducting patterns and learn more complex patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher questioning</li> <li>Teacher observation</li> <li>Self/peer evaluation</li> </ul>	9.1.8 B, G
<b>Composition</b>	17	Students will create melodies within given guidelines and improvise accompaniments to given melodies.	U	<ul style="list-style-type: none"> <li>Research project</li> </ul>	<ul style="list-style-type: none"> <li>Teacher questioning</li> <li>Teacher observation</li> <li>Self/peer evaluation</li> </ul>	9.1.8 B
<b>Technology</b>	18	Students will recognize traditional and technological ways of making, recording and playing music.	U	<ul style="list-style-type: none"> <li>Discussion and use of electric vs. acoustic instruments, records vs. MiniDisc, live concerts vs. tapes, CDs, iPods.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher questioning</li> <li>Teacher observation</li> <li>Self/peer evaluation</li> </ul>	9.1.8 J
<b>Advocacy</b>	19	Students will describe and discuss arts events in their school and community.	U	<ul style="list-style-type: none"> <li>Frequent discussion of current musical events.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher questioning</li> <li>Teacher observation</li> <li>Self/peer evaluation</li> </ul>	9.1.8 I
<b>Music History</b>	20	Students will identify composers and their works from at least 3 musical periods and place them in historical context.	L, U	<ul style="list-style-type: none"> <li>Discussion and review of composers of songs being worked on in book/orchestra.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher questioning</li> <li>Teacher observation</li> <li>Self/peer evaluation</li> </ul>	9.2.8 A-C 9.2.8 F
	21	Students will 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"> <li>Orchestra Music, Book Exercises; Classical, Folk Songs, Fiddling</li> </ul>	<ul style="list-style-type: none"> <li>Teacher questioning</li> <li>Teacher observation</li> <li>Self/peer evaluation</li> </ul>	9.2.8 D
<b>Critical Thinking</b>	22	Students will respond critically to musical performances and various musical styles.	U	<ul style="list-style-type: none"> <li>Self-evaluation of school concerts</li> <li>Listen to examples of classical music and respond with oral, aural and visual impressions</li> </ul>	<ul style="list-style-type: none"> <li>Teacher questioning</li> <li>Teacher observation</li> <li>Self/peer evaluation</li> </ul>	9.3.8
<b>Aesthetic Response</b>	23	Students will identify musical characteristics that convey	U	<ul style="list-style-type: none"> <li>Utilize bow strokes to convey emotions.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher questioning</li> <li>Teacher observation</li> </ul>	9.4.8

Unit	Num	Objective	Level	Content	Evaluation	Standard
		emotions, attitudes, etc.		<ul style="list-style-type: none"> <li>Use musical examples to illustrate composer's intended meaning/effect. (Orchestra music)</li> </ul>	<ul style="list-style-type: none"> <li>Self/peer evaluation</li> </ul>	
	24	Students will discuss audience participation, the effect an audience has on a performance and how the performance environment will affect an audience's experience.	U	<ul style="list-style-type: none"> <li>Discussion before and after students perform, attend concerts, watch rock stars on TV</li> </ul>	<ul style="list-style-type: none"> <li>Teacher questioning</li> <li>Teacher observation</li> <li>Self/peer evaluation</li> </ul>	9.4.8
	25	Students will describe and give examples of how music can tell a story or convey emotions.	U	<ul style="list-style-type: none"> <li>Discussion of the background/story or orchestra music</li> </ul>	<ul style="list-style-type: none"> <li>Teacher questioning</li> <li>Teacher observation</li> <li>Self/peer evaluation</li> </ul>	9.2.8 E