

East Penn School District
Secondary Curriculum

A Planned Course Statement
for

7th Grade Instrumental Strings 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:

7th 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 and/or Advanced Technique, supplemented by other string technique books

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, second and third years.	R	<ul style="list-style-type: none"> Play music that reflects concepts presented in previous years of study 	<ul style="list-style-type: none"> Teacher questioning Teacher observation Self/peer evaluation 	9.1.8 A 9.1.8 H
Playing Position	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"> Playing with good posture and position and correct each other 	<ul style="list-style-type: none"> Teacher questioning Teacher observation Self/peer evaluation 	9.1.8 B
Pitch	3	Students will continue to develop their aural skills and refine their tuning skills.	R	<ul style="list-style-type: none"> Ear training and intonation exercises Develop independence in tuning 	<ul style="list-style-type: none"> Teacher questioning Teacher observation Self/peer evaluation 	9.1.8 A 9.1.8 B
Duration	4	Students will play triplet patterns in increasingly difficult timing.	R, U	<ul style="list-style-type: none"> Recognize and play triplet rhythm patterns in orchestra music. Count, clap and play complex triplet patterns 	<ul style="list-style-type: none"> Teacher observation Self-peer evaluation 	9.1.8 A, B
Technique	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, L	<ul style="list-style-type: none"> Scales, exercises and songs using different parts of the bow and different bowing styles (détaché, legato, staccato, hooked bowing, portato, martele/marcato, spiccato, slurred staccato, sul ponticello, col legno) 	<ul style="list-style-type: none"> Teacher observation Teacher questioning Self/peer evaluation 	9.1.8 B, C
	6	Students will review basic finger extension techniques.	R	<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 	9.1.8 B
	7	Students will use the 4 th finger with ease and regularity.	R	<ul style="list-style-type: none"> Incorporate 4th finger regularly in playing 	<ul style="list-style-type: none"> Teacher observation Self/peer evaluation 	9.1.8 B, C
	8	Students will play more complex double and triple stops (chords).	L	<ul style="list-style-type: none"> Fingered double stops Fingered triple stops 	<ul style="list-style-type: none"> Teacher observation Self/peer evaluation 	9.1.8 B, C
	9	Students will develop their vibrato skills.	U	<ul style="list-style-type: none"> Students will be able to play with a basic vibrato and work towards an independent vibrato on each finger. 	<ul style="list-style-type: none"> Teacher questioning Teacher observation Self/peer evaluation 	9.1.8 B
	10	Students will shift with increasing comfort and explain the benefits of playing in 3 rd position. Students will apply the same concepts to learn 2 nd and 4 th positions.	L	<ul style="list-style-type: none"> Scales in 3rd position Shifting exercises Introduction to 2nd and 4th positions 	<ul style="list-style-type: none"> Teacher observation Teacher questioning Self/peer evaluation 	9.1.8 B
Music Theory	11	Students will identify key signatures for C, G, D, A, F, B ^b , E ^b Major.	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 	9.1.8 A-C
	12	Students will play D minor and G	U, L	<ul style="list-style-type: none"> Whole step/half step pattern for 	<ul style="list-style-type: none"> Teacher questioning 	9.1.8 A-C

Unit	Num	Objective	Level	Content	Evaluation	Standard
		minor scales and will learn A and E minor scales		<ul style="list-style-type: none"> minor scales Relative major/minor relationships 	<ul style="list-style-type: none"> Teacher observation Self/peer evaluation 	
Performance	13	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 	9.1.8 A-C
	14	Students will sight read music at their level.	U	<ul style="list-style-type: none"> Students will continue to practice reading music of increasing difficulty at sight, with increasing melodic and rhythmic accuracy 	<ul style="list-style-type: none"> Teacher questioning Teacher observation Self/peer evaluation 	9.1.8 B
	15	Students will sing their parts with melodic and rhythmic accuracy.	L, U	<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	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"> Students will be enrolled in orchestra class and will attend all classes, rehearsals and concerts. Review basic conducting patterns and learn more complex patterns 	<ul style="list-style-type: none"> Teacher questioning Teacher observation Self/peer evaluation 	9.1.8 B, G
Composition	17	Students will create melodies and improvise accompaniments to given melodies.	U	<ul style="list-style-type: none"> Research project 	<ul style="list-style-type: none"> Teacher questioning Teacher observation Self/peer evaluation 	9.1.8 B
Technology	18	Students will use traditional and technological ways of making, recording and playing music.	R	<ul style="list-style-type: none"> Discussion and use of electric vs. acoustic instruments, records vs. MiniDisc, live concerts vs. tapes, CDs, iPods 	<ul style="list-style-type: none"> Teacher questioning Teacher observation Self/peer evaluation 	9.1.8 J
Advocacy	19	Students will describe and discuss arts events in their school and community.	R	<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 	9.1.8 I
Music History	20	Students will identify composers and their works from multiple 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 Relation to current studies in History classes 	<ul style="list-style-type: none"> Teacher questioning Teacher observation Self/peer evaluation 	9.2.8 A-C 9.2.8 F
Music History	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"> Orchestra music Book exercises Classical Folk Songs Fiddling 	<ul style="list-style-type: none"> Teacher questioning Teacher observation Self/peer evaluation 	9.2.8 D
Critical Thinking	22	Students will respond critically to musical performances and various	U	<ul style="list-style-type: none"> Self-evaluation of school concerts Listen to examples of classical 	<ul style="list-style-type: none"> Teacher questioning Teacher observation 	9.3.8

Unit	Num	Objective	Level	Content	Evaluation	Standard
		musical styles.		music and respond with oral, aural and visual impressions	<ul style="list-style-type: none"> Self/peer evaluation 	
Aesthetic Response	23	Students will identify musical characteristics that convey emotions, attitudes, etc.	U	<ul style="list-style-type: none"> Utilize bow strokes to convey emotions Use musical examples to illustrate composer's intended meaning/effect. (Orchestra music) 	<ul style="list-style-type: none"> Teacher questioning Teacher observation Self/peer evaluation 	9.4.8
	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"> Discussion before and after students perform, attend concerts, watch rock stars on TV 	<ul style="list-style-type: none"> Teacher questioning Teacher observation Self/peer evaluation 	9.4.8
	25	Students will discuss historical and cultural context and significance of important musical works.	L, U	<ul style="list-style-type: none"> Research project Discussion of composers of orchestra music and context in which each was written 	<ul style="list-style-type: none"> Teacher questioning Teacher observation Self/peer evaluation 	9.2.8