

**TRUMBULL PUBLIC SCHOOLS**  
Trumbull, Connecticut

**Elementary Strings**  
**Year Two**  
**Music**

**2015**

(Last revision date 2003)

**Curriculum Writing Team**

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# Elementary Strings – Year Two

## Table of Contents

Core Values and Beliefs .....	3
Introduction .....	4
Philosophy .....	4
Course Description.....	5
Prerequisites .....	5
Methods of Assessment.....	5
Text(s) .....	5
Goals .....	5
Standards .....	6
Unit 1 Interpretation and Expression .....	7
Unit 2 Integration of Technique, Expression & Contextual Understanding....	10
Unit 3 Short Compositions.....	13
Unit 4 Contextual Awareness.....	16
Unit 5 Self-Reflection for Performance Readiness.....	19
Sample Rubrics.....	22
Resources .....	23

The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

## **CORE VALUES AND BELIEFS**

The Trumbull school community, which engages in an environment conducive to learning, believes that all students will read and write effectively, therefore communicating in an articulate and coherent manner. All students will participate in activities that address problem-solving through critical thinking. Students will use technology as a tool in decision-making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will encourage independent thinking and learning. We believe ethical conduct to be paramount in sustaining our welcoming school climate.

We believe:

- Music is an inextricable part of the human experience, and every individual is inherently musical.
- Every student should be assured a high-quality course of music instruction, taught by qualified music educators.
- Music is a pillar of cultural heritage and a means for interdisciplinary learning.
- Music is an essential, core subject, and providing a musical education is a necessary part of educating the whole child. Therefore, every student should be offered opportunities to perform, create, respond, and connect musically.
- Learning music gives students a mode of artistic expression, a sense of music appreciation, and the tools needed for becoming lifelong musical learners.
- All individuals should have the high-quality resources and facilities necessary to achieve success within a challenging curriculum.

## **INTRODUCTION**

Last revised in 2003, the elementary strings year two curriculum is rewritten in the following document to maintain the alignment of practices, standards, and assessments among the TPS, the Connecticut State Board of Education, Connecticut's Common Arts Assessment Initiative, the National Coalition for Core Arts Standards, and the National Association for Music Education.

This updated curriculum includes the 2014 National Core Arts Standards for Music with eleven anchor standards.

Elementary Strings is an elective course offered by the Trumbull Public Schools music department. This course is for students who want to learn how to play the violin, viola, cello, or bass. Students taking the course will be taught to use correct playing position and bow hold, and how to care for and maintain their instruments. Music literacy will also be emphasized and will be an ongoing part of students' learning.

As students progress they will be introduced to ensemble playing in an orchestra where each section of instruments will have a part to play that is often different from what the other sections are playing. This is a valuable opportunity for children to interact musically as part of a team.

Students will continue to develop their individual skills, learning to play more advanced music and learning different types of bowing. Throughout the course the individual student will be encouraged to listen to himself or herself with the objective of maintaining proper tone production and accurate intonation.

Technology Competency Standards align with the 2007 National Educational Technology Standards and Performance Indicators for Students.

## **PHILOSOPHY**

Orchestral stringed instruments have been part of our cultural heritage for hundreds of years. Learning to play a stringed instrument develops intellectual capacity in a unique way. Participation in orchestra provides many benefits. Performing on a stringed instrument requires a high level of discipline and involves both sides of the brain. Students are given the opportunity to develop individual skills as well as interpersonal skills that come from playing in a group. Teachers of all subjects are involved in passing knowledge and culture from one generation to the next. Teaching students to play in an orchestra is a vital part of this transmission of knowledge and culture

## COURSE DESCRIPTION

### Course Name

Elementary Strings – Year Two

### Prerequisites

Elective course – open to all students who have met the requirements of Year One Strings.

### Materials Required

Students must provide instrument (violin, viola, cello or bass), shoulder rest or rock stop, method book, rosin, spare strings, and other supplies.

### General Description of the Course

This course will provide the tools a student needs to move beyond basic proficiency at playing a stringed instrument. Students will continue building their ability to read musical notation and interact musically in an orchestra. In this, the second year, there will be increased focus on playing more expressively through the use of various dynamics and articulations. Each strings student will meet with teacher in a small group (typically 4 – 8 students) for one 30-minute period per week during the school day. All strings students will also meet for full orchestra rehearsal for one 40-minute period per week before school.

### Major Projects

Students will take part in two orchestra concerts, one in the winter and one in the spring.

### Assessments

There will be ongoing assessments throughout each unit.

### Texts

Allen, Michael, et al. *Essential Elements for Strings 2000, Book I*. Hal Leonard: 2004.

Dillon, Jacquelyn, et al. *Strictly Strings, Book I*. Alfred Publishing: 1992.

Odegaard, Denese. *Simply Strings, Book I*. Northeastern Music Publications: 2007.

## GOALS

As a result of this course, students will:

- continue to develop the ability to play a stringed instrument with good posture and good tone quality, playing alone and with others;
- continue to develop the ability to read notated music;
- continue to develop effective practice habits;
- build a sense of musicianship by gaining an awareness of music performance practices, playing more expressively and becoming aware of music as a performing art; and
- come to appreciate that music can enhance their enjoyment of life at home and in school.

## Music Standards

The Performance Standards align with the 2014 National Core Arts Standards for Music. At the completion of Elementary Strings – Year Two, students will:

- MU:Cr1.1.E.5a...**Creating/Imagine** - Compose and improvise melodic and rhythmic ideas or motives that reflect characteristics of music or text studied in rehearsal.
- MU:Cr2.1.E.5a...**Creating/Plan and Make** - Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristics of music or texts studied in rehearsal.
- MU:Cr2.1.E.5b...**Creating/Plan and Make** - Preserve draft compositions and improvisations through standard notation and audio recording.
- MU:Pr4.1.E.5a...**Performing/Select** - Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
- MU:Pr4.2.E.5a...**Performing/Analyze** - Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works informs prepared or improvised performances.
- MU:Pr4.3.E.5a...**Performing/Interpret** - Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
- MU:Pr5.3.E.5a...**Performing/Rehearse, Evaluate and Refine** - Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
- MU:Pr6.1.E.5a...**Performing/Present** - Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- MU:Pr6.1.E.5b...**Performing/Present** - Demonstrate an awareness of the context of the music through prepared and improvised performances.
- MU:Re7.2.E.5a...**Responding/Analyze** - Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.
- MU:Re8.1.E.5a...**Responding/Interpret** - Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.

## Unit 1 – Interpretation and Expression

At the completion of this unit, students will:

Compose and improvise melodic and rhythmic ideas.

Begin to understand the technical and contextual considerations that go into selecting repertoire.

Learn notes C, B, A and G on G-string (A- and E- strings on bass).

Continue to develop music reading skills. Read and play notes of one-octave D scale and G scale. Review whole notes, dotted half notes, half notes, quarter notes, eighth notes, and corresponding rests.

Demonstrate understanding of time signatures: 2/4, 3/4, and 4/4.

Understand bow markings, staccato markings, slurs, fermatas, and accent marks, and play accordingly.

Begin learning to execute bow lifts where called for.

Begin shifting to II<sup>1</sup>/<sub>2</sub> and III position. (bass only)

Continue to listen to intonation and make adjustments to correct it. Be aware of both individual and group intonation.

Continue to review correct playing position.

Continue to review bowing techniques for producing characteristic tone quality.

Produce forte and piano with bow.

Have some pieces ready for performance.

### Essential Questions

- How do musicians generate creative ideas?
- How do performers select repertoire?
- How do performers interpret musical works?

### Focus Questions

- How do I use the notes and rhythms I know to create music?
- How do I create forte and piano with the bow?
- Why does music have markings for dynamics and articulation?

### Scope and Sequence

- Create short melodies.
- Correct way to hold the instrument.
- How to hold the bow while plucking strings with right hand (pizzicato).
- How to play expressively, with attention to phrasing, dynamics, and articulation.
- Dynamics – forte and piano.

## **Instructional/ Teaching Strategies**

- Teacher models correct way to hold instrument
- Teacher leads students in clapping rhythms while counting or using syllables
- Teacher guides students to sing solfege syllables in rhythm
- Teacher monitors students as they sing note names or fingerings in rhythm
- Teacher leads students in singing note names or fingerings in rhythm while playing pizzicato
- Teacher guides students in singing words to song while playing song on instrument
- Teacher plays and students echo on their instruments
- Teacher models articulations, (slur, staccato, etc.), and student imitates
- Teacher assigns each student to play one or two measures of a piece solo
- Teacher plays short melodic phrase and student improvises an answer
- Information about common misconceptions and teaching strategies to address them
- Suggestions for teaching strategies to support learners who struggle
- Suggestions for teaching strategies to support the extension of the learning, beyond the lesson objectives
- Research-based teaching strategies (e.g., similarities and differences, summarizing and note taking, nonlinguistic representation, advanced organizers)
- Guidance about classroom environments conducive to learning (e.g., seating arrangements, safety, social interactions)
- Opportunities for varied approaches and choice for learners (e.g., tasks, resources, product formats)
- A variety of teaching and grouping strategies based on student learning needs, preferences, interests, learning styles, intelligences, and cultures
- Specific strategies to address ELL students
- Specific strategies to address students experiencing learning, social-emotional or behavioral difficulties
- Current event connections
- Interdisciplinary connections
- Teaching strategies aligned with the learning activities

## **Technology Competency Standards**

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.  
Students:
  - c. use models and simulations to explore complex systems and issues.
4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.  
Students:

- a. identify and define authentic problems and significant questions for investigation.
  - b. plan and manage activities to develop a solution or complete a project.
  - c. collect and analyze data to identify solutions and/or make informed decisions.
  - d. use multiple processes and diverse perspectives to explore alternative solutions.
5. Digital Citizenship - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
- a. advocate and practice safe, legal, and responsible use of information and technology.
  - b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
  - c. demonstrate personal responsibility for lifelong learning.
  - d. exhibit leadership for digital citizenship.

### **Evaluation / Assessment Methods**

- On a regular basis, teacher will give immediate verbal feedback to student about correct playing position, notes, and rhythms.
- Teacher will regularly hear student play selected pieces and indicate to student whether he/she has achieved mastery.
- Students will sometimes be asked to evaluate their own performances.

### **Time Allotments/Pacing Guide**

7 weeks

## Unit 2 – Integration of Technique, Expression, and Contextual Understanding

*At the completion of this unit, students will:*

Continue to review correct playing position.

Continue to review bowing techniques for producing characteristic tone quality.

Demonstrate how to play double, open strings.

Identify staccato markings and play accordingly.

Begin to attempt to sight-read some of the new music they play.

Use low finger 2 where needed for C natural (finger 2 on cello and bass).

Discuss why this year we can choose pieces with C natural and why we couldn't last year.

Continue reading and playing one-octave D and G major scales.

Begin to understand that, by observing key signature and accidentals, one can know whether to play sharps or naturals.

Continue to listen to intonation and make adjustments to correct it. Be aware of both individual and group intonation.

Perform one part independently while someone else is playing a different part.

Recognize and follow 2/4, 3/4, and 4/4 conducting patterns.

Evaluate their own performances or those of peers and give constructive feedback for refining their performances.

Integrate technical accuracy, expressive quality, and contextual understanding into a performance that is ready for presentation.

Review concert behaviors.

Notice the use of expressive elements in a performance, such as pizzicato, arco, forte, and piano, and begin to understand the rationale behind the expressive choices that composers make.

### Essential Questions

- How does understanding key signatures and accidentals help performance?
- How does noticing measures and sections that are the same help my playing?

### Focus Questions

- What should I do if I can't sight-read the notes?
- Why is it important to play scales?

### Scope and Sequence

- Key signatures and accidentals
- Playing double, open strings
- Sight reading
- Rehearsing, refining, and being ready to perform

## **Instructional/ Teaching Strategies**

- Teacher models correct way to hold the bow
- Teacher leads students in clapping rhythms while counting or using syllables
- Teacher guides students to sing solfege syllables in rhythm
- Teacher monitors students as they sing note names or fingerings in rhythm
- Teacher leads students in singing note names or fingerings in rhythm while playing pizzicato
- Teacher guides students in singing words to song while playing song on instrument
- Teacher plays and students echo on their instruments
- Teacher guides students in bowing notes and rhythm of song
- Teacher assigns each student to bow one or two measures of a piece solo
- Teacher reviews and orally quizzes students on letter names of lines and spaces
- Teacher explains how key signatures and accidentals work
- Teacher directs students play C and C-sharp, then F and F-sharp, and guides them to notice the difference
- Teacher guides students to imagine or perform pieces with dynamics or articulations that are different from what the composer intended, and to then discuss how this changes the expressive quality of the music
- Information about common misconceptions and teaching strategies to address them
- Suggestions for teaching strategies to support learners who struggle
- Suggestions for teaching strategies to support the extension of the learning, beyond the lesson objectives
- Research-based teaching strategies (e.g., similarities and differences, summarizing and note taking, nonlinguistic representation, advanced organizers)
- Guidance about classroom environments conducive to learning (e.g., seating arrangements, safety, social interactions)
- Opportunities for varied approaches and choice for learners (e.g., tasks, resources, product formats)
- A variety of teaching and grouping strategies based on student learning needs, preferences, interests, learning styles, intelligences, and cultures
- Specific strategies to address ELL students
- Specific strategies to address students experiencing learning, social-emotional or behavioral difficulties
- Current event connections
- Interdisciplinary connections
- Teaching strategies aligned with the learning activities

## **Technology Competency Standards**

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
  - c. use models and simulations to explore complex systems and issues
4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:
  - a. identify and define authentic problems and significant questions for investigation.
  - b. plan and manage activities to develop a solution or complete a project.
  - c. collect and analyze data to identify solutions and/or make informed decisions.
  - d. use multiple processes and diverse perspectives to explore alternative solutions.
5. Digital Citizenship - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
  - a. advocate and practice safe, legal, and responsible use of information and technology.
  - b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
  - c. demonstrate personal responsibility for lifelong learning.
  - d. exhibit leadership for digital citizenship.

## **Evaluation / Assessment Methods**

- On a regular basis, teacher will give immediate verbal feedback to student about correct playing position, notes, and rhythms.
- Teacher will regularly hear student play selected pieces and indicate to student whether he/she has achieved sufficient mastery.
- Students will sometimes be asked to evaluate their own performances.

## **Assured Experiences (Projects)**

Winter Concert: Each student will participate as a member of school orchestra in at least one performance of the winter concert.

## **Time Allotments/Pacing Guide**

7 weeks

## Unit 3 – Short Compositions

At the completion of this unit, students will:

Continue to review correct playing position.

Continue to review bowing techniques for producing characteristic tone quality.

Continue to listen to intonation and make adjustments to correct it. Be aware of both individual and group intonation.

Continue to read and play notes of D scale and G scale. Play pieces built on these scales.

Begin reading and playing two-note slurs.

Compose or improvise melodic or rhythmic ideas that reflect characteristics of the music studied.

Begin composing a short draft piece, 4 – 8 measures, using at least five different notes and at least two different rhythms.

Preserve the draft composition in standard notation.

### Essential Questions

- How do musicians come up with creative ideas?
- How do musicians make creative decisions?

### Focus Question

- What do I learn by writing out the music I have composed?

### Scope and Sequence

- Create short draft compositions
- Write notes in standard notation
- Play a one-octave D major scale and G major scale

### Instructional/ Teaching Strategies

- Teacher models correct way to hold the bow
- Teacher leads students in clapping rhythms while counting or using syllables
- Teacher guides students to sing solfege syllables in rhythm
- Teacher monitors students as they sing note names or fingerings in rhythm
- Teacher leads students in singing note names or fingerings in rhythm while playing pizzicato.
- Teacher guides students in singing words to song while playing song on instrument
- Teacher plays and students echo on their instruments
- Teacher leads students to bow the rhythm of song on open strings
- Teacher guides students in bowing notes and rhythm of song
- Teacher assigns each student to bow one or two measures of the piece solo
- Teacher demonstrates various ways to generate creative ideas such as trying out different note combinations on instrument, singing ideas and transferring them to instrument, and writing out notes on staff then playing and editing

- Information about common misconceptions and teaching strategies to address them
- Suggestions for teaching strategies to support learners who struggle
- Suggestions for teaching strategies to support the extension of the learning, beyond the lesson objectives
- Research-based teaching strategies (e.g., similarities and differences, summarizing and note taking, nonlinguistic representation, advanced organizers)
- Guidance about classroom environments conducive to learning (e.g., seating arrangements, safety, social interactions)
- Opportunities for varied approaches and choice for learners (e.g., tasks, resources, product formats)
- A variety of teaching and grouping strategies based on student learning needs, preferences, interests, learning styles, intelligences, and cultures
- Specific strategies to address ELL students
- Specific strategies to address students experiencing learning, social-emotional or behavioral difficulties
- Current event connections
- Interdisciplinary connections
- Teaching strategies aligned with the learning activities

### **Technology Competency Standards**

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
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4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:
  - a. identify and define authentic problems and significant questions for investigation.
  - b. plan and manage activities to develop a solution or complete a project.
  - c. collect and analyze data to identify solutions and/or make informed decisions.
  - d. use multiple processes and diverse perspectives to explore alternative solutions.
5. Digital Citizenship - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
  - a. advocate and practice safe, legal, and responsible use of information and technology.
  - b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
  - c. demonstrate personal responsibility for lifelong learning.
  - d. exhibit leadership for digital citizenship.

**Evaluation / Assessment Methods**

- On a regular basis, teacher will give immediate verbal feedback to student about correct playing position, notes, and rhythms.
- Teacher will regularly hear student play selected pieces and indicate to student whether he/she has achieved sufficient mastery.
- Student and teacher will review compositions for use of at least five notes and at least two different note values.

**Time Allotments/Pacing Guide (Expected Performance Time Frame)**

7 weeks

## Unit 4 – Contextual Awareness

At the completion of this unit, students will:

Continue to listen to intonation and make adjustments to correct it. Be aware of both individual and group intonation.

Continue to review correct playing position.

Continue to review bowing techniques for producing characteristic tone quality.

Continue to read and play notes of D scale and G scale. Play pieces built on these scales.

Learn to use left-hand pizzicato,

Evaluate their own individual performances and refine accordingly.

Use teacher-guided self-evaluation and peer feedback to refine ensemble performances in rehearsal.

Develop an awareness of the harmony, texture, and form of the pieces they are learning to perform.

Learn historical and contextual information about the music they are learning to perform.

### Essential Questions

- How do musicians improve the quality of their performance?
- How do performers interpret musical works?
- How does understanding the structure and context of a musical piece help to perform it?
- How does understanding contextual information about the music help us to respond to it?

### Focus Questions

- What are the important things to know about the music that go beyond knowing how to play the notes?
- When is the orchestra playing in harmony and when is it playing in unison?

### Scope and Sequence

- Peer- and self-evaluation of performance
- Harmony, texture, and form of performance pieces
- History and contextual information connected with performance pieces

## **Instructional / Teaching Strategies**

- Teacher models correct way to hold the bow
- Teacher leads students in clapping rhythms while counting or using syllables
- Teacher guides students to sing solfege syllables in rhythm
- Teacher monitors students as they sing note names or fingerings in rhythm
- Teacher leads students in singing note names or fingerings in rhythm while playing pizzicato
- Teacher leads students to sing in a round or sing their instrument part
- Teacher plays and students echo on their instruments
- Teacher guides students in bowing notes and rhythm of song
- Teacher assigns each student to bow one or two measures of a piece solo
- Students listen to professional recordings, and teacher guides them in making observations about harmony, texture, and form of a piece
- Teacher helps students to make a digital recording, of group or individual performances and to then do a self-evaluation
- Information about common misconceptions and teaching strategies to address them
- Suggestions for teaching strategies to support learners who struggle
- Suggestions for teaching strategies to support the extension of the learning, beyond the lesson objectives
- Research-based teaching strategies (e.g., similarities and differences, summarizing and note taking, nonlinguistic representation, advanced organizers)
- Guidance about classroom environments conducive to learning (e.g., seating arrangements, safety, social interactions)
- Opportunities for varied approaches and choice for learners (e.g., tasks, resources, product formats)
- A variety of teaching and grouping strategies based on student learning needs, preferences, interests, learning styles, intelligences, and cultures
- Specific strategies to address ELL students
- Specific strategies to address students experiencing learning, social-emotional or behavioral difficulties
- Current event connections
- Interdisciplinary connections
- Teaching strategies aligned with the learning activities

## **Technology Competency Standards**

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.  
Students:
  - c. use models and simulations to explore complex systems and issues

4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:
  - a. identify and define authentic problems and significant questions for investigation.
  - b. plan and manage activities to develop a solution or complete a project.
  - c. collect and analyze data to identify solutions and/or make informed decisions.
  - d. use multiple processes and diverse perspectives to explore alternative solutions.
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  - b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
  - c. demonstrate personal responsibility for lifelong learning.
  - d. exhibit leadership for digital citizenship.

#### **Evaluation / Assessment Methods**

- On a regular basis, teacher will give immediate verbal feedback to student about correct playing position, notes, and rhythms.
- Teacher will regularly hear student play selected pieces and indicate to student whether he/she has achieved sufficient mastery.
- Students will sometimes be asked to evaluate their own performances.

#### **Time Allotments/Pacing Guide**

8 weeks

## Unit 5 – Self-Reflection for Performance Readiness

At the completion of this unit, students will:

Continue to listen to intonation and make adjustments to correct it. Be aware of both individual and group intonation.

Continue to review correct playing position.

Continue to review bowing techniques for producing characteristic tone quality.

Continue to read and play notes of D scale and G scale. Play pieces built on these scales.

Continue using teacher-guided self-reflection and peer feedback to refine performances.

Integrate technical accuracy, expressive quality, and contextual understanding into a performance that is ready for presentation.

Review concert behaviors.

### Essential Questions

- When is a performance ready to present?
- How do context and the manner in which the music is presented influence audience response?

### Focus Questions

1. When is the part I play meant to be in the foreground and when should it be in the background?
2. How should I behave on stage during a concert presentation?

### Scope and Sequence

Self-evaluation of performances

Preparation for presentation

### Instructional/ Teaching Strategies

- Teacher models correct way to hold and play with the bow
- Teacher leads students in clapping rhythms while counting or using syllables
- Teacher guides students to sing solfege syllables in rhythm
- Teacher monitors students as they sing note names or fingerings in rhythm
- Teacher leads students in singing note names or fingerings in rhythm while playing pizzicato
- Teacher guides students in singing words to song while playing song on instrument
- Teacher plays and students echo on their instruments
- Teacher guides students in bowing notes and rhythm of song
- Teacher assigns each student to bow one or two measures of a piece solo

- Teacher helps students to make a digital recording of group or individual performances and to then do a self-evaluation
- Teacher conducts students in run-through of concert music and then engages students in a discussion in which they evaluate their performance and their concert behavior
- Teacher conducts students in an informal mini-performance with a small group of non-orchestra students who are chosen to be the audience
- Information about common misconceptions and teaching strategies to address them
- Suggestions for teaching strategies to support learners who struggle
- Suggestions for teaching strategies to support the extension of the learning, beyond the lesson objectives
- Research-based teaching strategies (e.g., similarities and differences, summarizing and note taking, nonlinguistic representation, advanced organizers)
- Guidance about classroom environments conducive to learning (e.g., seating arrangements, safety, social interactions)
- Opportunities for varied approaches and choice for learners (e.g., tasks, resources, product formats)
- A variety of teaching and grouping strategies based on student learning needs, preferences, interests, learning styles, intelligences, and cultures
- Specific strategies to address ELL students
- Specific strategies to address students experiencing learning, social-emotional or behavioral difficulties
- Current event connections
- Interdisciplinary connections
- Teaching strategies aligned with the learning activities

### **Technology Competency Standards**

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.  
Students:
  - c. use models and simulations to explore complex systems and issues
4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.  
Students:
  - a. identify and define authentic problems and significant questions for investigation.
  - b. plan and manage activities to develop a solution or complete a project.
  - c. collect and analyze data to identify solutions and/or make informed decisions.
  - d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
  - a. advocate and practice safe, legal, and responsible use of information and technology.
  - b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
  - c. demonstrate personal responsibility for lifelong learning.
  - d. exhibit leadership for digital citizenship.

### **Evaluation / Assessment Methods**

- On a regular basis, teacher will give immediate verbal feedback to student about correct playing position, notes, and rhythms.
- Teacher will regularly hear student play selected pieces and indicate to student whether he/she has achieved sufficient mastery.
- Students will sometimes be asked to evaluate their own performances.

### **Assured Experiences (Projects)**

Spring Concert: Each student will participate as a member of school orchestra in at least one performance of the spring concert.

### **Time Allotments/Pacing Guide**

8 weeks

## Sample Rubric

Performer: \_\_\_\_\_ Evaluator: \_\_\_\_\_

### Instrumental Music Performance Evaluation Tool

The sound produced on the instrument is full and focused (Tone quality)

Always                      Sometimes                      Never

The performer plays with a steady beat.

Always                      Sometimes                      Never

Rhythms are performed accurately.

Always                      Sometimes                      Never

Pitches are performed accurately.

Always                      Sometimes                      Never

Articulations are performed accurately (Tonguing/slurring/bowing)

Always                      Sometimes                      Never

Describe, using specific music terminology, one element of the performance that was performed well.

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Describe, using specific music terminology, one element of the performance that can be improved.

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## Resource File/Appendices

### Professional Development Presenters:

Wesley Ball – Western Connecticut State University  
Vivian Murray Caputo – American Orff-Schulwerk Association  
Corey Ganschow – Western Connecticut State University  
James Hilbie – Mystic Middle School  
Georgia Newlin – Adelphi University  
Pamela J. Perry – Central Connecticut State University  
Janice Smith – City University of New York

### Websites for Students:

[www.nyphilkids.org](http://www.nyphilkids.org)  
[www.carnegiehall.org/ORC/Games-and-Listening-Guides/](http://www.carnegiehall.org/ORC/Games-and-Listening-Guides/)  
[www.classicsforkids.com](http://www.classicsforkids.com)  
[www.sfskids.org](http://www.sfskids.org)

### Websites for Teachers

<http://www.astaweb.com/>  
[www.nafme.org](http://www.nafme.org)  
<http://www.metronomeonline.com/>  
[www.jwpepper.com](http://www.jwpepper.com)  
<http://www.fjhmusic.com/strings.htm>