

ELEMENTARY INSTRUMENTAL MUSIC - STRINGS

LENGTH OF TIME: one year, one 30 minute lesson per six day cycle

GRADE LEVEL: 3-5

COURSE STANDARDS:

Students will:

1. Define symbols and terminology encountered in instrumental music. (NMCS 5,8,9; PA Std 9.1.a,b,c)
2. Develop an understanding of basic rhythm patterns. (NMCS 2,4,5,6; PA Std 9.1.a,b)
3. Develop basic note-reading skills. (NMCS 2,4,5,6; PA Std 9.1.a,b,c)
4. Develop various playing skills: bowing, posture, dynamics, hand position, technique. (MS 2,7; PA Std 9.1.a,b,c)
5. Develop ensemble skills through participation in group activities. (NMCS 2,3,6,7; PA Std 9.1.a,b,g,k)
6. Develop an understanding of correct intonation. (NMCS 2,6,7; PA Std 9.1.a,b)
7. Develop proper care and maintenance of the instrument and bow. (NMCS 2,7,8; PA Std 9.1.h)

NATIONAL ASSOCIATION FOR MUSIC EDUCATION STANDARDS (applicable to current course)

1. Creating
 - a. MU:Cr1.1.E.5a Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.
 - b. MU:Cr2.1.E.5b Preserve draft compositions and improvisations through standard notation and audio recording.
 - c. MU:Cr3.1.E.5a Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher provided criteria.
2. Performing
 - a. MU:Pr6.1.E.5a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
 - b. MU:Pr6.1.E.5b Demonstrate an awareness of the context of the music through prepared and improvised performances.
3. Connecting
 - a. MU:Cn10.0.H.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
 - b. MU:Cn11.0.T.5a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
5. Reading and notating music PA Standard - 9.1.3.B

PALISADES ELEMENTARY ORCHESTRA
Grades 3-5 Scoring Device (Rubric)

Students

- a. read whole, half, quarter, eighth, sixteenth, and dotted notes/rests in common, compound, and cut time
 - b. sight-read simple melodies (treble and bass clef)
 - c. identify and define standard notation for pitch, rhythm, dynamics, tempo, articulation, and expression
 - d. use standard notation to record their own and others' music ideas
 - e. sight-read in instrumental ensemble with correct expression and technical accuracy (Level 2 Literature)
7. Evaluating music and music performances

Students

- a. develop criteria for evaluating quality/effectiveness of performances and compositions, then apply criteria to personal listening and performing
 - b. apply specific criteria to evaluate quality/effectiveness of their own and others' musical events, then offer constructive suggestions for improvement
- a. describe the ways in which principles and subject matter of other disciplines are interrelated to those of music

RELATED PA ACADEMIC STANDARDS FOR THE ARTS AND HUMANITIES

- 9.1 Production, Performance & Exhibition of Dance, Music, Theatre and Visual Arts
- A. Elements and principles in each art form
 - B. Demonstration of dance, music, theatre and visual arts
 - C. Vocabulary within each art form
 - G. Function and analysis of rehearsals and practice sessions
 - H. Safety issues in the arts
 - K. Technologies in the humanities

PERFORMANCE ASSESSMENTS:

Students will demonstrate achievement of the standards by:

1. Preparing weekly assignments.
 - Demonstrating progress on a weekly basis.
 - Successful public performance of each selected musical piece.
 - Testing understanding of playing skills through public performance.

DESCRIPTION OF COURSE:

This program is an elective for students who play orchestral string instruments. Small group lessons are given with an emphasis in developing technical skill. Orchestra music is selected to enhance technique and increase awareness of musicality. Performances include Winter and Spring concerts.

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TITLES OF UNITS:

These units are all on-going depending on the theme selected for concerts and/or yearly emphasis.

1. Terminology
 - Basic rhythm patterns
 - Identifying and fingering notes
 - Bowing techniques
 - Posture, hand position
 - Performance
 - Intonation
 - Proper care of instrument and bow.

SAMPLE INSTRUCTIONAL STRATEGIES:

- I. Technique--ongoing
 - Violin:
 - A. Learn one octave of the following major scales in quarter notes: D, C, F
 - B. Learn two octaves of the following major scale in quarter notes: G
 - C. Play exercises including accidentals and altered notes
 - Viola and Cello:
 - A. Learn one octave of the following major scales in quarter notes: D, G
 - B. Learn two octaves of the following major scale in quarter notes: C
 - C. Play exercises including accidentals and altered notes
 - Bass:
 - A. Learn one octave of the following major scales in quarter notes: D, G, F
 - B. Learn one octave of the following minor scale in quarter notes: E
 - C. Play exercises including accidentals and altered notes
- II. Sound Production--ongoing
 1. Arco
 2. Pizzicato
 3. Bow-Lift
 4. Slurs
 5. Staccato
 6. Hooked Bowing
 7. "Up" beat bowing
 8. Bouncing Bow (spiccato)
 9. Double Stops
- III. Note reading--ongoing
 - A. Encounter music with a variety of skipping and stepping note patterns
 - B. Play songs and exercises using different key signatures
 - C. Basic Dynamics: pp-ff, crescendo, decrescendo
 - D. Basic Tempo markings: Allegro, Andante, Largo

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- E. Music Maps: Repeat signs, endings
- IV. Rhythm--ongoing
 - A. Basic rhythm patterns
 - 1. Quarter notes
 - 2. Half note
 - 3. Whole note
 - 4. Eighth notes
 - 5. Matching rests
 - B. Dotted rhythm patterns
 - 1. Dotted half
 - 2. Dotted quarter
 - C. Various meters
 - 1. 4/4
 - 2. 3/4
 - 3. 2/4
 - D. Play exercises and songs with various time signatures
- V. Posture--ongoing
 - A. Play in the proper posture--standing or sitting
- VI. Tone Production--ongoing
 - A. Students use correct musical style (articulation and phrasing of notes) when performing the music

MATERIALS:

- 1. Sound Innovations - Book I
 - Supplemental teacher exercises
 - Supplemental scale sheets
 - Selected orchestral literature

METHODS OF ASSISTANCE AND ENRICHMENT:

- 1. Small group lessons
 - District-wide orchestral experience
 - School-wide large ensemble rehearsals
 - Additional performances in individual school

PORTFOLIO DEVELOPMENT:

Students keep a folder which includes:

- 1. Concert programs
 - Music or titles of musical selections performed throughout the year
 - Any ongoing worksheets, scale sheets, or assignment sheets
 - Method books

METHODS OF EVALUATION:

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The following seven listed items are to be evaluated during weekly lessons by teacher observation and student self-assessment. This is an ongoing and continuous process that is taught to students and observed by the teacher. These items are continuously monitored and adjusted according to student progress.

1. Interpreting music symbols and terminology correctly while playing.
Being able to count and perform basic rhythm patterns.
Correctly identifying and fingering notes while playing.
Being able to identify and perform correctly various bowing techniques and using correct posture and hand position while playing.
Performing concert music correctly in both small groups lessons and large ensemble practice
Attempting correct intonation.
Able to explain proper care and maintenance of instrument and bow.

INTEGRATED ACTIVITIES:

1. Problem Solving
 - identify and demonstrate correct performance playing skills
 - independently maintain and care for instrument and portfolio
2. Communication, Tools & Techniques
 - interpretation of various musical styles
 - expressing themselves through music
 - identifying context of music compositions
3. Information Tools & Techniques
 - music reading
 - instrumental technique
5. Tools & Techniques for Working with Others
 - ensemble practice
 - learning how to work with differing student personalities
 - blending and balancing performance with the group
 - learning rehearsal etiquette including respect towards others and conductor

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Performance Test – Grading Sheet

These are the areas that will be graded during a performance test. Success must be achieved in all areas and no one area is more important than the others. Therefore, to achieve a specific grade, all areas of your playing should fall in or above that grade level.

	Distinguished	Proficient	Novice
Posture/Hand Position	Performs with the correct body and hand position throughout the piece.	Usually performs with the correct posture and hand position.	Has <u>several</u> flaws in posture and hand position.
Pitch Accuracy	Plays <u>all</u> of the notes correctly.	Plays <u>most</u> of the notes correctly with only a <u>few</u> errors.	Plays <u>very few</u> notes correctly. <u>Many</u> errors.
Rhythmic Accuracy	Plays with a steady beat and is rhythmically correct <u>all</u> of the time.=	Plays with a steady beat and is rhythmically correct <u>most</u> of the time with a <u>few</u> errors.	<u>Does not</u> maintain a steady beat and <u>does not</u> play rhythms correctly.
Tempo Control	Maintains indicated tempo throughout the performance.	Maintains indicated tempo throughout the performance with only a <u>few</u> changes in tempo.	<u>Does not</u> maintain the indicated tempo throughout the performance. Frequent tempo changes.
Musicianship (Style, Expressions, Dynamics, Articulation)	Plays in the correct style with appropriate expression, dynamics, and articulation throughout the performance.	Plays in the correct style with appropriate expression, dynamics, and articulation throughout most of the performance with a <u>few</u> errors.	Little attention is paid to appropriate style, expression, dynamics, or articulation throughout the performance.