

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Elementary Strings

Year One

Music

2015

Last revision date: 2003

Curriculum Writing Team

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Elementary Strings – Year One

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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 one 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 One.

Prerequisites

Elective course – open to all students in third, fourth or fifth grade.

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 gain basic proficiency at playing a stringed instrument, reading musical notation, and interacting musically in an orchestra. Each strings student will meet with his or her 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. There will be a common assessment at the end of year one.

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

GOALS

As a result of this course, students will:

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

Music Standards

At the completion of Strings – Year One, students will:

- MU:Cr1.1.E5a **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: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 – Beginner Basics

At the completion of this unit, students will:

Demonstrate correct instrument posture and playing position.

Demonstrate right-hand pizzicato.

Play simple rhythms by echoing patterns played by teacher or by reading notation in 2/4, 3/4, and 4/4 time.

Demonstrate use of fingers 1, 2, and 3 on violin or viola fingerboard.

Demonstrate use of fingers 1, 2, 3 and 4 on cello or bass fingerboard.

Sing melodies and then transfer them to the instrument.

Imitate simple rhythmic patterns on instrument.

Be able to play several songs by rote.

Develop awareness of same and different phrases.

Name the parts of the instrument.

Demonstrate proper procedure for rehearsals, setup and tuning.

Play with accurate intonation.

Demonstrate proper care of instrument.

Sight-read the Year One Assessment piece to provide a baseline indicator of student's current playing level.

Essential Questions

- How do I do my best playing?
- When I listen to myself play, what do I listen for?

Focus Questions

- How do I take proper care of my instrument?
- How do I hold the instrument correctly?
- Which hand/finger do I pluck with?
- Which hand/fingers do I use on the fingerboard?
- How do I go about practicing at home?
- Why is it important to be able to sing the songs I play?

Scope and Sequence

- Proper care of instrument
- Correct way to hold the instrument
- How to pluck strings with right hand. (Pizzicato)
- How to place left fingers on fingerboard
- Play short songs by rote

Instructional / Teaching Strategies

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

- Each student will perform Common Arts Assessment in the fall to establish a baseline reading.
- 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

7 weeks

Unit 2 – Note Reading and Bow Hold

At the completion of this unit, students will:

Demonstrate correct bow hold.

Demonstrate the ability to draw straight bow on the proper contact point with even bow speed, thereby producing characteristic sound.

Demonstrate half-note rhythms by echoing patterns played by teacher or by reading notation in 2/4, 3/4, and 4/4 time.

Name notes in finger patterns.

Name the lines and spaces on the staff.

Name the parts of the bow.

Define terms used in the method book.

Give values of eighth, quarter and half notes and corresponding rests.

Exhibit teamwork in ensemble settings.

Be able to read D, E and F# on a staff and play them.

Be ready to perform in concert.

Understand what behaviors are expected in a concert.

Essential Questions

- What are the basics of music reading?
- What does correct bowing sound like?

Focus Questions

- How do I hold the bow correctly?
- Where on the string do I place my bow?
- What is the purpose of a rehearsal?
- What behaviors are expected in a rehearsal?

Scope and Sequence

- Correct way to hold the bow
- Correct way to play, using the bow
- Name notes on the staff
- Connect string and finger pattern with names of notes

Instructional / Teaching Strategies

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

At the completion of this unit, students will:

Use a correct bow hold more consistently.

Use the bow to play previously learned songs and new songs, producing a characteristic sound more consistently.

Read and play eighth notes, quarter notes, half notes, whole notes and the corresponding rests in 2/4, 3/4, and 4/4 time.

Add notes A and G to the list of notes regularly read.

Begin to recognize and play all notes of a one-octave, D major scale.

Begin to integrate bowing and reading notes on the staff.

Know the meaning of forte and piano.

Notice which measures or sections in a piece are the same or different.

Notice the use of expressive elements in a performance, such as pizzicato, arco, forte, and piano.

Essential Questions

- What are the basics of music reading?
- What does correct bowing sound like?
- What does correct bowing look like?

Focus Questions

- What behaviors are expected in a rehearsal?

Scope and Sequence

- Read and play music, using the bow
- Play a one-octave, D major scale
- Use the bow correctly

Instructional / Teaching Strategies

- Teacher models correct way to hold and play with the bow
- Teacher plays and students echo on their instruments
- Teacher asks students to point out which measures are alike and which are different
- Teacher requires students to perform, demonstrating understanding of dynamic and articulation markings
- In rehearsals, teacher assigns first-year students to play first four notes of upward D major scale followed by second- and third-year students on the next four notes. Play scale again with second- and third-year students going first
- Teacher leads students to bow the rhythm of song on open strings
- Teacher guides students in bowing notes and rhythm of song
- 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 assigns each student to bow one or two measures of the piece solo
- 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
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- Specific strategies to address students experiencing learning, social-emotional or behavioral difficulties
- Current event connections
- Interdisciplinary connections
- Teaching strategies aligned with the learning activities

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Students:
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 - 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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 - 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

7 weeks

Unit 4 – Playing in Different Parts

At the completion of this unit, students will:

Continue refining correct use of bow.

Play one part in a section while another section plays a different part, either as part of a round or as an independent part.

Add notes B, C# and D to the list of notes regularly read.

Read and play eighth notes, quarter notes, half notes, dotted half notes, whole notes, and the corresponding rests in 2/4, 3/4, and 4/4 time.

Play all notes of a one-octave, D major scale, upward and downward.

Essential Questions

- How does understanding the structure of the music help in performing it?
- How are the demands of playing in parts different from playing in unison?

Focus Questions

- How does playing a scale help me to read and play music?
- How do I concentrate on the part I'm playing while hearing other parts?

Scope and Sequence

- Read and play music, using the bow
- Read and play a one-octave, D major scale, upward and downward
- Play in parts

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
- In rehearsals, teacher assigns first-year students to play ascending D major scale, followed by more experienced students on descending scale and then vice versa
- Teacher guides first-year students in playing entire D major scale, ascending and descending
- Teacher leads students to sing in a round or sing their instrument parts
- Teacher leads students to play in a round or play their parts while other students play different parts
- 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 a piece solo
- Teacher requires students to perform, demonstrating understanding of dynamic and articulation markings
- Teacher guides students in singing words to song while playing song on instrument
- Teacher assigns each student to bow one or two measures of the piece solo
- 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

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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 – Creating Melodies

At the completion of this unit, students will:

Continue refining correct use of bow.

Continue to play one part in a section while another section plays a different part, either as part of a round or as an independent part.

Continue developing reading ability.

Perform Common Arts Assessment (D major scale).

Create short melodies.

Develop a draft composition at least two measures long.

Essential Questions

- How does my behavior on stage affect the audience's reaction to my performance?
- How do I create music?

Focus Questions

- How do I generate musical ideas?
- How do I choose which idea(s) to develop?
- How does notating my composition help me to refine it?
- How do I know when my composition is ready for presentation?

Scope and Sequence

- Read and play music, using the bow
- Read and play a one-octave, D major scale, upward and downward
- Play in parts
- Create a short melody and write it in standard notation

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 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 a piece solo

- Teacher gives student a rhythm and asks student to provide a melody to go with it
- Teacher leads student to try various rhythms and melodies on instrument and writes them down in standard or invented notation
- Teacher helps student to make an audio recording of created melodies and then review and evaluate these melodies
- 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)
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- 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

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 - 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.
- Students will perform Common Core Arts Assessment (D major scale).

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
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The performer plays with a steady beat.

Always	Sometimes	Never
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Rhythms are performed accurately.

Always	Sometimes	Never
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Pitches are performed accurately.

Always	Sometimes	Never
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Articulations are performed accurately (Tonguing/slurring/bowing).

Always	Sometimes	Never
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Describe, using specific music terminology, one element of the performance that was performed well.

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

Resources

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
www.carnegiehall.org/ORC/Games-and-Listening-Guides/
www.classicsforkids.com
www.sfskids.org

Websites for Teachers

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