

**TRUMBULL PUBLIC SCHOOLS**  
Trumbull, Connecticut

**Elementary Strings**  
**Year Three**  
**Music**

**2015**

(Last revision date 2003)

**Curriculum Writing Team**

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# Elementary Strings – Year Three

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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 three 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 Three.

## Prerequisites

Elective course – open to all students who have met the requirements of Year Two 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 third 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. There will be a common assessment at the end of year three.

## 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 Strings – Year Three, students will:

- 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:Re7.1.E.5a **Responding/Select** - Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
- 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.
- MU:Re9.1.E.5a **Responding/Evaluate** - Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

## Unit 1 – Understanding Form

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.

Begin reading and playing E and F-sharp on the E-string (violin only).

Demonstrate understanding of D.C. al Fine, D.S. al Fine, and 1<sup>st</sup> and 2<sup>nd</sup> endings.

Occasionally choose a favorite song to play and give reasons for choosing it.

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

Have some pieces ready for performance.

### Essential Questions

- How does understanding the “road map” of the music help me to perform it?
- How do performers select repertoire?

### Focus Question

- What are the musical reasons for a particular piece being my favorite?

### Scope and Sequence

- Play on the E-string, (violin only)
- D.C., D.S., and how they affect the form of the music.
- Understand why we choose certain pieces and not others

### 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 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 – Further Integration of Technique, Expression and Contextual Understanding**

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.

Begin reading and playing G-natural and A on the E-string (violin only).

Begin learning to read and play dotted quarter note followed by eighth note.

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

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

Review concert behaviors.

### **Essential Questions**

- How does understanding structure and context help performance?
- How do context and the manner in which music is presented influence audience response?

### **Focus Questions**

- Why is G on the E-string a low finger 2 (violin only)?
- How does my behavior when I walk on and off stage influence the audience?

### **Scope and Sequence**

- E-string notes on violin
- Dotted quarter note and eighth note
- Hooked bowing
- Rehearsing, refining, and being ready to perform

### **Instructional / Teaching Strategies**

- Teacher models correct way to hold the bow
- Teacher models correct way to do hooked bowing
- Teacher has students clap the rhythm of a quarter note tied to an eighth note
- Teacher leads student to see that tied quarter and eighth=dotted quarter
- 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 monitors students as they play notes and rhythm of song
- Teacher assigns each student to play one or two measures of a piece solo
- Teacher quizzes students orally on letter names of lines and spaces
- Teacher quizzes students orally on key signatures and accidentals
- Teacher has students play G-natural and G-sharp on E-string and guides them to notice the difference (violins only)
- 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 – Refinement of Bowing Technique

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 to learn hooked bowing.

Begin learning whether to use upper, middle, or lower part of bow.

Begin reading and playing three- and four-note slurs.

Learn to play F-natural with low finger 2 on D-string (finger 2 for cello and bass).

Review how to play C-natural with low finger 2 on A-string (II 1/2, finger 2 for bass on G-string).

Begin reading and playing one-octave C major scale.

Continue to maintain awareness of the harmony, texture, and form of each piece they are learning to perform.

Explain in musical terms why they want to select a particular piece of music.

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

Continue developing their ability to understand the expressive intent behind the choices a composer makes.

### Essential Questions

- How does understanding the structure of the C major scale help me to play it?
- What are the different ways in which I've learned to use the bow and how do I know which situations require certain types of bowing?

### Focus Questions

- What difference does hooked bowing make in my playing?
- What difference do I hear when I use the high, middle, or lower section of the bow?
- Why do I need to use a low finger two for the C major scale?

### Scope and Sequence

Bow expressively

Play a one-octave C major scale

## **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 has students use bow to simultaneously play notes and rhythm of song
- Teacher assigns each student to bow one or two measures of a piece solo
- Teacher sometimes calls on a student to choose which piece the class will play and then asks the student to explain, in musical terms, the reasons for his/her choice
- Teacher asks students to explain the composer's expressive intent: e.g., why the music is loud in a certain section or the notes are staccato, etc.
- 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.

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

7 weeks

## Unit 4 – Playing On All Four Strings

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.

Review playing C major scale.

Learn to play Year Three Assessment.

Learn to play B on E-string with finger 4 (violin only).

Learn to play C, D, E, and F on C-string (viola and cello only).

Learn to play open E and F-sharp (bass only).

Learn to use finger 4 to play E, A, and D on the A-, D-, and G-strings respectively (violin and viola only).

Learn to use finger 4 to play G on the C-string (viola only).

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

Begin having some pieces ready for presentation.

### Essential Questions

- How does understanding the structure and context of musical piece help to perform it?
- How does understanding contextual information about the music help us to respond to it?

### Focus Questions

- On which scale is the Year Three Assessment built?
- Why would I use finger 4 for a note when I can play the same note by using a different string as an open string?

### Scope and Sequence

- Year Three Assessment
- New notes and/or fingerings
- Relate piece to scale on which it is built

## **Instructional / Teaching Strategies**

- 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 has students use bow to simultaneously play notes and rhythm of song
- Teacher assigns each student to play 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
- 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:
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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 – Assessment and Self-Evaluation

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, G scale and C scale. Play pieces built on these scales.

Perform the Year Three Assessment.

Using the rubric provided, complete a written self-evaluation of the performance of the Year Three Assessment.

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

- How do we judge the quality of a musical performance on an assessment?
- In a concert performance, how do context and the manner in which the music is presented influence audience response?

### Focus Questions

- When is the part I play meant to be in the foreground and when should it be in the background?
- What should I be listening for and watching for when presenting music in a performance?
- How should I behave on stage during a concert presentation?

### Scope and Sequence

- Performance on an assessment
- Self-evaluation of performance on assessment
- Preparation for concert presentation

### Instructional / Teaching Strategies

- 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.
- Each student will perform the Year Three Assessment. Using the rubric included in the assessment, the teacher will write an evaluation and the student will write a separate self-evaluation.

### **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>