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Excellence through Equity, Engagement, and Environment



Washington Township School District

Course Title:	Elementary Strings Grade 4				
Grade Level(s):	4 th Grade				
Duration:	<i>Full Year:</i>	X	<i>Semester:</i>		<i>Marking Period:</i>
Course Description:	Elementary Strings Grade 4 is a first-year instrumental music course in which students will learn to create, perform, respond and connect through the performance of the violin, viola, cello, or double bass instruments. In addition to these units, the following concepts are discovered in the course: instrument technique, ensemble technique, basic music theory, self and group management skills, practicing habits, self and group discipline, self and group pride, respect for others and equipment, and proper etiquette. Students will attend weekly group lessons and weekly group ensemble rehearsals throughout the duration of the course.				
Grading Procedures:	The students will be administered two district wide assessments, a mid-year and end-of-year assessment, which will formally measure each student's musical ability. The music for the assessment will be distributed 1-2 weeks prior.				
Primary Resources:	Director selected materials				

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by:	Lisa Sebastiani
Under the Direction of:	Casey Corigliano

Written: August 2021

Revised: _____

BOE Approval: _____

Unit Title: Creating	
Unit Description: Conceiving and developing new artistic ideas and work. The aspects of these learning activities may also apply to other units of this curriculum.	
Unit Duration: Ongoing	
Desired Results	
Anchor Standard 1: Generating and conceptualizing ideas.	
Anchor Standard 2: Organizing and developing ideas.	
Anchor Standard 3: Refining and completing products.	
Indicators:	
Imagine	
1.3C.12nov.Cr1a - Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.	
Plan, Make	
1.3C.12nov.Cr2a - Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.	
Evaluate, Refine	
1.3C.12nov.Cr3a - Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.	
1.3C.12nov.Cr3b - Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.	
Understandings: <i>Students will understand that...</i>	Essential Questions:
<ol style="list-style-type: none"> The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Musicians' creative choices are influenced by their expertise, context, and expressive items. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. SEL Enduring Understandings: www.selarts.org 	<ol style="list-style-type: none"> How do musicians generate creative ideas? How do musicians make creative decisions? How do musicians improve the quality of their creative work? SEL Essential Questions: www.selarts.org
Assessment Evidence	
Performance Tasks:	Other Evidence:
<ul style="list-style-type: none"> Music symbols: downbow, upbow, repeat sign, 1st and 2nd endings Time signatures: 3/4 and 4/4 Key signatures: D Major and G Major Music notation: treble, alto, bass clef Sight-reading: short tune rosin raps Inspiration, purpose Manipulation of elements Improvisation: playing rhythms by ear 	<ul style="list-style-type: none"> Teacher observation and student reflection Note naming games Note reading process Identifying notes on a flashcard, fingering chart, board, online note reading quizzes, or on the Smartboard for practice Using rhythmic solfege and clapping new rhythmic patterns Playing rhythms on open strings Instrument and bow hold exercises

<ul style="list-style-type: none"> • Style, genre: Classical, folk songs, multicultural songs • Scales in rhythm for D Major • Performance preparation: posture, rest position, performance position • Technical skills: pizzicato and arco 	<ul style="list-style-type: none"> • Rosin raps
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Benchmarks:

- [Mid and end of year assessments](#)
- Individual performances
- Practice logs and/or practice videos
- Performances
- [Self-Assessment and rubric](#)

Learning Plan

Learning Activities:

- Identify note names on the staff for their instrument: treble clef, bass clef, alto clef
- Apply appropriate fingerings
- Read and clap rhythms: quarter notes, quarter rests, half notes, half rests, whole notes, whole rests
- Identify time signatures: 4/4 3/4, 2/4
- Identify key signature: G Major, D Major, A Major
- Identify dynamics and articulation symbols: downbow, upbow, bow lift, piano, mezzo piano, mezzo forte, forte, fortissimo
- Improvising a short melodic or rhythmic passage
- Understand the melodic or rhythmic ideas studied in rehearsal
- Develop an understanding of the characteristics of the music studied in lessons and rehearsals
- Share personally developed ideas or short rhythmic melodies and rhythms with others
- Write or create short draft compositions with three notes
- Use of words or syllables to understand rhythms
- Create their own words to the rhythm
- Refining and developing ideas, compositions, improvisations

Resources:

- Method books: Essential Elements for Strings and supplemental materials i.e., Suzuki
- Fingering charts
- Flash cards
- Essential Elements teacher manual
- Online resources: YouTube, Flip Grid, Essential Elements Interactive, SmartMusic

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Anchor Standard 1: Generating and conceptualizing ideas.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and analyze ideas and motives concepts for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

2.0	Students will be able to: <ul style="list-style-type: none"> • Recall basic concepts for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 2: Organizing and developing ideas.	
4.0	Students will be able to: <ul style="list-style-type: none"> • Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
3.0	Students will be able to: <ul style="list-style-type: none"> • Choose and organize melodic and rhythmic ideas that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
2.0	Students will be able to: <ul style="list-style-type: none"> • Identify melodic and rhythmic ideas that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 3: Refining and completing products.	
4.0	Students will be able to: <ul style="list-style-type: none"> • Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria. • Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
3.0	Students will be able to: <ul style="list-style-type: none"> • Identify and edit draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria. • State personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
2.0	Students will be able to: <ul style="list-style-type: none"> • Recognize draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria. • Identify personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Provide supplemental materials • Recommend private lessons • Perform a solo for the class
Struggling Learners	<ul style="list-style-type: none"> • Allot more time for student response • Repeat instructions and demonstrations • 1:1 help • Provide differentiated instruction
English Language Learners	<ul style="list-style-type: none"> • Collaborate with ESL teachers for specific modification when needed • Work with ESL teachers to get any documents translated into native language of students/parents
Special Needs Learners	<ul style="list-style-type: none"> • Provide modifications based on students' needs during instruction and assessments • Collaborate with students' aides, classroom teachers • Consult with the special education teacher for recommendations
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Interdisciplinary Instruction in the arts helps students with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Working in the arts helps learners to develop creative problem-solving skills and teaching through the arts can present difficult concepts visually and creatively, making them easier to understand. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world as instruction in the arts connects students with their own culture as well as with the wider world. Integrating art with other disciplines provides challenges for learners at all levels and can reach students who might not otherwise be engaged in other subject areas. Instruction in the arts provides students with the skills to be life-long learners.

Integration of 21st Century Skills

The Arts as Communication

Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

The Arts as Creative Personal Realization

Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

The Arts as Culture, History, and Connectors

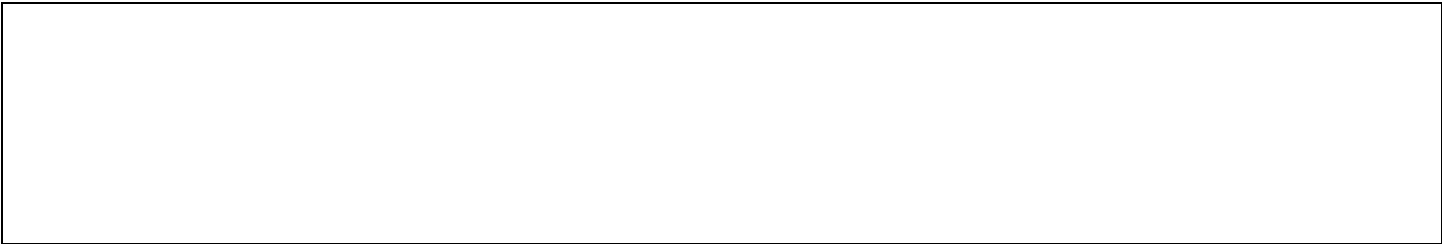
Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

The Arts as a Means to Well-Being

Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.

The Arts as Community Engagement

Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.



Unit Title: Performing

Unit Description: Realizing artistic ideas and work through interpretation and presentation. The aspects of these learning activities may also apply to other units of this curriculum.

Unit Duration: Ongoing

Desired Results

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Anchor Standard 6: Conveying meaning through art.

Indicators:

Selecting, analyzing, Interpret

1.3C.12nov.Pr4a - 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.

1.3C.12nov.Pr4b - Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.

1.3C.12nov.Pr4c - Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

Rehearse, Evaluate, Refine

1.3C.12nov.Pr5a - Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

Present

1.3C.12nov.Pr6a - Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

1.3C.12nov.Pr6b - Demonstrate an awareness of the context of the music through prepared and improvised performances.

Understandings:

Students will understand that...

1. Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
2. Developing and refining techniques and models or steps needed to create products.

Essential Questions:

1. How do performers select repertoire?
2. How do musicians improve the quality of their performance?
3. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
4. SEL Essential Questions: www.selarts.org

<p>3. Musicians judge performances based on criteria that vary across time, place, and cultures. The context and how a work is present influence the audience response.</p> <p>4. SEL Enduring Understandings: www.selarts.org</p>	
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Assessment Evidence

<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Instrument care and assembly • Learning to identify and name the parts of their instrument • Correct posture • Holding the instrument: rest and performance positions • Left hand position • Right hand bow position • Bow grip • Motor skills • Basic bow technique • Pizzicato • Arco • Left- and right-hand articulation • Left hand fingering • Tone production/sound quality • Demonstrate a 1 octave D Major scale • Demonstrate steady beat/pulse • Use of dynamics: p, mf, f, ff • Bow control and length of bow • Bow lift • Practice skills and learning to build practice time • Recording on Schoology or Flipgrid • Ability to play bow articulations 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Teacher observation and student reflection • Teacher observation and student reflection • Note naming games • Note reading process • Identifying notes on a flashcard, fingering chart, board, online note reading quizzes, or on the Smartboard for practice • Using rhythmic solfege and clapping new rhythmic patterns • Playing rhythms on open strings • Instrument and bow hold exercises • Rosin raps • Exercises where the students must watch the conductor and play accordingly • 2 -part rounds using scales and arpeggios • Explanation of good and poor practice habits • Students will identify their own practice issues • Class and group discussion • Demonstrates care for instruments • Demonstrates proper bow hold, instrument hold, basic bowing technique and posture while playing • Explain and demonstrate varied articulation • Monitor students' knowledge by asking questions
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<p>Benchmarks:</p> <ul style="list-style-type: none"> • Mid and end of year assessments • Individual performances • Practice logs and/or practice videos • Performances • Self-Assessment and rubric

Learning Plan

Learning Activities:

Instrumental Technique

- Knowledge of upbow and downbow symbols, bow lift
- Basic bowing technique: proper bow hold, keeping a straight bow, bow placement, pressure, flexible arm
- Proper instrument hold: rest position, performance position
- Basic left-hand technique: correct wrist, finger placement, 1st position notes placements
- Rhythm exercises by rote (call and response) open string rhythm patterns: quarter, half, eighth notes, sixteenth notes for open strings only
- Produce a beautiful tone
- Learning in unison
- Learn bow control and directions, bow placement and locations
- Clap and say rhythms
- Sing letter names of notes
- Pizzicato
- Use of appropriate technical skills
- Listening to the tempo, playing in tempo
- Practice habits
- Use of dynamics
- Ear training

Ensemble Technique

- Ability to perform with other students
- Keeping a steady beat
- Perform in tempo and rhythm with teacher accompaniment
- Perform level appropriate repertoire
- Perform in response to teacher accompaniment
- Listen and respond to the performance of playing
- Critique self-performance and the performance of others
- Improving listening skills in rehearsals
- Improve individual practice skills
- Rhythmic accuracy
- Intonation
- Reading music notation
- Understanding the music symbols: clef signs, key signatures, time signatures, tempo markings, dynamics, and articulations
- Learning simple melodies and folk tunes
- Learning accompaniment parts
- Identify the role of the conductor
- Identify and demonstrate the role of their instrument within the ensemble
- Identify and follow the conducting gestures
- Identify when the group is not playing together
- Listening to themselves and others while performing
- Ability to adjust performance to the cues of the conductor or piano accompaniment
- Gestures that mimic staccato and legato
- Thinking of the Orchestra as a team
- Learning to play in time together
- Listening to themselves and the group
- Adjusting when you are not together with the group
- Accountability for individual practice

Resources:

- Teacher demonstrating and modeling on Orchestral instruments

- Digital piano
- Recordings, YouTube
- Online software programs: Schoology, Flipgrid, Smart Music, Finale
- Handouts
- Fingering charts
- Method books

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Anchor Standard 4: Selecting, analyzing, and interpreting work.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • 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. • Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances. • Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, or the technical skill of the individual or ensemble. • Understand, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances. • Recognize expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Recognize 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. • Recognize, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances. • Recognize expressive qualities in a varied repertoire of music.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

4.0	Students will be able to:
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	<ul style="list-style-type: none"> Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Use self-reflection or peer feedback to refine individual and ensemble performances of a varied repertoire of music.
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Recall self-reflection or peer feedback to refine individual and ensemble performances of a varied repertoire of music.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 6: Conveying meaning through art.	
4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. Demonstrate an awareness of the context of the music through prepared and improvised performances.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Understand attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. Comprehend an awareness of the context of the music through prepared and improvised performances.
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> Understand attention to technical accuracy or expressive qualities in prepared or improvised performances of a varied repertoire of music. Comprehend an awareness of the context of the music through prepared or improvised performances.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
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Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Provide supplemental materials • Recommend private lessons • Perform a solo for the class
Struggling Learners	<ul style="list-style-type: none"> • Allot more time for student response • Repeat instructions and demonstrations • 1:1 help • Provide differentiated instruction
English Language Learners	<ul style="list-style-type: none"> • Collaborate with ESL teachers for specific modification when needed • Work with ESL teachers to get any documents translated into native language of students/parents
Special Needs Learners	<ul style="list-style-type: none"> • Provide modifications based on students' needs during instruction and assessments • Collaborate with students' aides, classroom teachers • Consult with the special education teacher for recommendations
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Instruction in the arts helps students with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Working in the arts helps learners to develop creative problem-solving skills and teaching through the arts can present difficult concepts visually and creatively, making them easier to understand. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world as instruction in the arts connects students with their own culture as well as with the wider world. Integrating art with other disciplines provides challenges for learners at all levels and can reach students who might not otherwise be engaged in other subject areas. Instruction in the arts provides students with the skills to be life-long learners.

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Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

The Arts as Creative Personal Realization

Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

The Arts as Culture, History, and Connectors

Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

The Arts as a Means to Well-Being

Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.

The Arts as Community Engagement

Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

Unit Title: Responding

Unit Description: Understanding and evaluating how the arts convey meaning. The aspects of these learning activities may also apply to other units of this curriculum.

Unit Duration: Ongoing

Desired Results

Anchor Standard 7: Perceiving and analyzing products.

Anchor Standard 8: Interpreting intent and meaning.

Anchor Standard 9: Applying criteria to evaluate products.

Indicators:

Select, Analyze

1.3C.12nov.Re7a - Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.

1.3C.12nov.Re7b - Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.

Interpret

1.3C.12nov.Re8a - Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and the setting of the text (when appropriate).

Evaluate

1.3C.12nov.Re9a - Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

Understandings:

Students will understand that...

1. Students will understand that individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performance(s) manipulate the elements of music.
2. Students will understand that through their use of elements and structures of music, creators and performers can interpret intent and meaning.
3. Students will understand that the personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretations, and established criteria.
4. SEL Enduring Understandings:
www.selarts.org

Essential Questions:

1. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
2. How do we discern the musical creators' and performers' expressive intent?
3. How do we judge the quality of musical work(s) and performance(s)?
4. SEL Essential Questions: www.selarts.org

Assessment Evidence

Performance Tasks:

- Intonation and its importance
- Proper ear training and listening skills
- Actively listen to a performance to discover superior performance technique
- Discover the benefits of practicing
- Play at an appropriate dynamic level
- Understanding the melody and the harmony
- Understanding the impact of intonation on performance
- Practicing vs. performing
- Practice with intent
- Actively listen to a recording or piece of music and critique
- Fixing intonation issues

Other Evidence:

- Teacher observation and student reflection
- Students can self-assess
- Recording the students performing in ensemble and critique in class
- Activities which demonstrate correct finger placement on the fingerboard
- Clear intonation exercises
- Have each section demonstrate their part to the orchestra showing who has the melody or harmony during certain sections of the piece
- Ear training exercises
- Demonstrate examples of proper tone and improper tone

Benchmarks:

- [Mid and end of year assessments](#)
- Individual performances
- Practice logs and/or practice videos
- Performances
- [Self-Assessment and rubric](#)

Learning Plan

Learning Activities:

- Students will develop critical listening to their own intonation
- Students will develop the knowledge and skills on how to fix intonation by moving their finger placement
- Students will be able to listen to a piece of music and discuss or critique the performance
- Students will be able to play at an appropriate dynamic level based on their role in the song
- Students will be able to perform in unison and harmony within the ensemble piece
- Students will be critical listeners to their own performance and the performance of the ensemble
- Practicing with intent
- Gain knowledge of varied musical styles: Baroque, Classical, Romantic
- Given a set of preselected music, the student can pick an appropriate piece based on their skill set or purpose

Resources:

- Method books including but not limited to: Essential Elements for Strings Book 1, Suzuki Book 1
- Level appropriate ensemble repertoire
- Fingering charts
- Scale sheets
- Flash cards
- Note reading worksheets

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Anchor Standard 7: Perceiving and analyzing products.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context. • Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify some reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context. • Identify how knowledge of some context and the use of repetition, similarities, and contrasts inform the response to music.
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Recognize some reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context. • Recognize how knowledge of some context and the use of repetition, similarities, and contrasts inform the response to music.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 8: Interpreting intent and meaning.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and the setting of the text (when appropriate).
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify interpretations of the expressive intent or meaning of musical works, referring to the elements of music, contexts, and the setting of the text (when appropriate).
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Recognize interpretations of the expressive intent or meaning of musical works, referring to the elements of music, contexts, and the setting of the text (when appropriate).
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 9: Applying criteria to evaluate products.	
4.0	Students will be able to: <ul style="list-style-type: none"> • Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.
3.0	Students will be able to: <ul style="list-style-type: none"> • Identify or state the effect of interest, experience, analysis, and context on the evaluation of music.
2.0	Students will be able to: <ul style="list-style-type: none"> • Recall the effect of interest, experience, analysis, and context on the evaluation of music.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Unit Modifications for Special Population Students	
Advanced Learners	<ul style="list-style-type: none"> • Provide supplemental materials • Recommend private lessons • Perform a solo for the class
Struggling Learners	<ul style="list-style-type: none"> • Allot more time for student response • Repeat instructions and demonstrations • 1:1 help • Provide differentiated instruction
English Language Learners	<ul style="list-style-type: none"> • Collaborate with ESL teachers for specific modification when needed • Work with ESL teachers to get any documents translated into native language of students/parents
Special Needs Learners	<ul style="list-style-type: none"> • Provide modifications based on students' needs during instruction and assessments • Collaborate with students' aides, classroom teachers • Consult with the special education teacher for recommendations
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections
<p>Instruction in the arts helps students with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Working in the arts helps learners to develop creative problem-solving skills and teaching through the arts can present difficult concepts visually and creatively, making them easier to understand. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world as instruction in the arts connects students with their own culture as well as with the wider world. Integrating art with other disciplines provides challenges for learners at all levels and can reach students who might not otherwise be engaged in other subject areas. Instruction in the arts provides students with the skills to be life-long learners.</p>

Integration of 21st Century Skills

The Arts as Communication

Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

The Arts as Creative Personal Realization

Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

The Arts as Culture, History, and Connectors

Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

The Arts as a Means to Well-Being

Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.

The Arts as Community Engagement

Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

Unit Title: Connecting	
Unit Description: Relating artistic ideas and work with personal meaning and external context. The aspects of these learning activities may also apply to other units of this curriculum.	
Unit Duration: Ongoing	
Desired Results	
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	
Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understandings.	
Indicators:	
<u>Interconnection</u>	
1.3C.12nov.Cn10a - Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	
<i>This Performance Expectation is embedded in the following Artistic Processes:</i> 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5b, 1.3A.12nov.Re7a	
<u>Interconnection</u>	
1.3C.12nov.Cn11a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	
<i>This Performance Expectation is embedded in the following Artistic Processes:</i> 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5b, 1.3A.12nov.Re7a	
Understandings: <i>Students will understand that...</i> <ol style="list-style-type: none"> Students will understand that musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. SEL Enduring Understandings: www.selarts.org 	Essential Questions: <ol style="list-style-type: none"> How do musicians make meaningful connections to creating, performing, and responding? How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? SEL Essential Questions: www.selarts.org
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> Evolution of instruments: Stradivarius, Cremona school in Italy, Baroque instruments to modern violins, viola, cello, bass Background of composers: Haydn, Vivaldi, Mozart, Beethoven Musical eras: Baroque, Classical, Romantic Multicultural music Folk music Stylistic similarities and differences Recognize major composers from each time period Respect for the teacher, instrument, other musicians, and audience members 	Other Evidence: <ul style="list-style-type: none"> Teacher observation and student reflection Practice logs (written, Schoology) Flipgrid practice videos Choosing repertoire from various genres for Orchestra Student awareness of composers and specific famous composers in history Creating a concert program Being able to perform concert repertoire in rehearsals and performances Learning to work as a team, instrument section or whole ensemble

<ul style="list-style-type: none"> • Respect for the other musicians within the ensemble during rehearsals and performances • Becoming more comfortable and confident practicing and performing 	<ul style="list-style-type: none"> • Hearing the melody vs harmony and accompaniment • Awareness of the distinctive styles and genres of music
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Benchmarks:

- [Mid and end of year assessments](#)
- Individual performances
- Practice logs and/or practice videos
- Performances
- [Self-Assessment and rubric](#)

Learning Plan

Learning Activities:

- Showing respect for their instructor, other musicians, and audience members.
- Maintaining composure during rehearsals and performances
- Listening to the instructor and other musicians
- Understanding the musical history of their instrument from Stradivarius to modern times
- Performing music from a variety of musical eras: Baroque, Classical, Romantic
- Multicultural and folk tunes
- Being able to identify music symbols: downbow, upbow, bow lift, D.C., DS, Fine, 1st and 2nd ending, notes, musical terms
- Learning about the major composers from each time period

Resources:

- Method books
- Teacher's manual
- Historical research
- Ensemble repertoire
- Technology programs: Schoology, Flipgrid, SmartMusic, Finale

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • State how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understandings.	
4.0	Students will be able to: <ul style="list-style-type: none"> • Demonstrate understanding of relationships between music and the other arts, other disciplines, varied context, and daily life.
3.0	Students will be able to: <ul style="list-style-type: none"> • State an understanding of relationships between music and the other arts, other disciplines, varied context, and daily life.
2.0	Students will be able to: <ul style="list-style-type: none"> • Identify an understanding of relationships between music and the other arts, other disciplines, varied context, and daily life.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Unit Modifications for Special Population Students	
Advanced Learners	<ul style="list-style-type: none"> • Provide supplemental materials • Recommend private lessons • Perform a solo for the class
Struggling Learners	<ul style="list-style-type: none"> • Allot more time for student response • Repeat instructions and demonstrations • 1:1 help • Provide differentiated instruction
English Language Learners	<ul style="list-style-type: none"> • Collaborate with ESL teachers for specific modification when needed • Work with ESL teachers to get any documents translated into native language of students/parents
Special Needs Learners	<ul style="list-style-type: none"> • Provide modifications based on students' needs during instruction and assessments • Collaborate with students' aides, classroom teachers • Consult with the special education teacher for recommendations
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

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