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Excellence through Equity, Engagement, and Environment



Washington Township School District

Course Title:	Elementary Strings Grade 5					
Grade Level(s):	5 th Grade					
Duration:	Full Year:	X	Semester:		Marking Period:	
Course Description:	Elementary Strings Grade 5 is a second-year strings 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 built upon from the previous year: 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: <u>Imagine</u> 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. <u>Plan, Make</u> 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. <u>Evaluate, Refine</u> 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> <ol style="list-style-type: none"> The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Musician's 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 	Essential Questions: <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: <ul style="list-style-type: none"> Music symbols: crescendo, decrescendo, downbow, upbow, repeat sign, 1st and 2nd ending, slur, tie, D.C., D.S., al fine, bow lift Time signatures: 4/4, 3/4, 2/4 Key signatures: C, G, D, A Major Music notation: treble, alto, bass clef Sight-reading Inspiration, purpose Manipulation of elements 	Other Evidence: <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

<ul style="list-style-type: none"> • Improvisation: rhythmic and adding open strings or notes to create a pattern • Style, genre: Classical, Baroque, Romantic • Scales in rhythm for A, C, D & G Major • Performance preparation: practice log, practice skills • Technical skills: posture, left hand and right position, bowing skills and articulations 	
Benchmarks: <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: <ul style="list-style-type: none"> • Identify note names on the staff, basic music notation • Apply appropriate fingerings • Read and clap rhythms: quarters, eighth notes, 16th notes, half and whole notes, dotted half notes • Identify time signatures: 2/4, 3/4, 4/4 • Identify key signature: D and G • Identify dynamics and articulation symbols: pp, p, mf, f, ff, accents • Identify and use of accidentals • Recognize the major scales appropriate to their level including D, G, C, and A major • Create simple melodies both improvising and written composition • Understand the basic elements of music literacy at their appropriate level: including pitch, rhythm, harmony, dynamics, timbre, style, written signs and symbols appropriate to their instrument • Compose simple melodies within the scale or parameters set by teacher • Explore basic forms and structure of level appropriate ensemble music • Recognize basic themes or patterns in the ensemble music • Understanding of rounds and non-unison playing • Distinguish basic articulation symbols such as bow lift, staccato Resources: <ul style="list-style-type: none"> • Method books: Essential Elements for Strings, Suzuki Book 1 • Fingering charts • Flash cards • Essential Elements teacher manual • Online resources: YouTube, Flip Grid, Essential Elements Interactive, SmartMusic 	

Unit Learning Goal and Scale <i>(Level 2.0 reflects a minimal level of proficiency)</i>	
Anchor Standard 1: Generating and conceptualizing ideas.	
4.0	Students will be able to: <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	Students will be able to: <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

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: <u>Selecting, analyzing, Interpret</u> 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. <u>Rehearse, Evaluate, Refine</u> 1.3C.12nov.Pr5a - Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music. <u>Present</u> 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: <i>Students will understand that...</i> <ol style="list-style-type: none"> 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. 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. 4. SEL Enduring Understandings: www.selarts.org 	Essential Questions: <ol style="list-style-type: none"> 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

Assessment Evidence

Performance Tasks:

- Instrument care and assembly
- Correct posture
- Holding the instrument
- Bow grip
- Basic bow technique, using correct amount of bow, using various parts of the bow: frog, middle and tip
- Pizzicato and arco
- Left- and Right-hand articulation
- Left hand fingering, adding the 4th finger
- Sound quality: tone production
- Performing at varied tempi such as: Largo, Andante, Allegro, Vivace
- Simple open string double stops
- Perform one octave scales and arpeggios: level appropriate such as D Major, G Major, C Major, A Major
- Make personal practice recordings for homework via technology
- Identify the role of the conductor
- Identify and demonstrate the roll of their instrument within the ensemble
- Identify and follow the conducting gestures
- Perform in 4-part rounds or songs
- Matching the style and articulation of others in the group
- Observance of rests, tempi, repeats and road maps such as D.S., D.S. al Fine, Fine, Coda, D.C. al Coda, 1st and 2nd endings, arco, pizzicato

Other Evidence:

- Teacher observation and student reflection
- Students will be able to associate the composer with the composition
- Students will experience music from a variety of cultures
- Students will rehearse and perform 4-part string music with piano accompaniment
- Students will develop a working responsibility of the individual musician within the ensemble
- Students can perform in rounds: two-, three- and four-part rounds using a simple melody

Benchmarks:

- [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

- Proper instrument hold
- Basic left-hand technique in first position
- Rhythm exercises by rote (call and response)
- Produce a beautiful tone
- Playing varied articulations with the bow: legato, staccato, hooked bowing, accent, bow lift
- Perform with varied dynamics: pp, p, mf, f, ff, crescendo, decrescendo

- Develop interpretation skills
- Bow techniques: downbow, upbow, slurring, staccato, legato, hooked bowing, slur and tie
- Play at varied tempi: Allegro, Andante and Largo
- Manipulate the 4th finger with left hand fingering
- F natural, C natural and G sharp
- D.S. al Fine, D.C. al Fine
- Enclosed repeats, 1st and 2nd endings
- Improvising short rhythmic patterns or melodies such as 4 eighths and 2 quarter notes
- Perform duets with a partner
- Knowledge and perform with interpretation, phrasing, styles
- Evaluate their role or part as it relates to the ensemble or piece
- Use of self-expression
- Refine technical skills in self-assessment, teacher directed lessons and with peer feedback
- Record playing assignments on a technology platform such as Flipgrid, Schoology or SmartMusic
- Double-stops
- Fermata, ritardando
- Arpeggio, scale
- Quarter rest, half rest, whole rest
- Playing in a round
- Whole steps and half steps
- Sharp, flat, natural sign

Ensemble Technique

- Perform with other students
- Perform in tempo and rhythm with teacher accompaniment
- Perform level appropriate repertoire
- Perform in response to teacher accompaniment
- Listen and respond to others' playing
- Critique self-performance and the performance of others
- Rehearse four-part rounds or songs
- Use of dynamics and how it can be used to play a leading or supporting role in the music
- Evaluate their role or part in the music and their role as an interpreter of musical expression
- Knowledge of phrasing and styles
- Use of self-expression in performance
- Learn how to follow their section or lead during rehearsals and performances
- Learn how to follow a conductor
- Understanding basic conducting patterns 2/4, 3/4 and 4/4 meter

Resources:

- Teacher demonstrating and modeling on orchestral instruments
- Accompaniment with digital piano or violin
- Demonstrations of professional performances on each instrument through YouTube, professional orchestra, or soloist websites
- Schoology, Flipgrid, SmartMusic, Essential Elements, personal recordings

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

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

4.0	Students will be able to: <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.
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	<ul style="list-style-type: none"> • 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. <p>Recognize expressive qualities in a varied repertoire of music.</p>
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	<p>Students will be able to:</p> <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	Students will be able to: <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	Students will be able to: <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.
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

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>

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The Arts as Community Engagement

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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: <u>Select, Analyze</u> 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. <u>Interpret</u> 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). <u>Evaluate</u> 1.3C.12nov.Re9a - Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.	
Understandings: <i>Students will understand that...</i> <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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
- Raising or lowering pitch of the note
- Proper ear training and listening skills
- Actively listen to a performance to discover superior performance technique
- Discover the importance and benefits of practicing
- Select music to play individually or as a duet
- Actively listen to their own performance and critique
- Practice with intent

Other Evidence:

- Teacher observation and student reflection
- Recording the students playing an ensemble piece and then critique the performance
- Students recording themselves on Flipgrid and responding with comments and critique
- Demonstration of the idea of exact finger placement on the fingerboard
- Have each section demonstrate their part with the melody line
- Rhythmic and harmony sections playing their parts for identification, balance and for students to identify and respond to those parts
- Explain the difference between good and poor intonation; demonstrate with performance example
- Ear training exercises

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 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
- Realizing the benefits of practice
- Understanding how to practice and the difference of practice vs performing
- Figuring out how to fix mistakes
- Understanding the melody and the harmony
- Ensemble technique, balancing, performing in time with each other

Resources:

- Method books including but not limited to: Essential Elements for Strings Book 1, Suzuki Book 1
- Level appropriate ensemble repertoire

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

Anchor Standard 7: Perceiving and analyzing products.

4.0	Students will be able to: <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	Students will be able to: <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	Students will be able to: <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	Students will be able to: <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	Students will be able to: <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	Students will be able to: <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.
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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
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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	
<p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p> <p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understandings.</p>	
<p>Indicators:</p> <p><u>Interconnection</u></p> <p>1.3C.12nov.Cn10a - Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><i>This Performance Expectation is embedded in the following Artistic Processes:</i></p> <p>1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5b, 1.3A.12nov.Re7a</p> <p><u>Interconnection</u></p> <p>1.3C.12nov.Cn11a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><i>This Performance Expectation is embedded in the following Artistic Processes:</i></p> <p>1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5b, 1.3A.12nov.Re7a</p>	
<p>Understandings:</p> <p><i>Students will understand that...</i></p> <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 	<p>Essential Questions:</p> <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	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> Evolution of instruments Background of composers Musical eras Varied musical styles Multicultural music Making connections between pieces of music with the same style Explain the difference between musical eras as it explains to styles 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Teacher observation and student reflection Discuss performance decorum Students and instructors will agree on appropriate behavior Students and instructors will agree on consequences for inappropriate behavior Demonstrate the importance of respect for other musicians in the ensemble, teacher, and audience Sympathy and empathy for others Classroom discussion

<ul style="list-style-type: none"> • Recognize the names of important composers such as Beethoven, Mozart, Vivaldi • Understand how their instrument has evolved over time (i.e., Baroque instruments vs modern) • Understand that the musical eras ran the course of hundreds of years • Respect for the teacher, instrument, other musicians, and audience members • Respect for the other musicians within the ensemble during rehearsals and performances • Maintain composure during a performance 	<ul style="list-style-type: none"> • Using videos to explain genres or musical styles • Historical readings from text or websites • Handouts
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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 as audience members
- Maintaining composure during rehearsals and performances
- Listening to the instructor and other musicians
- Behavior expectations: respect, sympathy, and empathy
- Learning the definition of respect
- Understand that their behavior reflects themselves, the ensemble, instructor, school, and parents
- Evolution of orchestral stringed instruments
- Background of Baroque, Classical and Romantic composers
- Stylistic differences
- Multicultural music, folk songs

Resources:

- Schoology
- Essential Elements book 1
- Suzuki book 1
- Flipgrid
- Ensemble literature
- YouTube

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	Students will be able to: <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	Students will be able to: <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	Students will be able to: <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

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| | <ul style="list-style-type: none"> • Collaborate with students' aides, classroom teachers • Consult with the special education teacher for recommendations |
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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.

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.

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