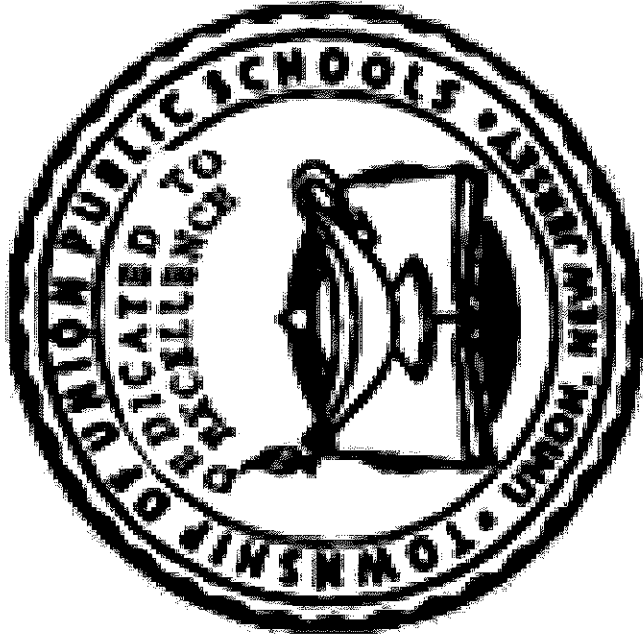


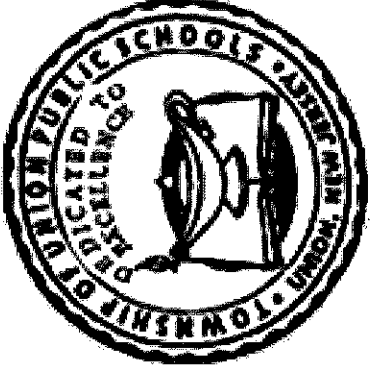
TOWNSHIP OF UNION PUBLIC SCHOOLS



Grade 4 String Group Lessons

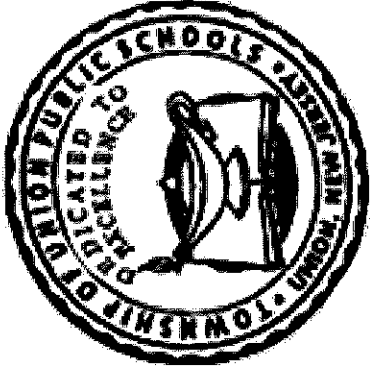
Curriculum Guide

2014-2015



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Curriculum Committee

Marianne Deczynski

Michael Malanga

Group Lessons: Fourth Grade String Group Lessons

Table of Contents

Title Page	
Board Members	
Administration	
Department Supervisors	
Curriculum Committee	
Table of Contents	
District Mission / Vision Statement	
District Goals	
Course Description	
Recommended Texts	
Course Proficiencies	
Curriculum Units	
Appendix: New Jersey Core Curriculum Content Standards	

Mission Statement

The Township of Union Department of Visual and Performing Arts is committed to increasing opportunities for all students K-12 to participate in and understand the arts.

We all share the common belief that the arts are one of humanity's most eloquent means of understanding the world. Through the arts, we share the highest achievements of every culture and find a universal language which permits communication among all peoples. As such, the arts are an essential component of a complete education.

Through the years, studies have discovered that the inclusion of the performing arts in a broad-based curriculum improves the quality of a child's educational experience. The arts teach discipline, improve self-esteem, inspire creativity, and help young people to set and reach goals. Knowledge of the arts makes our district a challenging place where our children are encouraged to explore, to create, and to reach their full potential.

Vision Statement

The arts are a critical and essential part of the education of every young person in America, and every American should have high-quality opportunities to be educated in all of the arts. Such an education should occur both in and out of classroom settings as part of an ongoing learning process for all individuals, including those with special talents or needs.

A comprehensive arts education draws upon the expertise of both arts specialists and classroom teachers, and upon the experiences and resources of professional artists and community cultural resources. Only by utilizing all of these resources can individuals achieve the full educational potential of the arts.

Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principles.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

Course Description

The Fourth Grade string program consists of students who participate in an orchestra class that meets once a week and a rotating group lesson. The program is designed to give students the opportunity to develop their skills on their primary instrument and participate in performance activities. They perform two concerts a year: a winter and a spring concert. The curriculum is a combination of lessons, exercises and assessments that come from "Essential Elements 2000 Book 1", teacher selected supplemental material, and concert selections. The exercises are rehearsed throughout the school year and will be explained in the following lesson plans. The concert selections contain many of the concepts that are studied in the textbook.

The purpose of this course is to learn to play an orchestra instrument in a manner that will instill good musical habits and provide a complete cultural experience that meets and exceeds the NJ Core Curriculum Content Standards.

The listed materials should be used as guidelines and are subject to the individual instructor. This course is outlined according to the New Jersey Core Curriculum Standards for Visual and Performing Arts.

Recommended Textbook

1. Essential Elements 2000 Book 1

Supplementary materials, or lesson books, can be utilized as the individual teacher sees fit to further enhance the skills outlined in this guide .

Course Proficiencies

Students will be able to ...

1. Demonstrate proper posture, bow hold, instrumental technique and correct note fingerings.
2. Perform on a string instrument using a reasonable level of performance proficiency including: good tone quality, technique, range, articulation and dynamics.
3. Perform from memory two Major scales.
4. Sight read music including quarter note rhythms.
5. Increase the skills of critique and evaluation in relation to individual and full ensemble performance.
6. Obtain a passing grade on performance assessments.

Curriculum Units

Unit 1: Lessons # 1-4

1. Review of proper instrument technique.
2. Review and implementation of musical terms Symbols and notation.
3. Review of D major scale.
4. Review of quarter note rhythm sight reading.
5. Performance Assessment of Lessons # 1-4.

Unit 2: Lessons # 5-8

1. Development of pitch/technique through scales.
2. Introduction to A string notation.
3. Introduction of down and up bow symbols.
4. Introduction of concert selections.
5. Performance Assessment of Lessons 5-8.

Unit 3: Lessons #9-12

1. Introduce holiday songs to repertoire.
2. Review of good bow hold/bow stroke.
3. Introduction to Mozart.
4. Introduction to key signature.
5. Performance Assessment of Lessons 9-12.

Unit 4: Lessons # 13-18

1. Introduce rhythm reading using quarter notes/rests. Half notes/rests and whole rests.
2. Introduce 2/4 meter.
3. Introduce bow speed and slurs.
4. Performance Assessment of Lessons 13-18.

Unit 5: Lessons # 19-24

1. Introduction to 4th finger usage.
2. Introduction to playing in harmony.
3. Introduction to performing a round
4. Strengthening of technique.
5. Performance Assessment of Lessons #19-24

Unit 6: Lessons #25-28

1. Introduction of G Major Scale.
2. Introduction to concert selections.
3. Performance Assessment of concert selections.

Unit 7: Lessons #29-34

1. Introduction of second concert selection.
2. Review of bowing skills.
3. Introduction of third concert selection.
4. Performance Assessment of concert music.

Unit 8: Lessons #35-36

1. Performance of concert program
2. Student assessment of concert program.
3. Review of all skills.

Pacing Guide- Course

<u>Content</u>	<u>Number of Weeks</u>
<u>Unit 1:</u> Lessons # 1-4	4
<u>Unit 2:</u> Lessons # 5 -8	4
<u>Unit 3:</u> Lessons # 9-12	4
<u>Unit 4:</u> Lessons # 13-18	6
<u>Unit 5:</u> Lessons #19-24	6
<u>Unit 6:</u> Lessons # 25-28	4
<u>Unit 7:</u> Lessons #29-34	6
<u>Unit 8:</u> Lessons #35-36	2

Week # 1 - 4

Unit 1: Lessons 1-4 (1.1, 1.3)

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Why is music important?</p> <p>Why is it necessary to correctly care for our instruments?</p> <p>Why is a steady beat necessary?</p> <p>How does finger placement relate to pitch?</p>	<ul style="list-style-type: none">• Students will demonstrate knowledge of instrument care and rest/playing position.• Students will understand and demonstrate correct hand positions and bowing skills.• All students will review concert D pentachord (5 notes) with performance and notation.• All students will review 4/4 meter.• All students will review quarter note and rests.• All students will review the repeat sign• All Students will review first 3 bow builders.	<ul style="list-style-type: none">• All students will demonstrate good left hand position/finger placement and bow hold/strokes• All students will demonstrate their understanding of the concert D pentachord through performance.• All students will review the D pentachord through notation and performance.• All students will discuss and review the significance of 4/4 meter, note values and the repeat sign.• Lesson book p.4-8	<ul style="list-style-type: none">• Level 1: Students will learn to perform musical excerpts in rhythm and on pitch while maintaining a steady tempo. They will identify and define standard notation symbols for pitch and rhythm• Level 2: Students will learn to perform contrasting rhythmic and melodic excerpts accurately and independently on their instrument. They will define standard notation symbols for pitch, rhythm, dynamics and tempo• Level 3: Students will learn to perform contrasting rhythmic and melodic excerpts accurately and independently on their instrument. They will perform with expression and technical accuracy on their instrument. Students will identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.

Week # 5 - 8

Unit 2: Lessons 5-8 (1.1, 1.3)

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/Is)	Activities	Assessments
<p>Why is it important to read music?</p> <p>Why is a steady beat necessary?</p> <p>How do we play on the A string?</p> <p>How do we show bow direction in music?</p> <p>How do we play holiday songs?</p>	<ul style="list-style-type: none">• All students will play and understand notes on the A string.• All students will begin to understand notation for the A string notes.• All students will perform songs including notes on the A string.• Students will learn a holiday song.• All students will continue to review music symbols.• Students will continue to develop correct left hand placement.• Students will continue to develop good pitch.	<ul style="list-style-type: none">• Students will demonstrate their understanding of the A string notes through performance.• Students will demonstrate understanding of note reading through question/answer.• Students will review music symbols through flash cards.• Students will continue to develop correct left hand position.• Students will demonstrate good pitch through the D Major Scale.• Students will begin to prepare for concert• Lesson book p. 10-13 and concert selections.	<ul style="list-style-type: none">• Level 1: Students will learn to perform musical excerpts in rhythm, on pitch and while maintaining a steady tempo. They will identify and define standard notation symbols for pitch and rhythm• Level 2: Students will learn to perform contrasting rhythmic and melodic excerpts accurately and independently on their instrument. They will define standard notation symbols for pitch, rhythm, dynamics and tempo• Level 3: Students will learn to perform contrasting rhythmic and melodic excerpts accurately and independently on their instrument. They will perform with expression and technical accuracy on their instrument. Students will identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.

Week # 9 - 12

Unit 3: Lessons 9-12 (1.1, 1.2, 1.3)

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<p>How to we apply note reading to repertoire?</p> <p>Who was Mozart?</p> <p>Why is a key signature important?</p> <p>How does an individual contribute to a group?</p> <p>How do we prepare for a concert performance?</p>	<ul style="list-style-type: none">• All students will work to develop good bow hold/stroke through scale work.• All students will continue to develop note reading skills of the D major scale.• All students will prepare songs for performance using note reading skills.• Students will learn about Mozart and perform one of his selections.• All students will recognize key signature.• Students will perform an acceptable ensemble sound.• Students will rehearse and perform a holiday concert.	<ul style="list-style-type: none">• Students will apply note reading skills to holiday songs.• Students will identify note reading through performance and question/answer.• Students will work for good bow hold, use of bow and tone through the D major scale.• Students will expand their repertoire with concert selections.• Students will work towards rhythmic unity in concert selections.• Students will read and discuss Mozart.• Students will rehearse and perform a holiday concert.• Lesson book p. 14 -15	<ul style="list-style-type: none">• Level 1: Students will learn to perform musical excerpts in rhythm and on pitch and while maintaining a steady tempo. They will identify and define standard notation symbols for pitch and rhythm• Level 2: Students will learn to perform contrasting rhythmic and melodic excerpts accurately and independently on their instrument. They will define standard notation symbols for pitch, rhythm, dynamics and tempo• Level 3: Students will learn to perform contrasting rhythmic and melodic excerpts accurately and independently on their instrument. They will perform with expression and technical accuracy on their instrument. Students will identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.

Week # 13 – 18

Unit 4: Lesson 13-18 (1.1, 1.3)

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/Is)	Activities	Assessments
How do we perform eighth notes?	<ul style="list-style-type: none">• All students will review notes and symbols covered thus far.	<ul style="list-style-type: none">• Students will work towards a controlled bow stroke.	<ul style="list-style-type: none">• Level 1: Students will learn to perform musical excerpts in rhythm and on pitch and while maintaining a steady tempo. They will identify and define standard notation symbols for pitch and rhythm
How do you perform a slur?	<ul style="list-style-type: none">• All students will review good bow hold/ bow strokes/ left hand position.	<ul style="list-style-type: none">• Students will work to connect two notes in a single bow stroke.	<ul style="list-style-type: none">• Level 2: Students will learn to perform contrasting rhythmic and melodic excerpts accurately and independently on their instrument. They will define standard notation symbols for pitch, rhythm, dynamics and tempo
How do you perform 2/4 time?	<ul style="list-style-type: none">• All students will work to develop bow speed control.	<ul style="list-style-type: none">• Students will review music symbols/notation through performance and flash cards.	<ul style="list-style-type: none">• Level 3: Students will learn to perform contrasting rhythmic and melodic excerpts accurately and independently on their instrument. They will perform with expression and technical accuracy on their instrument. Students will identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.
How do you perform first/second endings?	<ul style="list-style-type: none">• All students will begin slurs.	<ul style="list-style-type: none">• Students will perform selections in 2/4 meter.	
How do you perform first and second endings?	<ul style="list-style-type: none">• Students will play a piece in 2/4 time.	<ul style="list-style-type: none">• Students will identify and perform first and second endings.	
How do you perform first and second endings?	<ul style="list-style-type: none">• All students will perform music incorporating a first and second ending.	<ul style="list-style-type: none">• Lesson book p. 18-21	

Week # 19-24

Unit 5: Lesson 19-24 (1.1, 1.3, 1.4)

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/Is)	Activities	Assessments
<p>How do you play a first and second ending?</p> <p>What is the role of the fourth finger?</p> <p>How to we play in harmony?</p> <p>How do you perform a round?</p>	<ul style="list-style-type: none">• All students will learn to play songs with a first and second ending.• All students will learn to use the fourth finger in place of an open string.• All students will play selections in harmony.• All students will perform a round.• All students will continue to refine technical skills.	<ul style="list-style-type: none">• Students will continue to refine bowing skills through the D major scale.• Students will perform exercises incorporating use of the 4th finger.• Students will play examples using harmony.• Students will learn a round and perform in in different groupings.• Students will continue to refine left hand and bowing technique.• Lesson book p. 22-24	<ul style="list-style-type: none">• Level 1: Students will learn to perform musical excerpts in rhythm and on pitch and while maintaining a steady tempo. They will identify and define standard notation symbols for pitch and rhythm• Level 2: Students will learn to perform contrasting rhythmic and melodic excerpts accurately and independently on their instrument. They will define standard notation symbols for pitch, rhythm, dynamics and tempo• Level 3: Students will learn to perform contrasting rhythmic and melodic excerpts accurately and independently on their instrument. They will perform with expression and technical accuracy on their instrument. Students will identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.

Week #25-28

Unit 6: Lesson 25-28 (1.1, 1.3, 1.4)

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<p>How do we prepare for a concert performance?</p> <p>Why is articulation important?</p>	<ul style="list-style-type: none">• All students will perform the G major scale• All students will perform a scale using both separate bows and slurs.• All students will begin work on a concert selection.	<ul style="list-style-type: none">• All students will learn the G major scale by rote.• All students will perform scales using separate bow strokes as well as slurs.• All students will begin working on concert selections.• Students will review note reading, rhythm patterns and music symbols as appropriate to concert selections.• Essential Elements p. 24 and concert selections.	<ul style="list-style-type: none">• Level 1: Students will learn to perform musical excerpts in rhythm and on pitch and while maintaining a steady tempo. They will identify and define standard notation symbols for pitch and rhythm• Level 2: Students will learn to perform contrasting rhythmic and melodic excerpts accurately and independently on their instrument. They will define standard notation symbols for pitch, rhythm, dynamics and tempo• Level 3: Students will learn to perform contrasting rhythmic and melodic excerpts accurately and independently on their instrument. They will perform with expression and technical accuracy on a their instrument. Students will identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.

Week #29-34

Unit 7: Lesson 29-34 (1.1, 1.3, 1.4)

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What makes a good ensemble player?</p> <p>Why is rhythmic accuracy important?</p> <p>Why do we have unison bowing?</p>	<ul style="list-style-type: none">• All students will continue to develop articulation skills through scales.• All students will begin work on a second concert selection.• All students will review note reading skills.	<ul style="list-style-type: none">• All students will begin work on a second concert selection.• Students will demonstrate understanding of notation through performance and question/answer.• Students will apply correct bowing to concert selections.• Students will review previous concert selection.	<ul style="list-style-type: none">• Level 1: Students will learn to perform musical excerpts in rhythm and on pitch and while maintaining a steady tempo. They will identify and define standard notation symbols for pitch and rhythm• Level 2: Students will learn to perform contrasting rhythmic and melodic excerpts accurately and independently on their instrument. They will define standard notation symbols for pitch, rhythm, dynamics and tempo• Level 3: Students will learn to perform contrasting rhythmic and melodic excerpts accurately and independently on their instrument. They will perform with expression and technical accuracy on a their instrument. Students will identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.

Week #35-36

Unit 8: Lesson 35-36 (1.1, 1.3, 1.4)

Essential Questions	Instructional Objectives/ Skills and Benchmarks_(CPIs)	Activities	Assessments
<p>How do we assess our performance?</p> <p>How do we play notes on the G string?</p>	<ul style="list-style-type: none">• Students will assess their concert performance.• Students will review all skills learned this year.• Students will learn to perform exercises on the G string.	<ul style="list-style-type: none">• Students will discuss their concert performance.• Students will review skills learned this year through games and playing activities.• Essential Elements p. 25 - 27	<ul style="list-style-type: none">• Level 1: Students will learn to perform musical excerpts in rhythm and on pitch and while maintaining a steady tempo. They will identify and define standard notation symbols for pitch and rhythm• Level 2: Students will learn to perform contrasting rhythmic and melodic excerpts accurately and independently on their instrument. They will define standard notation symbols for pitch, rhythm, dynamics and tempo• Level 3: Students will learn to perform contrasting rhythmic and melodic excerpts accurately and independently on their instrument. They will perform with expression and technical accuracy on their instrument. Students will identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.

New Jersey Core Curriculum Content Standards
Academic Area

- 1.1 The Creative Process** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- 1.2 History of the Arts and Culture** All students will understand the role, development, and influence of the arts throughout history and across cultures.
- 1.3 Performance** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
- 1.4 Aesthetic Responses & Critique Methodologies** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.