

MUSIC CURRICULUM FRAMEWORK¹
 Based on *UbD Template 2.0* : Stage 1 – Desired Results

String Orchestra

Fourth Grade
Grade Level(s)

Course Title

Course Structure Single Semester Full Year (Single Grade) Multiple Years (Combined Grades)

Course Description Elementary String Orchestra is a performance-based group that includes string players of the violin, viola, cello, and string bass. This course will cover basic fundamentals of rhythm, note reading, posture, bowing, pizzicato and learning how to perform as a group. Theses fundamental elements will be presented through one mandatory small group lesson each week for 30 minutes. All students will perform and understand music at a developmentally appropriate level. Students will learn instrumental-specific technique, as well as ensemble and musicianship skills. Students will perform 1 concert in December and 1 concert at the end of the year.

Established Goals	Transfer	
1.MPG 1 Develop skills in music performance 2 MPG Develop skills in music reading 3. MPG 3 Perform with musical expression 4 MPG 4 Make value judgments about music	<i>Students will be able to independently use their learning to . . .</i> 1 Participate in music as a lifelong avocation 2. Intelligently discuss music using concepts and terminology 3. Make informed decisions as music consumers	
	Meaning	
	<i>Understandings</i> <i>Students will understand that . . .</i> 1. Music performance skills provide the basis for creating, understanding and performing music 2. Music reading skills provide the basis for creating, understanding and performing music	<i>Essential Questions</i> <i>Students will keep considering . . .</i> 1, What makes music? 2 .How can music be expressive?

¹ Adapting to SAS: Big Ideas (Goal and Strands), Concepts (Knowledge), Competencies (Skills), Essential Questions (Essential Questions), Standards (Knowledge and Skills).

	<p>3. Music is a lifelong avocation that requires personal choices and critical response</p>	<p>3. What makes good music good? 4. How does music impact all of us?</p>
Acquisition of Knowledge & Skill²		
	<p style="text-align: center;">Knowledge</p> <p><i>Students will know . . .</i></p> <ol style="list-style-type: none"> 1. Rhythm has its own notation 2. Fingerings create different notes 3. Scales are basic to music 4. Bowings/Articulations are used to vary music 5. Set-Up/ Tuning prepare instruments for use 6. Instruments need special care 7. Music reading is notated by symbols 	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> 1. Rhythm Playing and counting, using numbers :whole, half, quarter, dotted half and rests (MPG1,9.1) 2. Fingerings Using fingering on the D, G, and A strings.(MPG1,9.1) 3. Scales Play D and G major scale in one octave(MPG1,9.1) 4. Bowing/Articulation Recognize and play up and down bows as well as lifts: develop pizzicato without holding the bow(MPG1,9.1) 5. Set-Up/Tuning Use standard bow-grip and have basic left-hand position: use a shoulder rest if needed: use proper playing posture: understand rest position and identify parts of instrument and identify parts of bow(MPG1,9.1) 6. Instrument Care Proper removal and storage of instrument: use rosin properly(MPG4,9.1) 7. Music symbols Recognize and understand common time, 2/4 time, key signature, bar line, repeat sign, first and second endings, note names on the D, A, and G strings, and clef(MPG2,9.1).

² PFD Note: Link these *desired outcomes* to “Established Goals” (Music Program Goals, National Music Standards, or PDE Academic Arts Standards).

	<p>8. Dynamics vary loudness</p> <p>9. Shifting moves the hand and fingers to other notes</p> <p>10. Shaking the hand creates vibrato</p>	<p>8. Dynamics Recognize, understand and reproduce piano and forte sounds.(MPG1,9.1)</p> <p>9. Shifting Basses will shift to complete the D scales and all students will recognize advanced players moving out of first position(MPG1,9.1)</p> <p>10 Vibrato Students will recognize vibrato in advanced players and may start pre-vibrato exercises(MPG1,9.1)</p>
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