Summit Public Schools
Summit, New Jersey
Grade Level / Content Area: Orchestral Music, Grades 4-5
Length of Course:

Curriculum

Course Description: This course is designed to introduce fourth grade students to the traditional instruments of the orchestra and continue study throughout the fifth grade. Students are expected to reach a proficiency level on their instruments conducive to playing level I music, i.e., have a limited knowledge of the technical skills applicable to their respective instrument. Therefore, lessons are divided between learning basic technical and musical skills. The course encourages the development and practice of sensory skills, an understanding of complex symbol systems and an awareness of one's role within an ensemble. It provides aesthetic and emotional benefits and creates long-lasting social and musical memories.

Students may elect to begin study in weekly, small group pullout lessons in the 4th or 5th grade. Through guided and independent practice, performance and concert attendance, students become familiar with works of noted composers and various styles of contemporary orchestral literature. Following the 4th/5th grade orchestra course, students may choose to continue with Middle School orchestra courses and orchestra is also offered at the high school. The basic skills and fundamentals used throughout the student's instrumental music experience are learned in these first years of study. Students are expected to reach a proficiency level on their instrument to enable them to play grades 1 – 1½ (based off of a grade I – VI grading system), as well as have a limited knowledge of the technical skills applicable to their respective instrument. Encouragement is provided to move all students to their highest level of achievement by offering outlets for advanced study such as the All-City Music Masters Recital and other solo and small group performance opportunities.

Note: Music performance, as implemented in the orchestra program, is unique in its individual, continuous and progress approach. Students are brought to the next level of mastery at their own pace. This progressive method rewards the student for personal effort and for contributing to the accomplishment of the ensemble. No prior musical experience is required.

Standard 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 as well as demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

Big Ideas: *Course Objectives / Content Statement(s)* **:** The development and practice of sensory skills, the manipulation and translation of complex symbol systems, and an understanding of the relationship between the component parts and the "whole" within a composition

Essential Questions	Enduring Understandings

What provocative questions will foster inquiry, understanding, and transfer of learning?	*What will students understand about the big ideas?*
- Is all sound music? - How are sounds and silences organized in various musical forms? - How are half steps and whole steps organized to create a piece of music? - How are pitches organized to create harmony?	Students will understand that… - Playing an instrument allows us to communicate without words. - Silence is as important as sound in a musical composition. - Scales and arpeggios are the building blocks of music compositions.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: 1.1.2.B.1 Identify the elements of music in response to aural prompts and printed music notational systems. 1.1.2.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.	Instructional Focus: - Left hand finger patterns - Right hand bowing patterns - Basic note reading - Quarter note/eighth note rhythm patterns Sample Assessments: Students will: - Draw the notes, rests, and symbols previously introduced. - Complete a given melody by filling in the missing notes. - Compose an ending to a given melody. - Identify half-steps and whole steps in a scale Instructional Strategies: Interdisciplinary Connections - School-wide multicultural programs - Science is used to teach the physics of sound. - Math is used to teach counting in music and is broken down into numerals and fractions. - History is used to make sense of the time and place in which the music is being created. Technology Integration - Musical software programs are used for musical arranging, composition, performance and recording. An essential component to enhance student learning (Smart music and Sibelius) - CDs and DVDs help demonstrate various string techniques and serve

	as models for tone on a string instrument- method book has listening examples of violin, viola, cello and bass. • Metronomes and tuners help to fine tune rehearsals and performances as well as practice sessions. • Internet and radio serve as wonderful resources for students to explore and research different musical genres. • Camcorder and computer recordings help students to analyze their own strengths and weaknesses. Media Literacy Integration • Students will read about composers and music genres and be able to conceptualize where they fit into the big picture • Students will access information about string instruments, analyze and evaluate what they have read and be able to communicate through printed and non-printed texts. Global Perspectives • Music and composers of various cultures are assessed and studied and students will be able to find similarities and differences.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	The instructor will use any or all of the following methods and techniques to help students accomplish the objectives presented above. By modifying instructional techniques, the instructor will provide each student with the challenges of the 21st century based on their own readiness level and learning style. The needs of diverse learners are met through the following: • Composing using creativity and innovation. • Performing and analyzing. • Critical Thinking and Problem Solving • Listening and evaluating music hones a student's skill in critical thinking and problem solving. • Communication and Collaboration • Whether evaluating and assessing

	music or creating music students will find it is a team sport. • Modeling the fundamentals of each member of the string family • Visual examples of musical concepts • Producing written projects, including simple compositions • Performing supplemental exercises geared toward the best string pedagogy and using assignments for technical issues such as bowing, tone, note-reading, fingering, articulation etc • Performing sight-reading challenges. • Differentiation of expectations for performance based on student's individual readiness level • Demonstrating musical independence and creativity. Information Literacy • Students will be asked to find info about composers and their music Media Literacy • Students will respond to information presented in their method books or in on-line articles and analyze and discuss this information. • By observing a video clip or reading a short story students will access information about string music and composers as well as evaluate information contained therein. Life and Career Skills • There are more and more life and career skills for music, but more than anything, music is a basis for an orderly and organized mind.

Standard 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.

Big Ideas: *Music is a cumulative discipline drawing its direction from vast cultural and societal influences.*

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	Enduring Understandings *What will students understand about the big ideas?*
- How does music universally connect different cultures? - How does music universally connect different time periods? - How does studying different genres help students better understand musical form? - How does the study of different genres help students become authentic performers?	Students will understand that… - Music reflects the character and traditions of different cultures. - Music reflects the different styles, forms and their evolution with in a given time period. - The study of genres and their evolution help them understand and perform the string music of today.

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: - Composers - Form - Time period
1.2.5.A.1-Recognize work of dance, music, theatre, and visual art as a reflection of societal values and beliefs.	
1.2.5.A.2-Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.	Sample Assessments: Students will…
1.2.5.A.3-Determine the impact of significant contributions of individual artists in dance, music, theatre and visual art from diverse cultures throughout history.	- Perform orchestral music of different forms, composers, and time periods - Be able to identify the following forms of music of music. (ABA "sonata", rondo, call and response, minuet, waltz, blues, etc…) - Recognize musical characteristics from different genres and cultures.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	Instructional Strategies: Interdisciplinary Connections - School wide multicultural programs - Science is used to teach the physics of sound. - Math is used to teach counting in music and is broken down into numerals and fractions. - History is used to make sense of the time and place in which the music is being created. Technology Integration - CD's and DVD's – help demonstrate various string techniques and serve as models for instrumental tone, literature and analysis (i.e. Method

book listening examples)
- Metronomes and tuners - help to fine-tune rehearsals and performances as well as practice sessions
- Internet & radio – serve as wonderful resources for students to explore and research different musical genres (i.e. You Tube)
- Musical software programs - used for musical arranging, composition, performance and recording. An essential component to enhance student learning. (i.e. smart music, Sibelius)
- Camcorder and computer recordings- help students analyze their own strengths and weaknesses.

Media Literacy Integration
- Students will use critical thinking to identify the elements of music presented in written and non-written forms.
- By observing a video clip or reading a short story students will access information about string music and composers as well as evaluate information contained therein.
- Students will respond to information presented in their method books or on-line articles and analyze and discuss this information to identify clues to determine whether the information presented is factual.
- Students will learn how to navigate the sea of images and messages on the computer in order to recognize works of music for strings.

Global Perspectives
- Introducing different cultures, genres, composers, time periods and forms.

The instructor will use any or all of the following methods and techniques to help he/she accomplish the objectives presented above. By modifying instructional techniques, the instructor will provide each student with challenging work based on his or her own readiness level and learning style. The needs of diverse learners are met

through the following:

- Modeling examples of forms/genres as they apply to each instrument

- Visual examples of musical concepts

- Assigning written projects, including simple compositions

- Assigning playing assignments that match the concepts being presented in the lesson book and ensemble.

- Differentiation of expectations for performance based on student's readiness

- Individual or small group performances on violin, viola, cello or bass

- Encouraging musical independence and creativity: composition and learning music on their own with supplemental materials

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Standard 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.

Big Ideas: The creation of music requires an understanding of tone quality, articulation, rhythm, intonation, dynamics and phrasing.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	Enduring Understandings *What will students understand about the big ideas?*
- How does learning an instrument or playing in an ensemble make you an intelligent listener? - How does learning music make one culturally aware? - How do I produce a good sound? - How do techniques and practice habits affect the ensemble as a whole?	Students will understand that… - Music has different elements that help them develop an appreciation of music and what goes into creating a performance. - There are nuances between different cultures, eras, and genres of music. - Through technique, posture and structured practice they will learn to develop the characteristic tone quality for their string instrument.

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus:
1.3.5.B.1- Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter and compound meter.	• Posture • Practice techniques • Characteristic tone • Culture • Technique • Scales and rudiments • Note reading, symbols and terms • Music theory
1.3.5.B.2- Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.	Sample Assessments: students will… • Perform (i.e. concerts, informal peer performance, video taping and recording/analysis of performances.)
1.3.5.B.3- Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.	Instructional Strategies: Interdisciplinary Connections • School wide multicultural programs • Science is used to teach the physics of sound.
1.3.5.B.4- Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions	• Math is used to teach counting in music and is broken down into numerals and fractions. • History is used to make sense of the time and place in which the music is being created.
	Technology Integration • CD's and DVD's – help demonstrate various instrumental techniques and serve as models for instrumental tone, literature and analysis (i.e. Method book listening examples) • Metronomes and tuners - help to fine-tune rehearsals and performances as well as practice sessions • Internet & radio – serve as wonderful resources for students to explore and research different musical genres (i.e. You Tube) • Musical software programs - used for musical arranging, composition, performance and recording. An essential component to enhance student learning. (i.e. smart music, Sibelius) • Camcorder and computer recordings- help students analyze

	their own strengths and weaknesses. Media Literacy Integration • Understand how to decode the elements of string music • Learn to interpret melodies vs harmonies using varied media resources. • Learn to show an appropriate musical response to different media experiences. Global Perspectives • Introducing different cultures, genres, composers, time periods and forms.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	The instructor will use any or all of the following methods and techniques to help he/she accomplish the objectives presented above. By modifying instructional techniques, the instructor will provide each student with challenging work based on his or her own readiness level and learning style. The needs of diverse learners are met through the following: A Modeling the fundamentals of each string instrument B. Visual examples of musical concepts C. Assigning written projects, including simple compositions D. Assigning playing assignments that match the concepts being presented in the lesson book and ensemble. E. Providing supplemental exercises and assignments for technical issues such as: breathing, tone, note-reading, fingering, range, etc. F. Encouraging and providing sight-reading challenges. G. Differentiation of expectations for performance based on student's readiness level H. Final culminating public performances

	with full band twice per year
	I. Individual or small group performances
	J. Tapping, clapping and naming notes
	K. Encouraging musical independence and creativity: composition and learning music on their own with supplemental materials

Standard 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.

Big Ideas: Develop an appreciation and understanding of music so that each individual can become an intelligent listener, lifetime consumer and enthusiastic performer

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	Enduring Understandings *What will students understand about the big ideas?*
• How does creating and performing music differ from listening to music? • How does creating and performing music similar from listening to music? • How does an audience evaluate and critique performances? • How does culture affect music? • What makes a significant and meaningful performance? • Reflecting on my concerts and performances, what did I do well and what can I do better?	Students will understand that… • One's perspectives influence historical interpretation of music. • Great music addresses universal themes of human existence. • Music can communicate ideas and feelings. • By assessing their performances and using critical problem solving skills they can enhance future performances as both a performer and audience member.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will:	Instructional Focus:
1.4.5.A.1- Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.	• Assessment (personal, peer, ensemble, audience member) • Developing awareness of performance practices as it applies to different cultures, genres, and time periods • Modeling characteristic tone, style and techniques specific to individual string instruments
1.4.5.A.2- Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural and historical points of view.	
1.4.5.A.3- Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and from of	Sample Assessments: • Students will critique personal, peer and ensemble performances using

reference.	appropriate terminology and constructive comments.
1.4.5.B.1- Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.	• Students will create a narrative that demonstrates their emotional understanding of a piece of music. • Students will use critical thinking and problem solving to agree or disagree about artistic choices. A rubric will be used as a guide for the students.
1.4.5.B.2- Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.	Instructional Strategies: Interdisciplinary Connections • School wide multicultural programs
1.4.5.B.3- Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.	• Science is used to teach the physics of sound. • Math is used to teach counting in music and is broken down into numerals and fractions.
1.4.5.B.4- Define technical proficiency, using the elements of the arts and principles of design.	• History is used to make sense of the time and place in which the music is being created.
1.4.5.B.5- Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.	Technology Integration • CD's and DVD's – help demonstrate various instrumental techniques and serve as models for instrumental tone, literature and analysis (i.e. Method book listening examples) • Metronomes and tuners - help to fine-tune rehearsals and performances as well as practice sessions • Internet & radio – serve as wonderful resources for students to explore and research different musical genres (i.e. You Tube) • Musical software programs - used for musical arranging, composition, performance and recording. An essential component to enhance student learning. (i.e. smart music, Sibelius) • Camcorder and computer recordings- help students analyze their own strengths and weaknesses. Media Literacy Integration • Students will learn to read the multiple layers of image-based communication and evaluate the relative merits and effectiveness of artistic choices in the creation of

	works for string instruments Global Perspectives Differentiating between cultures, genres, composers, time periods and forms.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	The instructor will use any or all of the following methods and techniques to help he/she accomplish the objectives presented above. By modifying instructional techniques, the instructor will provide each student with challenging work based on his or her own readiness level and learning style. The needs of diverse learners are met through the following: - Providing supplemental exercises and assignments for technical issues such as: breathing, tone, note-reading, fingering, range, etc. - Assess Individual, small group, and public performances - Encouraging musical independence and creativity: composition and learning music on their own with supplemental materials

Texts and Resources:
Essential Elements for Strings
New Directions for Strings
CDs and DVDs which accompany methods books
Fiddlers Philharmonic
Orchestra pieces by masters of string pedagogy for young string players such as Elliott del Borgo and Soon Hee Newbold