

Summit Public Schools
Summit, New Jersey
Grade Level: 4-5/ Content Area: Orchestra (Strings)

Overview:

This course is designed to introduce fourth and fifth grade students to the traditional instruments of the string orchestra and continue study throughout the upper grades. Students are expected to reach a proficiency level on their instruments conducive to playing grade 1 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. Students are assessed as they proceed through the program and are given the opportunity to chart their personal progress. 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 begin study in weekly, small group pull-out 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. Students who build up their skill level are able to continue this into 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 grade 1 – 1.5 music (based off of a grade 1 – 6 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, Elementary Honors Orchestra and other solo and small group performance opportunities.

Note: Music performance, as implemented in the orchestra program, is unique in its individual, continuous and progressive 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.

Artistic Process: Creating	
Big Ideas: <i>Course Objectives/ Content Statement(s)</i> <ul style="list-style-type: none"> Anchor Standard 1 (AS1) - Generating and conceptualizing ideas Anchor Standard 2 (AS2) - Organizing and developing ideas Anchor Standard 3 (AS3) - Refining and completing products 	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> AS1 - How do musicians generate creative ideas? AS2 - How do musicians make creative decisions? AS3 - How do musicians improve the quality of their creative work? 	<ul style="list-style-type: none"> AS1 - The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. AS2 - Musicians' creative choices are influenced by their expertise, context and expressive intent. AS3 - Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: <i>(Novice)</i> <ul style="list-style-type: none"> 1.3.C.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. 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. 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. Compose and improvise their own melodies and rhythms using both traditional and non-traditional forms of music notation. (Grades 4&5) 	Guiding Practices: <ul style="list-style-type: none"> Imagine Plan Make Evaluate Refine Lesson Examples: <ul style="list-style-type: none"> Theme and (student created) variation Word/phrase rhythmic variation (mis-sis-sip-pi hot dog, see ya la-ter al-li-ga-tor, etc.) Level appropriate composition using rote notation (A,B,C,D, etc.) Words with notes (egg, bad, badge, etc.) Student improvisation with and without backing tracks Revision of past (rote) musical composition to formal (note) music notation.

<p>Career-Ready Practices</p> <p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP3: Attend to personal health and financial well-being.</p> <p>CRP4: Communicate clearly and effectively and with reason.</p> <p>CRP5: Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6: Demonstrate creativity and innovation.</p> <p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9: Model integrity, ethical leadership and effective management.</p> <p>CRP10: Plan education and career paths aligned to personal goals.</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP12: Work productively in teams while using cultural global competence.</p>	
Differentiation	Assessments
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • *See Addendum “Interdisciplinary Connections” <p>Technology Integration</p> <ul style="list-style-type: none"> • Video submissions • Backing tracks • Music notation software <p>Media Literacy Integration</p> <ul style="list-style-type: none"> • Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice music reading, comprehension, and technical skills. <p>Global Perspectives</p> <ul style="list-style-type: none"> • Music from a variety of cultures, time periods, and/or traditions. 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Observation in lessons • Video submissions • Informal performance opportunities <p>Summative Assessments, Projects, and Celebrations:</p> <ul style="list-style-type: none"> • Sharing student-created melodies, rhythms, words, etc. in both small group and large ensemble settings.

Supports for English Language Learners		
Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		
Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and	Modified assessment grading

	activities previews, anticipatory guides, and semantic mapping		
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Artistic Process: Performing

Big Ideas: *Course Objectives/ Content Statement(s)*

- Anchor Standard 4 (AS4) - Selecting, analyzing and interpreting work.
- Anchor Standard 5 (AS5) - Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 6 (AS6) - Conveying meaning through art.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- AS4 - How do performers select repertoire?
- AS5 - How do musicians improve the quality of their performance?
- AS6 - When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Enduring Understandings

What will students understand about the big ideas?

- AS4 - 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.
- AS5 - To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.
- AS6 - Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

Students will: *(Novice)*

- 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.
- 1.3C.12nov.Pr5a: Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
- 1.3C.12nov.Pr6a: Demonstrate attention to technical

Lessons

Guiding Practices:

- Select
- Analyze
- Interpret
- Rehearse
- Evaluate
- Refine
- Present

Lesson Examples:

- Concert music selection
- Concert music vote
- "What makes a good performance" project
- Self reflection on performance

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*
- *Demonstrate a one-octave D major scale ascending and descending (4th Gr.)*
- *Identify written music notation containing notes from a one-octave D major scale. (4th Gr.)*
- *Perform written music containing, but not limited to, notes of a one-octave D major scale (4th Gr.)*
- *Perform written music containing, but not limited to, rhythms containing dotted half, half, quarter, and eighth notes. (4th Gr.)*
- *Demonstrate a two-octave C/G major scale ascending and descending (5th Gr.)*
- *Identify written music notation containing notes from a two-octave C/G major scale. (5th Gr.)*
- *Perform written music containing, but not limited to, notes of a two-octave C/G major scale (5th Gr.)*
- *Perform written music containing, but not limited to, rhythms containing whole, dotted half, half, dotted quarter, quarter, and eighth notes. (5th Gr.)*

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural

- Peer feedback on performance
- Teacher feedback on performance

global competence.

Differentiation

Interdisciplinary Connections

- *See Addendum [“Interdisciplinary Connections”](#)

Technology Integration

- Audio and video recordings
- Music practice software
- Video submissions
- Backing tracks
- Music notation software

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice music reading, comprehension, and technical skills.

Global Perspectives

- Music from a variety of cultures, time periods, and/or traditions.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support

Assessments

Formative Assessments:

- Self assessment of performance
- Peer feedback on performance
- Teacher feedback on performance
- Video submissions
- Practice tracking
- In class discussion

Summative Assessments, Projects, and Celebrations:

- Spring concert music vote
- “What makes a good performance?” project
- Concert performances

Videos & Film		In the home language																		
Broadcasts		With mentors																		
Models & Figures																				
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Artistic Process: Responding

Big Ideas: *Course Objectives/ Content Statement(s)*

- Anchor Standard 7 (AS7) - Perceiving and analyzing products.
- Anchor Standard 8 (AS8) - Interpreting intent and meaning.
- Anchor Standard 9 (AS9) - Applying criteria to evaluate products.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- AS7 - How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- AS8 - How do we discern the musical creators' and performers' expressive intent?
- AS9 - How do we judge the quality of musical work(s) and performance(s)?

Enduring Understandings

What will students understand about the big ideas?

- AS7 - Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.
- AS8 - Through their use of elements and structures of music, creators and performers.
- AS9 - The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

Students will: *(Novice)*

- 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 that can be demonstrated through prepared and improvised performances.
- 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).
- 1.3C.12nov.Re9a: Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.
- Identify preferences for particular pieces of music based on their interest, purpose, and context. (4th & 5th Gr.)

Lessons

Guiding Practices:

- Select
- Analyze
- Interpret
- Evaluate

Lesson Examples:

- Concert music selection
- Concert music vote
- "What makes a good performance" project
- Self reflection
- Peer feedback
- Teacher feedback

<ul style="list-style-type: none"> ● <i>Identify preferences for concert music selections based on knowledge of independent and ensemble progress.</i> <p>Career-Ready Practices</p> <p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP3: Attend to personal health and financial well-being.</p> <p>CRP4: Communicate clearly and effectively and with reason.</p> <p>CRP5: Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6: Demonstrate creativity and innovation.</p> <p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9: Model integrity, ethical leadership and effective management.</p> <p>CRP10: Plan education and career paths aligned to personal goals.</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP12: Work productively in teams while using cultural global competence.</p>	
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	strategies and activities previews, anticipatory guides, and semantic mapping	assessment grading	
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Artistic Process: Connecting

Big Ideas: *Course Objectives/ Content Statement(s)*

- Anchor Standard 10 (AS10) - Synthesizing and relating knowledge and personal experiences to create products.
- Anchor Standard 11 (AS11) - Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- AS10 - How do musicians make meaningful connections to creating, performing, and responding?
- AS11 - How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Enduring Understandings

What will students understand about the big ideas?

- AS10 & AS11 - Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

Students will: *(Novice)*

- *1.3C.12nov.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.*

**This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5b, 1.3A.12nov.Re7a*

Career-Ready Practices

- CRP1:** Act as a responsible and contributing citizen and employee.
- CRP2:** Apply appropriate academic and technical skills.
- CRP3:** Attend to personal health and financial well-being.
- CRP4:** Communicate clearly and effectively and with reason.
- CRP5:** Consider the environmental, social and economic impacts of decisions.
- CRP6:** Demonstrate creativity and innovation.
- CRP7:** Employ valid and reliable research strategies.
- CRP8:** Utilize critical thinking to make sense of problems

Lessons

Guiding Practices:

- Interconnection

Lesson Examples:

- Music practice like sports practice
- Orchestra “team”
- Practice v. Game (concert)
- Film, videogame, and other cultural musics
- Music as a science (soundwaves, vibration, etc.)
- Music as math (rhythms, time signatures, etc.)
- Music as language (notation, alphabet, etc.)

and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Differentiation	Assessments																					
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none">● *See Addendum “Interdisciplinary Connections” <p>Technology Integration</p> <ul style="list-style-type: none">● Audio and video recordings <p>Media Literacy Integration</p> <ul style="list-style-type: none">● Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice music reading, comprehension, and technical skills. <p>Global Perspectives</p> <ul style="list-style-type: none">● Music from a variety of cultures, time periods, and/or traditions. <table><tr><th colspan="3">Supports for English Language Learners</th></tr><tr><th>Sensory Supports</th><th>Graphic Supports</th><th>Interactive Supports</th></tr><tr><td>Real-life objects</td><td>Charts</td><td>In pairs or partners</td></tr><tr><td>Manipulatives</td><td>Graphic Organizers</td><td>In triands or small groups</td></tr><tr><td>Pictures</td><td>Tables</td><td>In a whole group</td></tr><tr><td>Illustrations, diagrams & drawings</td><td>Graphs</td><td>Using cooperative group</td></tr><tr><td>Magazines &</td><td>Timelines</td><td>Structures</td></tr></table>	Supports for English Language Learners			Sensory Supports	Graphic Supports	Interactive Supports	Real-life objects	Charts	In pairs or partners	Manipulatives	Graphic Organizers	In triands or small groups	Pictures	Tables	In a whole group	Illustrations, diagrams & drawings	Graphs	Using cooperative group	Magazines &	Timelines	Structures	<p>Formative Assessments:</p> <ul style="list-style-type: none">● In class discussions● Video submissions <p>Summative Assessments, Projects, and Celebrations:</p> <ul style="list-style-type: none">● Identifying students place in the orchestra● Fluency with written music notation● Music matching activity (match music to a scene)
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Intervention Strategies		
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Recommended Texts to Support:

- Essential Elements for Strings Bk. 1
- New Directions for Strings Bk 1
- CDs and DVDs which accompany methods books
- Basic Fiddlers Philharmonic
- Various and varied orchestral pieces and arrangements ranging from Grade 0.5-1.5 (on a 6 point scale)

Curricular Addendum

Interdisciplinary Connections:

MATH IN RHYTHM & TIME

Horizontal / X-axis – represents time Measure – the distance between two things; the amount of something

Ruler – used to measure distances and amounts

Fraction – note names, values/durations

Percent – note names, values/durations

Ratio – relative note values

Add – ties

Multiply – dotted notes (x1.5)

Numerator – top number of a time signature

MATH IN PITCH & HARMONY

Graph – used to plot points or specific pitches

Vertical / Y-axis – represents specific pitches

Distance – vertical distances are intervals

Odd / Even – scale degrees make a tertian chord; on violin & viola, odd numbered fingers are line notes and even numbered fingers are space notes

PATTERNS & FORM

Pattern – repeated rhythms or pitches

Sequence – pattern starting in a different place

Inversion – pattern turned upside-down

Reverse – backwards patter, or retrograde

Multiply note values creates elongation

Divide note values creates diminution

GEOGRAPHY

Map – visual representation of a complex thing

Symbols – visual representation of individual things

Coordinates – horizontal and vertical markers

Legend – list of symbols to know and understand

HISTORY

Timeline – represents time horizontally

Biography – information about a person

Context – where, when, and why

Purpose – the author or composer's message Influence – the effect of the work

READING

Following – eyes move left to right / top to bottom

Decoding – know that symbols represent sounds

Fluency – perform symbols accurately in time

LANGUAGE

Root-word – part of a word with meaning across disciplines (ex: uni, duo, tri, and oct)

COMPOSITION & LITERATURE

Vocabulary – interpret meaning

Rhythm & Rhyme – small patterns uniting a work

Phrases / Sentences – small section or idea

Punctuation – separates small sections

Form – organizes ideas

Beginning, Middle, End – form of a work

Theme & Variation – form of a work

Development – an in-depth section of a work

Meaning – composer or author's message

Language – lyrics as poetry

SCIENCE OF SOUND

Aerophone – vibrating air (woodwind & brass)

Chordophone – vibrating string Idiophone – vibrating instrument (cymbals)

Membranophone – vibrating membrane (drums)

Electrophone – electronically created sound

Amplitude – measures volume

Frequency – measures pitch

High / Low Frequency – small / large instruments

Overtone / Partial / Harmonic – frequencies proportional to a fundamental frequency

Timbre – quality of the sound that makes it distinct

Waveform – visual representation of timbre

ART CONCEPTS IN MUSIC

Up / Down – pitch as height; woodwind and piano fingerings mimic melodic height exactly

Line / Contour / Shape – connecting the dots (note heads) represents the melodic contour

Smooth / Jagged – using intervals of steps / skips

Flowing / Interrupted – non / continuous melody

Foreground / Background – relative importance

Form – organized sections

Colors / Shades – sound described as color

Affect – the mood or emotions the work induces

MOVEMENT IN MUSIC

Time – length of time, and speed of pulse

Movement – sound as horizontal/vertical, forward/backward, smooth/jagged, large/small

Space – music notation represents sounds in space

Energy – volume and forward movement in line
Muscle Memory – repetitive motion becomes automatic
Gross Motor Skills – for marching and percussion
Fine Motor Skills – for piano, winds, strings