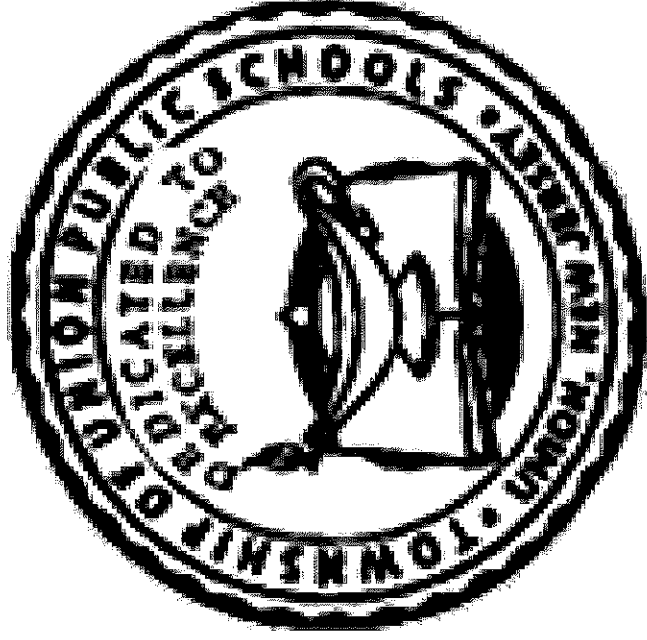
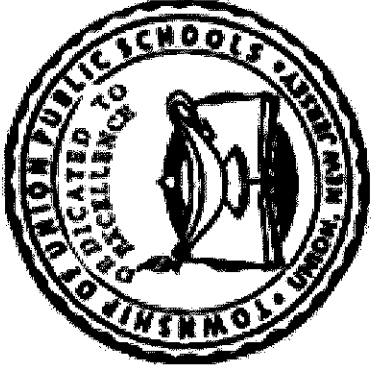


TOWNSHIP OF UNION PUBLIC SCHOOLS

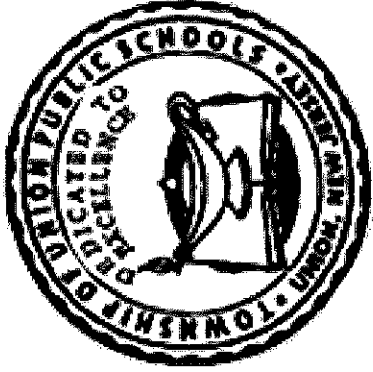


Grade 3: Group Lessons, Strings
Curriculum Guide
2014-2015



Board Members

David Arminio, President
Vito Nufrio, Vice President
Guy Francis
Richard Galante
Lois Jackson
Thomas Layden
Ron McDowell
Angel Salcedo
Nancy Zuena



TOWNSHIP OF UNION PUBLIC SCHOOLS

Administration

District SuperintendentMr. Gregory A. Tatum

Assistant SuperintendentDr. Noreen Lishak

Board Attorney/Board Secretary.....James J. Damato

School Business Administrator.....Manuel E. Vieira

Director of Technology & Student Information.....Ann Hart

Director of Special Services.....Kim Conti

Director of Athletics, Physical Education and Nurses.....Linda Ionata

District Security.....Nick Ardito

DEPARTMENT SUPERVISORS

School Counseling.....	Ms. Nicole Ahern
Special Services: Pre-K – 8.....	Ms. Sherry Gallanter
Special Services: 9 – 12	Mr. Joseph Seungling
Special Services: Pre-K – 8	Ms. Donna Wozniak
PK- 2 English/Math/Science/Social Studies...	Ms. Maureen Corbett
Social Studies: 6 – 12, Business.....	Mr. Libby Galante
English: 2-5, Social Studies 2-5.....	Mr. Robert Ghiretti
Science: 6-12.....	Ms. Maureen Guilfoyle
World Language/ESL/Career Ed/G&T/Computers.....	Ms. Yvonne Lorenzo
English: 6-12,.....	Ms. Mary Malyska
Mathematics: 2-5, Science 2-5.....	Ms. Theresa Matthews
Mathematics: 6-12.....	Mr. Jason Mauriello
Art/Music.....	Mr. Ronald Rago

Curriculum Committee

**Marianne Deczynski
Michael Malanga**

Group Lessons: Third Grade Strings

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 Third 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 February 'demo' performance and a spring concert. The curriculum is a combination of lessons, exercises and assessments that come from "Essential Elements 2000 Book 1" 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 and pitch.
3. Perform from memory the D Major scale.
4. Sight read music including eighth, quarter, half, and whole 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. Introduction to rest and playing position.
2. Introduction to string names
3. Introduction to left hand position.
4. Introduction to note reading.
5. Performance Assessment of Lessons #1-4

Unit 2: Lessons #5-8

1. Introduction to musical symbols.
2. Introduction to note reading.
3. Introduction to quarter note/rest.
4. Introduction to left hand position
5. Performance Assessment of Lessons 5-8.

Unit 3: Lessons # 9-12

1. Introduce key signature
2. Introduction to A string notes
3. Introduction to Israeli folk music.
4. Introduction to key signature.
5. Introduction to the D major scale.
6. Performance Assessment of Lessons 9-12.

Unit 4: Lessons # 13-18

1. Introduce bow hold on the bow.
2. Introduce use of the bow.
3. Introduce bow levels.
4. Introduce exercises using the bow.
5. Performance Assessment of Lessons 13-18

Unit 5: Lessons # 19-24

1. Introduction to eighth notes..
2. Introduction to tempo markings.
3. Introduction to 2/4 meter.
4. Introduction to first and second endings.
5. Performance Assessment of Lessons 19-24

Unit 6: Lessons #25-28

1. Introduction to half notes/rests.
2. Introduction of repeat signs.
3. Performance Assessment of concert selection.

Unit 7: Lessons 29-34

1. Introduction of concert selections.
2. Review of note reading skills
3. Refinement of technique.
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>How do you perform pizzicato?</p> <p>How do we care for our instrument?</p> <p>How do we perform rest and playing positions?</p> <p>What are the names of the strings?</p>	<ul style="list-style-type: none">• Students will demonstrate knowledge of instrument care.• Students will understand and demonstrate correct rest and playing position.• Students will name the strings.• Students will demonstrate pizzicato.• Students will demonstrate understanding of open string names.• Students will begin relating notation to performance.• Students will perform exercises using open strings.	<ul style="list-style-type: none">• Teacher will explain and demonstrate proper care and handling of string instruments.• Teacher will demonstrate correct rest and playing positions.• Teacher will demonstrate pizzicato technique• Students will review string names.• Students will demonstrate understanding of open string names through question/answer.• Student will be introduced to notation.• Essential Elements p. 4 & 5	<ul style="list-style-type: none">• Level 1: Students will demonstrate proper care and handling of the instrument, rest and playing position and pizzicato technique. Students will be able to identify string names.• Level 2: Students will demonstrate proper care and handling of the instrument, rest and playing position and pizzicato technique. Students will be able to identify string names and perform exercises using open strings.• Level 3: Students will demonstrate proper care and handling of the instrument, rest and playing position and pizzicato technique. Students will be able to identify string names and independently perform exercises using open strings with even tempo and correct rhythm.

Week # 5 - 8

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

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPI/s)	Activities	Assessments
<p>How to we interpret musical symbols?</p> <p>Why is note reading important?</p> <p>Why is left hand position important?</p> <p>How to we play with rhythmic accuracy?</p> <p>How do we execute the D major tetrachord?</p> <p>How to we prepare for the bow?</p>	<ul style="list-style-type: none">• Students will understand basic music symbols.• Students will be able to read and play quarter note patterns.• Students will begin to develop good left hand position.• Students will identify and play the D major tetrachord.• Students will perform pre bow exercise and pencil hold.	<ul style="list-style-type: none">• Students will demonstrate understanding of music symbols through flash cards and question/answer.• Students will demonstrate understanding of quarter notes/rests through performance.• Students will perform exercises using D major tetrachord.• Students will begin to develop correct left hand position.• Students will demonstrate understand basic bow hold through exercises and pencil hold.• Lesson book p. 6-9	<ul style="list-style-type: none">• Level 1: Students will begin to show understanding of basic music symbols. They will identify and perform rhythm patterns using quarter note patterns. Students will show understanding of left hand technique and show basic understanding of a pencil hold.• Level 2: Students will show understanding of basic music symbols. They will identify and perform rhythm patterns using quarter note patterns with steady beat. Students will show consistent left hand technique and good understanding of a pencil hold.• Level 3: Students will show understanding of basic music symbols. They will identify and perform rhythm patterns using quarter note patterns. Students will show consistent correct left hand technique and a correct pencil hold.

Week # 9 - 12

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

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How do we play on the A string?</p> <p>What makes a scale?</p> <p>How do we play an Israeli Folk Song?</p> <p>How do we shadow bow?</p> <p>What is a key signature?</p> <p>Why is a good bow hold important?</p>	<ul style="list-style-type: none">• Students will perform notes on the A string.• Students will perform the D major scale.• Students will perform an Israeli Folk Song.• Students will shadow bow rhythm patterns.• All students will recognize key signature.• Students will continue to develop a good pencil hold.	<ul style="list-style-type: none">• Students will demonstrate understanding of the A string notes through performance.• Students will demonstrate understanding of the D major scale through performance.• Students will perform and Israeli Folk Song.• Students will demonstrate understanding of basic bowing and bow hold through shadow bowing.• Students will demonstrate understanding of key signatures through question/answer.• Lesson book p. 10 -15	<ul style="list-style-type: none">• Level 1: Students will perform a D Major Scale with assistance. Students will perform an Israeli Folk Song with correct notes. Students will execute shadow bowings.• Level 2: Students will perform a D Major Scale. Students will perform an Israeli Folk Song with correct notes and rhythms. Students will execute shadow bowings with good pencil hold and show stronger understanding of music symbols.• Level 3: Students will perform a D Major Scale with good pitch. Students will perform an Israeli Folk Song with correct notes, rhythms and pitch. Students will execute shadow bowings with correct pencil hold and show understanding of music symbols.

Week # 13 – 18

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

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How do we make music with a bow?</p> <p>What is the function of the elbow in bowing?</p>	<ul style="list-style-type: none">• Students will demonstrate proper bow hold.• Students will demonstrate correct bowing skills.• Students will perform exercises with the bow.• Students will demonstrate proper string levels.	<ul style="list-style-type: none">• Students will demonstrate correct bow hold by performance.• Students will demonstrate good bowing skills through performance.• Students will perform exercises using the bow.• Students will demonstrate correct bow levels through performance.• Lesson book p. 16-19	<ul style="list-style-type: none">• Level 1: Students will demonstrate understanding of bow hold and correct bow stroke with prompts.• Level 2: Students will demonstrate understanding of bow hold and stroke independently.• Level 3: Students will demonstrate correct bow hold and good bowing technique consistently and independently.

Week # 19-24

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

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How do we play eighth notes?</p> <p>How do we interpret tempo markings?</p> <p>How do we play in 2/4 meter?</p> <p>How do we perform a first and second ending?</p>	<ul style="list-style-type: none">• Students will perform exercises utilizing eighth notes.• Students will perform tempo markings allegro, moderato and andante.• Students will perform exercises in 2/4 meter.• Students will perform exercises using a first and second ending.	<ul style="list-style-type: none">• Students will demonstrate understanding of eight note rhythms through performance.• Students will demonstrate understanding of tempo markings through performance.• Students will demonstrate understanding of 2/4 meter through performance.• Students will demonstrate understanding of first and second endings through performance.• Lesson book p. 20-21	<ul style="list-style-type: none">• Level 1: Students will learn to perform eighth note exercises and 2/4 meter. Students will begin to identify tempo markings and first and second ending.• Level 2: Students will perform eighth note exercises independently and accurately. They will correctly identify tempo markings and first and second endings.• Level 3: Students will perform eight note exercises independently and accurately using correct tempos and endings.

Week #25-28

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

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How do we perform half notes?</p> <p>What is the function of a repeat sign?</p>	<ul style="list-style-type: none">• Students will perform exercises using half notes/rests.• Students will perform selections using repeat signs.• Students will continue refinement of technique.	<ul style="list-style-type: none">• Students will demonstrate half notes/rests through performance.• Students will demonstrate correct use of repeat signs through performance.• Students will refine technique through performance feedback.• Lesson book p. 22-23	<ul style="list-style-type: none">• Level 1: Students will learn to perform musical excerpts using half notes/rests. They will identify and define repeat signs.• Level 2: Students will learn to perform half note/rest exercises accurately and independently on their instrument. They will define repeat signs and perform exercises using them.• Level 3: Students will perform exercises using half notes/rests with accurate rhythms and steady tempo. Students will identify and correctly execute repeat signs.

Week #29-34

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

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> <p>How do we perform in concert?</p>	<ul style="list-style-type: none">• Students will refine technique.• Students will learn concert selections.• Students will rehearse concert protocol.• Students will perform as a member of an ensemble.• Students will perform as part of a concert.	<ul style="list-style-type: none">• Students will demonstrate good technique through performance.• Students will rehearse concert protocol on stage.• Students will demonstrate concert selections through performance.• Students will perform as part of a concert program.• Students will demonstrate good rhythm through performance.• Concert selections.	<ul style="list-style-type: none">• Level 1: Students will demonstrate correct concert protocol. They will perform as part of an ensemble demonstrating good rest/playing position, unison performance, correct bowings, rhythms and notes.• Level 2 – Students will independently demonstrate correct concert protocol. They will perform as part of an ensemble demonstrating good rest/playing position, unison performance, correct bowings, rhythms, fingers and pitch.• Level 3 - Students will independently and consistently demonstrate correct concert protocol. They will perform as part of an ensemble demonstrating good rest/playing position, unison performance, correct bowings, rhythms, fingers and pitch.

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 use our fourth finger?</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 use 4th finger	<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 pp. 22-24	<ul style="list-style-type: none">• Level 1: Students will review concert performance citing strengths and weaknesses. Students will learn to use 4th finger in place of an open string.• Level 2: Students will review concert performance citing strengths and weaknesses and areas for improvement. Students will learn to use 4th finger independently.• Level 3: Students will review concert performance citing strengths and weaknesses, discuss areas for improvement and ways to achieve that improvement in the future. Students will independently use 4th finger with good intonation.

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.